TACSO

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Guide for Trainers

Advocacy and Policy Influencing for Social Change

TACSO

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Advocacy and Policy Influencing for Social Change

CONTENTS

How to use this Guide **10**

Full or partial courses? 10

Building up of days and sessions 11

Training approach **12**

Tips on group dynamics **15**

Introduction exercises **16**

Recapitulation exercises **20**

Evaluations of trainings **25**

API programs **28**

Trainer notes **33**

Annexes

Annex 1: Hand-out—Ostrich eggs 88

Annex 2: PowerPoint slides 92

How to use this Guide

This Guide is based on the ‘Advocacy and Policy Influencing for Social Change’ Manual from TACSO (2011) with which you can conduct the full training course of five days.

Full or partial courses?

The five day course enables you to learn the concepts behind Advocacy and Policy Influencing, gain insights in the processes that take place, analyse your context with beneficiaries and other stakeholders, and analyse the political processes of the subject you are working on. With this knowledge you will be able to plan your own Advocacy and Policy Influencing strategies towards different political targets and you will have practised some skills in negotiation and lobby conversations.

The complete training as it is presented in this Guide lasts five days and provides an overview of topics related to Advocacy and Policy Influencing, such as planning for policy influencing, networking, implementation of the plan through development of lobbying skills and aspects of monitoring and evaluation. The training can also be cut up into several pieces. For example, if you want you can focus solely on concepts or only on skills. In such a case you simply combine the different sessions as presented in this Guide. Below are several combinations for two-, three-, four- and five-day courses:

- API Concepts program – two days;
- API Concepts and Planning program – three days;
- API Concepts & skills program – four days;
- API Full program – five days.

The combinations always start with the Concepts of Advocacy and Policy Influencing and the Policy Influencing Cycle as the foundation, which is presented in the two-day course. Then you can vary by either do the Concepts and Planning course or the Concepts and Skills program. Remember that skills' training always takes more time than knowledge training. It is also possible to split up the four-day program into two parts: first the Concepts and the last two days of skills training at another time.

In this Guide you will find separate course outlines for each course but you are free to make a different mix of modules.

Building up of days and sessions

Every training day has a subject related to the Policy Influencing Cycle (see Manual).

Every day is split up into four modules; A, B, C and D. Each module has a specific title.

Every module is described in terms of:

- title of the module;
- general set-up:
  - duration and title of subsessions,
  - needs of the trainer,
  - needs of participants,
  - reference to the Manual 'Advocacy and Policy Influencing for CSO's';
- learning Outcomes of the session;
- content and methodology of the (sub)session;
- trainers' tips.

Training approach

Adult learning

The training approach that is reflected in this Guide is based on experiential learning and the adult learning cycle developed by Kolb (see Figure 1 below). In order to understand the Guide you should be familiar with the training approach behind it. Only a brief introduction can be given here and if you are not at all familiar with this training approach you should at least read more about it or, better even, undergo a Training of Trainers course based on the adult learning cycle.

We believe that an internal sense of urgency is the precondition for any successful learning process. Prior experiences, both good and bad, are the starting point for designing an effective learning process. These two critical factors are central to the training approach and result in two key training principles: participation and experiential learning.

Participation means that participants drive the process from beginning to end. At all phases of the training the participant is actively encouraged to provide inputs and to reflect on whether the process is moving in the desired direction. This means that regular consultations have to be built in to get participants’ feedback on the learning content and process. This may result in adjustments ranging from a change of subjects to work modality to adaptations in speed or level of difficulty.

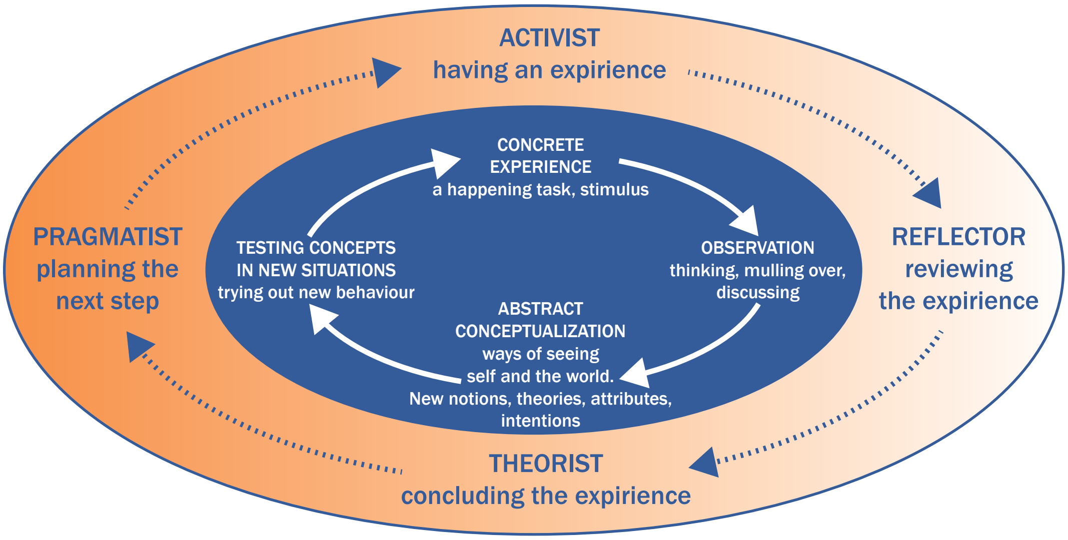

Figure 1: The adult learning cycle, Kolb a.o.

Experiential learning is based on the adult learning cycle and means starting from existing qualities. Based on a firm belief that adults learn best from experience, trainings try to build on what is already there. Driven by their interest to learn and change people are encouraged to share experiences, while clear linkages are being created between new ideas and existing working realities. By introducing different concepts and approaches that are then being practiced to make them meaningful in real life, a real commitment to change (= putting the learning in practice) is created. For this a range of training modalities are used, including real life and fictitious case exercises, individual assessments, role plays, debates, exposure trips, lectures, peer reviews, and so on.

Brain-based learning

Brain-based learning concentrates on the question how, as a trainer, you link up with the natural working of the brain so that the learning sinks in properly. For this you should know a little about the working of the brain.

The brain is made up of a hundred billion neurons. A thought is, biologically seen, a specific pattern of firing neurons. In our memory this specific pattern remains coded for a very limited amount of time. However, every time that a group of neurons fires together their sensitivity to fire together increases. The trainer's ambition should be to make neural networks as extensive and strong as possible.

In order to fulfill this ambition we have adapted six principles of brain-based learning. These principles should be abided by in the training. Some of the principles are fulfilled by the way the training is designed; others solely depend on the trainer and how s/he performs.

The principles are:

1. **relaxed alertness** — the relaxed alertness of the participants is created by many things, including the way the trainer performs and the contents of the training: The set-up of the room and the logistics of how the training is arranged also affects the ideal of creating a safe learning environment in which participants are challenged and feel comfortable with this being done;
2. **repetition** — repeating the key messages and learnings will reinforce learning. Do not hesitate to say the same thing a number of times. You can alter the language or the medium through which the message is communicated, but do repeat;
3. **creation instead of consumption** — the trainings are based on application, participation and independent thinking by the trainees. The participants do not sit in their chair and watch PowerPoint presentations all day. They create, thereby stretching their minds, instead of consuming;

4. **outcome and context-oriented** — every training will be different because for a large extent the content of the learnings will depend on the context in which the learnings should be applied. Experiential learning is based on the idea that adults have relevant experiences that form the basis for their learning. Experiential learning is also based on the idea that adults are self-motivated learners and their motivation is strongest when the learning is relevant to the context in which they operate. This is also why we prefer the use of real-life case studies;
5. **make learning sensory rich** — drawing, role plays, use of coloured cards, different groups, games, and so on, may seem at times childish, but they all serve a purpose. They serve to make learning sensory rich. Use all senses: sight, hearing, touch, even smell and taste if at all possible. Most trainings focus solely on hearing. In the adult learning approach we try to use all senses and also use different senses to make one single point;
6. **build on existing knowledge** — one of the basics of experiential learning is that you gather experiences from the participants and use them as a basis of the training as it makes the training automatically more relevant to them and allows for the exchange of different experiences. It also forces you to be a very active listener and flexible trainer in adapting the sessions to the experiences of participants. This is relatively easier if you have done a training needs assessment.

Tips on group dynamics

Every training goes through different phases in terms of group dynamics. As a trainer you must be aware of these phases as your role changes according to the phase the group is in. These phases also influence which type of exercises you can and cannot do. The phases are described in Levin's Model:

- **parallel phase** — the first phase in the training, whereby the group focuses on the trainer. Participants look at each other but look mainly at the trainer. There is a certain insecurity among participants. The trainer is expected to exert authority. In this phase you can start doing some work in pairs, but do not do too much work in groups. Give small assignments for work in pairs but do not take too much time in work in pairs. Do not do anything like role plays or simulations. Work in pairs stimulates moving away from this phase;
- **absorption phase** — if the group were to remain in the parallel phase you get a passive group. In this phase there is more interaction between the participants and differences of opinion and conflicts may arise along with informal leaders. It is important here to let the group grow and move away from your central position. Participants will want to take more initiative themselves and work together. You become more of a facilitator. This means that group work can start taking place, whereby the assignments may be more complicated. The group work should perhaps not take too long, especially with larger groups, in order to keep some control. Small role plays could be introduced. You should be aware that too much frontal teaching could lead to irritation or the group could go back to being passive;
- **reciprocity phase** — the participants interact and give each other feedback in formal and informal moments. This feedback is taken very seriously. The group is largely self-reliant and works seriously. If there was irritation in previous phases feedback will be given on this and reflection should happen. This is where the trainer really becomes a facilitator of a learning process and not a teacher anymore. Group work, larger assignments, role plays, all of these can be done. Avoid long presentations and becoming a teacher again;
- **farewell phase** — the group disintegrates slowly and participants are starting to go home mentally (already worrying about things to come). The participants look again at you and you need to take the control they expect. You must organise and shape the farewell and your final speech should be as strong as the welcome one was. See different evaluation and certificate ceremony suggestions in this Guide.

Introduction exercises

Here is a small overview of possible introduction exercises. Since many participants will be more used to classic trainings using lectures and PowerPoint their comfort zone will be sitting down, which is something they will do from the beginning. We want to get them out of the comfort zone as soon as possible by letting them get out of the chair. It raises energy levels, keeps the participants alert and introduces them to the training approach.

There are several options open to you. The choice of the best method really depends on specific circumstances and what you, as a trainer, feel comfortable with. Circumstances that influence the method are:

- group size — perhaps the most important, since group size determines how much time you really have. If the group is big it is unlikely everyone will get to introduce themselves to each other. You will need to adapt;
- training location — the amount of space you have is going to influence how much physical moving around there can be;
- do the group members know each other? Never assume this beforehand. Even in groups from the same organisation not everyone knows each other and more personal aspects, such as things that move you, may be largely unknown. However, the introductions will obviously focus on different aspects and you can divide time differently.

The purpose of introductions is to get to know each other: both the participants themselves as well as them and the trainer/s. At the very least everyone needs to get to know each other’s names, organisations and position within the organisation. Some aspects about experiences with policy influencing are useful as it shows the trainer how much experience there is and it shows the participants that they have a lot of experience between them (making it easier to understand the principles of the learning approach).

You can also use introductions to collect the expectations of participants and ascertain what they bring to the course. Again, whether you want to do this in combination with introductions depends largely on the size of the group.

Here you will find a number of exercises you can do for introduction purposes. Time allocated is between brackets for a ‘normal’ group of about ten participants but we advise you to use common sense as to whether this is realistic for the type of group you will have. This allows you to see whether you can combine exercises.

Ice-breakers

These serve, indeed, to break the initial ice but in this case can also be used to get introduced to the names of the participants.

First letter of first name alliteration (5 min.)	
Content	Ask each participant to think of a fun name that starts with the first letter of the first name of the participant. It may be an entirely new name or just an adjective added to the first name. For example, Jan becomes Jovial Jan. Then each participant says his/her name. You will see that many participants start referring to each other simply using the fun name.
Adjectives only (10 min.)	
Content	Ask each participant to think of an adjective that reflects themselves and starts with the first letter of the first name of the participant. For example, Jan becomes Jovial Jan. Then ask the participants to move around and introduce each other one-on-one using the adjective. After three minutes stop and ask participants to think of an expression that reflects the adjectives (voice, face, body). The participants again introduce themselves, moving around and using the expression. *Tip: you can also do this by asking participants to associate themselves with an animal. Then, the noise the animal makes becomes the second round of introductions.*

More elaborate introductions

Handshake (40 min.)	
Content	Make participants draw a hand. On each finger or around each finger you ask the participants to write specific information, such as: ▪ name ▪ organisation ▪ position ▪ last policy influencing activity ▪ what drives you in work ▪ something personal (always good to have in the drawing) ▪ expectations (on a yellow card, if you decide to combine intro and expectations) ▪ what you bring (on green card, if you decide to combine it with intro). With a small group you can ask the participants to present their hands. However, with groups of above six you can also do the following: **Speed dating** Participants hang up their posters in the room. They can decide to stay with their poster or move around. They meet with one other participant. They show/explain each other's poster. Take five minutes per date. Have three-four rounds.

	It is important that the trainers have an example of such a poster ready to present, perhaps as first. This shows the participants what we mean by hand, fingers and subject to deal with. Ask the participants from the last round to take the yellow ‘expectation’ card and the green ‘bring’ card (if you combined these). Read the cards while you put them on a poster and quickly cluster similar cards. Go through the cards, indicating what type of experiences you see in the group and what type of expectations. It is very important to manage expectations. (Note that this will add at least ten minutes to the exercise).

Interview (40 min.)	
Content	Write down three-five questions on a poster. Ask the participants to sit together with their neighbour and interview each other. Typical questions can be: ▪ name ▪ organisation ▪ position ▪ last policy influencing activity ▪ what drives you in work ▪ something personal (always good to have in the drawing) ▪ expectations (on a yellow card, if you decide to combine intro and expectations) ▪ what you bring (on green card, if you decide to combine it with intro). You can then ask the interviewer to introduce the interviewee to the group using the answers to the questions. Again, you can combine this with the expectations and bring cards. Be aware that this can take a very long time for big groups and therefore we advise against this and instead provide an alternative below.

Interview and drawing of symbol/logo (40 min.)	
Contet	Write down three-five questions on a poster. Ask the participants to sit together with their neighbour and interview each other. Typical questions can be: ▪ name ▪ organisation ▪ position ▪ last policy influencing activity ▪ what drives you in work ▪ something personal (always good to have in the drawing) ▪ expectations (on a yellow card, if you decide to combine intro and expectations) ▪ what you bring (on green card, if you decide to combine it with intro). You can then ask the interviewer to introduce the interviewee to the group using the answers to the questions. Again, you can combine this with the expectations and bring cards. Be aware that this can take a very long time for big groups and therefore we advise against this and instead provide an alternative below.

Quick speed dating (20 min.)	
Contet	Think of questions that may divide the group in smaller groups, such as 'What is your favourite colour? Is it closer to green, blue, red or yellow?'. Then allocate a corner of the training room to one of the colours and ask the participants to stand in the relevant corner. Now ask the participants to pick one person from the group. They have to ask this person at the very least what their name and organisation is and another question, such as 'How did you come to this training?' or 'In which countries have you worked?'. Anything that says something about the person. Take two minutes for this and ask two or three participants about the answers they were given. Then have another question that divides the group (age, number of children, colour of hair, etc). Repeat the exercise with a different question. The beauty of this is that you can make this as long as you want and it is very good for larger groups. You should be aware though that you will have to do a separate exercise to get 'expectations' and 'what do you bring to the course' cards from the participants.

Picture cards (20 min.)	
Contet	Have picture cards spread out on a table. Ask participants to go to the table and pick one picture card that represents themselves the best. Once they have picked it they can go back to the seats or just stand in a circle. Everyone now introduces their picture card, also providing their name and organisation. 'what do you bring to the course' cards from the participants.

Recapitulation exercises

Here is a small overview of exercises that should take between 15-30 minutes. Many of these also serve the purpose of energisers at the beginning of the day.

A recapitulation can be any type of exercise as long as you go through the phases of the adult learning cycle. Some exercises are linked particularly to recapitulation of a certain topic. These are described in the relevant sessions. Below you will find exercises you could use for almost every type of recapitulation. They are not linked to particular sessions.

Each recapitulation exercise follows the steps of the adult learning cycle in quick sequence. The questions asked during a recapitulation are:

- what do you remember from yesterday?
- what did you like? What was an eye-opener? What didn't you like?
- why did you like it? Why did it trigger you? Why did you not like it?
- what will you use/apply in your own work?

We invite you to vary the type of recapitulation exercises during and among trainings. One way of doing this is by asking participants to organise recapitulation exercises themselves. This can be quite time-consuming but very inspirational and good for group dynamics. If you choose to make the group responsible, be sure to:

- show the good example once and explain why it is a good example;
- go through the recapitulation questions and link it to the adult learning cycle. This shows the logic of the way the exercise should be built up. You can hang a sheet with this (questions and adult learning cycle) in the room;
- make a recapitulation of the recapitulation, offering feedback;
- correct any wrong information from the recapitulation.

<table>
<tr><th colspan="2">Pictionary (max. 30 min)</th></tr>
<tr><td>Contet</td><td>Have cards ready. On each card there is a term from the day before. Have a flipchart ready and divide the sheet in two. Ask the group to stand around the sheet. Divide the group in two or more groups.

Now explain the exercise:
▪ a volunteer is asked to come forward
▪ this volunteer gets to read the word on the card (nobody else does)
▪ s/he has to draw what is on the card using one part of the sheet. The group of the volunteer has to guess the term from the drawing.
▪ they get two minutes after which the rest of the group can join in.</td></tr>
</table>

	It is important for the group to think aloud as people can build on each other's ideas. It will also tell you how much they actually remember. Do help the group by emphasising when they are heading in the right direction. Once the term is guessed, go through a series of questions: ▪ in what context did we use the term? ▪ what else do you remember from this topic? ▪ what was the biggest eye-opener (or disappointment)? ▪ why? ▪ will you use this in your work? Repeat this as much as time allows. Do not spend more than 30 minutes on the exercise. The exercise also serves as an energiser and it allows you to start even when not everyone is present.

Brainstorm	
Contet	Hang blank flipover sheets across the room (one for each anticipated group). Divide the group in smaller groups (max four persons per group). Give them markers and Post-its. Now give the groups the first assignment: ▪ think of terms/ key words you remember from yesterday. Write these down on Post-its: one term per Post-it. You do not need to discuss with each other, just write as many down as possible. (You can add a competitive element by indicating that the group with the most Post-its in the end will get a reward) ▪ you have two minutes. Use a stopwatch for this. Now the second assignment: ▪ take all the Post-its and place them on the sheet ▪ take out the doubles ▪ re-group the Post-its according to theme and give a title to the theme. Now you move, with the participants, along the posters. Ask at least once with each poster: ▪ what are the themes you distinguished? ▪ what was the biggest eye-opener or thing you did not like? ▪ why is that? ▪ what will you apply in your work? Complete or correct things that are not right in the lists. Let the group do this first.

<table>
<tr><th colspan="2">Guess who I am?</th></tr>
<tr><td>Contet</td><td>Have cards ready with terms from the day before. Have at least as many cards as participants. Also have sheets or brown paper ready.

Distribute the cards to the participants without showing the term. Give the participants some sticky tape if needed.

The participants now choose a partner and stick the term on their forehead without showing it to them.

The person with the card on their forehead needs to guess, asking direct questions, what term is on the card. Once it is guessed the other participant does the same.

Now ask the participants to place the cards on the sheets or brown paper. Cluster the terms that should be together and give a title to the cluster (or have cards with titles the participants were supposed to guess).

Now check with the group how the clusters are formulated. Correct what is wrong, and complete clusters if need be.

Go through the questions:
▪ what are the themes you distinguished?
▪ what was the biggest eye-opener or thing you did not like?
▪ why is that?
▪ what will you apply in your work?</td></tr>
</table>

<table>
<tr><th colspan="2">Basic conversation method</th></tr>
<tr><td>Contet</td><td>Prepare questions on cards about facts, feelings, reflection and application (use different colours).

Distribute the cards to participants. Ask to read a question and answer

First round of participant with white cards (facts). Then ask other participants if they want to add to/complete the list of all topics that were discussed the day before.

Second round of participants with red cards (feelings) Note that this round includes the reflection as well. Ask people with yellow cards to pay special attention to this round since they will build on it

Third round of participants with yellow cards (reflection).

Thank participants and briefly explain the program of the day.</td></tr>
</table>

Facts (white) What happened yesterday? What topics have we dealt with? What exercises have we done?
Feelings and reflection (red) What are eye-openers? What makes them eye-openers? What made me enthusiastic and why? What did I not agree with and why?
Reflections (yellow) How does the discussed eye-openers relate to earlier experiences with the topic of this workshop? How does the discussed disagreements relate to other experiences with the topic of this workshop?
Application (green) What have I learned about myself? What does it imply for me in my work? What am I going to change or add?

Stand in a circle and throw a ball to the one you want to give the floor. Ask questions linked to the adult learning cycle. These questions are typically: what have we done yesterday/what happened, what was I enthusiastic about, why was I enthusiastic or not, what still raises questions, and, what does it mean for me/my job?

Or give everyone a card to mention one item (big/small) which was covered yesterday. Why did you choose this one? How did it make you feel? Why? What can you do with it in your job?

The manifestation NGO Days 2011, Pula, Croatia

Four of a kind	
Contet	You can do this when you have covered more than two different topics during the day. Write three or four cards per topic with keywords used when dealing with the topic. Make three or more teams (depending on the amount of topics you have). Each team gets an equal amount of cards. They may not show the cards to the other teams. One team starts by asking one of the other teams for a card with a keyword (which they have to guess obviously from what they have). The goal is to get all the cards relevant for a specific topic. Reflect on this at the end of the game by asking the participants to give a title to the collection of keywords they have. Then go through the rest of the cycle asking about other things learnt, challenges and eye-openers and application of learning.

Recap of the week: Reconstructing the program	
Contet	You may already have the sessions of the program on cards. If not, you will need to write sessions on cards for this exercise. Distribute the cards at random to the participants and ask them, first of all, to group themselves according to the policy influencing cycle. Ask each group to discuss about the major learning and the major difficulty. Each group is then asked: ▪ what step are you in the PIC? ▪ can you remember what we did in this step? ▪ did we miss anything? ▪ what was the major challenge? ▪ what was the major learning you will apply? Then ask the participants to reconstruct the entire program on the wall (you have the cards for times and days). You can correct any errors. Reflect on this, asking the participants about their major learning overall.

Evaluations of trainings

Learning outcomes of the session

An evaluation serves different purposes:

- a way to assess whether the training was relevant and well conducted; and,
- a way to say goodbye.

Content and methodology of sessions

There are different ways of evaluating the training. Obviously the most common is to have an evaluation on paper or online ready for participants to fill out. If you use this make sure the form (online or hard copy) is up-to-date and does not contain too many questions. Be sure also to balance the multiple-choice and open questions. For a one-day training it should not take more than five minutes to fill out, while for the five-day training 15 minutes should be the maximum.

It is quite crucial, however, to also organise the goodbye of participants, whether in a one- or five-day training. Below you find some ways of doing this, through:

- different methods for oral evaluation;
- different methods of giving certificates.

Oral evaluation	
Methodology	Parking lot
Contet	Have five sheets ready across the room (on table or wall). For each sheet there are a number of markers. Each sheet has a title containing: ▪ trainers ▪ content of training ▪ training methods ▪ logistics ▪ any other issues. Ask the participants to move around and place remarks on the posters. Have music on while doing this: it helps to keep things informal. You can choose to hang the posters up and discuss some remarks or simply take them home for your evaluation. You will need some time for this and it requires a group that is quite open to giving feedback.

Oral evaluation	
Methodology	Sticking dots
Contet	Hang the program in front of the group. Have sticky dots ready (preferred) or red and green markers. Give each participant three red and three green dots. Ask the participants to place the dots on the most preferred (green) and least preferred (red) sessions. They can place three, two or one dot per session. When the dots are placed you should reflect with the group why certain sessions got many red or green dots. We recommend you end with the green dots to finish on a positive note! This exercise requires some time and participants are usually quite reluctant to place red dots. However, do make sure everyone places red and green dots. If one does not do it and you allow it to happen, others will follow.

Oral evaluation	
Methodology	Objectives/expectations of the training
Contet	Take the cards with expectations. Read them and give the card to the person who wrote the card. Ask the participant to explain whether the expectation was met. Limit the time to answer but remain open to general remarks thanking the trainer or other participants as this is really part of the farewell phase (and gives a good feeling to end the training with)!

Oral evaluation	
Methodology	Picture cards
Contet	If you have picture cards, spread these on a table. Ask participants to choose a card that represents how they feel at this moment. Stand in a circle and ask people to present the card. Do not reflect on the remarks. It is quite a quick way to get a sense of how participants felt the training went and an opportunity for the participants to say goodbye.

Distribution of certificates	
Methodology	Picture cards
Contet	There are different ways to go about this. If it is a short training of one day you will not make it into a ceremony, but still make a point of it. For a training of one-day you can: ▪ combine handing over the certificate with the oral evaluation ▪ just make a little handing-over ceremony, simply stating the name and asking the person to come forward. For a longer training, you may want to make it more of a ceremony. Options are: ▪ hand the certificates over yourself and make a small speech for each one ▪ hand over the first certificate to a participant with a little speech. Then, give this participant the rest of the certificates, whereby they then make a little speech for the participant on the top of the pile and then hands over the certificate together with the other certificates, and so on...

API PROGRAMS

Below you will find suggestions for combination of sessions if you want to limit the number of days of training or deal with specific issues. The last training is the full five-day training.

Advocacy and policy influencing for social change Guide for Trainers

Day 1

09.00 – 10.30	Welcome, introduction and expectations
11.00 – 12.30	Policy influencing concepts
14.00 – 15.30	Policy influencing cycle
16.00 – 17.30	Principles of policy influencing

Day 2

09.00 – 10.30	Identifying and defining the policy influencing issues
11.00 – 12.30	Stakeholder analysis
14.00 – 15.00	Beneficiary participation
16.30 – 17.00	Mapping the decision-making process
17.00 – 17.30	Evaluation and certificates

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16.00 – 17.30	Principles of policy influencing

Day 2

09.00 – 10.30	Identifying relevant policy influencing issues
11.00 – 12.30	Defining the issues and the early message
14.00 – 15.30	Stakeholder analysis
16.00 – 17.30	Stakeholder analysis

Day 3

09.00 – 10.30	Beneficiary participation
11.00 – 12.30	Mapping the decision-making process
14.00 – 15.00	Managing network dynamics
15.30 – 17.00	Developing an action plan and presentation
17.00 – 17.30	Evaluation and certificates

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11.00 – 12.30	Defining the issues and the early message
14.00 – 15.30	Stakeholder analysis
16.00 – 17.30	Communication and feedback

Day 3

09.00 – 10.30	Beneficiary participation
11.00 – 12.30	Mapping the decision-making process
14.00 – 15.30	Managing network dynamics
16.00 – 17.30	Managing network dynamics

Day 4

09.00 – 10.30	Power and principled negotiation
11.00 – 12.30	Elevator pitch
14.00 – 17.00	Practising a lobby meeting
17.00 – 17.30	Evaluation and certificates

Day 1

09.00 – 10.30	Welcome, introduction and expectations
11.00 – 12.30	Policy influencing concepts
14.00 – 15.30	Policy influencing cycle
16.00 – 17.30	Principles of policy influencing

Day 2

09.00 – 10.30	Identifying relevant policy influencing issues
11.00 – 12.30	Defining the issues and the early message
14.00 – 15.30	Stakeholder analysis
16.00 – 17.30	Stakeholder analysis

Day 3

09.00 – 10.30	Beneficiary participation
11.00 – 12.30	Mapping the decision-making process
14.00 – 15.30	Strategic and effective advocacy
16.00 – 17.30	Managing network dynamics

Day 4

09.00 – 10.30	Power and principled negotiation
11.00 – 12.30	Elevator pitch
14.00 – 17.00	Practising a lobby meeting
16.00 – 17.30	Practising a lobby meeting

Day 5

09.00 – 10.30	Open space
11.00 – 12.30	Developing an action plan
14.00 – 15.30	Presentation of action plan
16.00 – 17.30	Evaluation and certificates

Trainer notes

Trainer notes for Day 1: Advocacy and policy influencing training

Day 1	
09.00 – 10.30	Welcome, introduction and expectations
11.00 – 12.30	Policy influencing concepts
14.00 – 15.30	Policy influencing cycle
16.00 – 17.30	Principles of policy influencing

Day 1, Session A

Welcome, introduction and expectations

General set-up of the session

Suggested duration	Session
30 min.	Introductions
30 min.	Objectives and expectations
15 min.	Program and logistics
15 min.	Training approach (optional)
You need:	PPT with course objectives PPT with adult learning cycle or poster of adult learning cycle Poster of program or program on cards Flipcharts Cards Markers Strange object (optional).
Participants need:	Flipcharts Markers Cards
References to training Manual	None

Learning outcomes of the session

At the end of the session participants:

- understand the objectives of the course;
- agree with the objectives of the course;
- know each other better;
- understand the training methodology;
- agree with the training methodology.

Content and methodology of sessions

Introduction (minimum 30 min.)	
Methodology	Different methods
Contet	There are many ways to let the group introduce itself. The choice of a methodology depends on the size of the group, the amount of time you want to spend on it, your own preference/s and even the training location. We recommend, however, that you undertake an interactive and creative way of introduction. The ideal is to get participants moving as soon as possible, getting them out of their comfort zone. This is also in line with the training approach, which demands a lot of active participation from participants. For the purpose of this Guide we have elaborated on some introductory exercises in a separate chapter. Those are just some ideas and can obviously be complemented by your own.

Trainer’s tips

When presenting yourself, indicate relevant experience that binds you with the group (work in the same position, same country, etc) and open with a joke, to relax people.

Objectives and expectations (30 min.)	
Methodology	Interactive presentation
Contet	Present the PowerPoint slides on course objectives. The slides may need to be altered depending on specific groups and expressed needs in Training Needs Assessments (if you perform such an assessment). Make participants present their expectations. You may already have done this in combination with the introductions. You can use the following methods: ▪ ask participants to discuss expectations and what they bring to the course with their neighbour ▪ ask participants to write their expectation(s) (on yellow card) and what they bring to the course (on green card) ▪ let participants read out their cards and place them on a flipchart.

	With large groups you may want to alter the method to make it quicker. You can: ▪ only take expectations ▪ let a participant read their expectation and take the card ▪ paste the card on a flipchart ▪ ask whether there are similar expectations (in general you will find a number of participants have very similar and general expectations, such as 'learn more about tools to undertake policy influencing' or 'get better communication/lobbying skills') ▪ take those cards and paste them on the flipchart as well. It is important to actively recognise the contribution of the participants. This contributes to a safe, motivating and rewarding learning environment. The last step is that you actively manage expectations. Focus on those you cannot meet, because it would mean a complete change of program or because it is simply outside the realm of the course. Be honest about this. If there are a number of participants with expectations you may only meet partially you could offer an extension of the session in which those expectations are met. Again be honest with the participants. Extending one session automatically means something else should be taken out. You do not have to decide at this point, but make sure you come back to it. Do not forget that you have an Open Space session at the end of the training in which certain issues can be dealt (either by building on existing sessions or with new issues entirely), either by yourself or the participants themselves. Place such items on a 'parking lot' flipchart (a flipchart where issues are parked). Do not forget about these!

Program and logistics (15 min.)	
Methodology	Interactive presentation
Contet	Use the previous part of the session on expectations as the link to the program. First of all, make sure the program is always visible in the training room. It is important for participants to actively follow where you are in the program (it may be clear to you, but for them it is all new). You can make a standard poster. You can also put the titles of sessions on cards and place the cards in a matrix with days/time. This method is completely free of technology (can always be done) and allows for great flexibility. If you do change something you simply take away a card and replace it with another one. As a link to logistics check times of breaks, lunch, and the beginning and end of training. Consider when to start (some groups prefer to start very early in order to finish early ...), when to take lunch, how long you take for lunch, when to end, and so on. All these aspects may depend on the local or organisational culture so always ask aout it and do not just force the times you thought of on the group. As long as you can do the sessions and time is not taken away from the training you should be flexible (as much as possible). Another point in logistics is rules for the training. We recommend you let the group decide on rules, such as be on time, turn cell phones off, and so on and put the rules on a flipchart.

Trainer's tips

It is best to make specific people in the group responsible for the rules. Choose a timekeeper from the group, a president for general behaviour and getting feedback from the group that can be relayed to you, and perhaps an animator who is responsible for keeping track of energy levels and exercises (in conjunction with you of course). This is also in line with the principles of adult learning whereby adults are responsible for their own learning and therefore for their own learning environment to an extent.

Training methodology (optional) (15 min.)	
Methodology	Guessing game
Contet	At least some, if not the majority, of your participants will come to the training expecting to get a range of lectures, lots of theory and PowerPoints. This will not be the case and you may want to prepare them for the 'shock' and explain a little of the philosophy behind the training approach. One way of doing this is: ▪ have a strange object ready, one you are pretty sure no-one knows or is packaged in such a way that people cannot guess directly what it is and what it is for; ▪ ask the participants to get from their seats and form a circle. Place the object in the middle of the circle and ask the participants to find out what it is; ▪ participants are allowed to do anything they want with the object, as long as they show what the object is for; ▪ once the participants have shown what the object is for you reflect on what happened. In general, you will see different people going through different stages of learning. First they will talk about what the object reminds them of or what they think it is. Then someone will pick it up and feel it, perhaps play with it, throw it etc. Then slowly people will reflect on it and come to some general conclusion. After that they will demonstrate its use as proof of what it is; ▪ while reflecting you can show the slide or poster of the adult learning cycle, going from 'experiencing' to 'reflecting' to 'generalising' to 'applying'; ▪ if there is time you may also want to reflect on the different learning types you have seen and how the approach makes sure each type is catered for; ▪ the key message is that the participants are adults, responsible for their own learning and that you will be doing many participative exercises!

Day 1, Session B

Policy influencing concepts

General set-up of the session

Suggested duration	Session
30 min.	Types of activities: brainstorming
20 min.	Reflection on the results of brainstorming
20 min.	Definitions
20 min.	Completion of brainstorming
You need:	Flipcharts or brown paper Cards with terms Post-its/small cards Markers PPT on policy influencing concepts.
Participants need:	Post-its/small cards, markers
References to training Manual	Politics and Policy Influencing Key Concepts, pp.18–30 Tool 1

Learning outcomes of the session

At the end of the session participants:

- understand the difference between generic terms used in policy influencing (lobby/advocacy/activism/policy influencing/awareness raising)
- know the main elements of the definition of policy influencing
- are able to come up with a range of activities from more harmonious to more confrontational.

Content and methodology of sessions

Types of activities (30 min.)	
Methodology	Brainstorming in pairs/groups
Contet	▪ Make pairs or small groups depending on the size of the group; ▪ distribute Post-its or small cards; ▪ ask participants to think of activities they undertake or know can be undertaken to influence policies. Provide some examples, such as meeting parliamentarians, expert meeting, petitions, etc. Include all type of activities that can be done to influence policies; ▪ in the meantime (or even before the exercise started) place ¾ flipcharts or a big piece of brown paper on the wall. On the left side place a card with the words: 'confrontational', 'violent' and 'illegal' and on the other side place a card with the word. 'harmony'. Draw a line between both cards (see picture on the next page);

	▪ explain the terms and the line to the group. Ask the groups/pairs to place their cards on the continuum; ▪ do not spend too much time getting cards on the right position; only have a brief look and ask about cards where you doubt their position on the continuum.

Reflection on type of activities (20 min.)	
Methodology	Basic conversation
Contet	▪ Reflect on the results (see below for some questions); ▪ now put the cards with the terms ‘lobby’, ‘advocacy’, ‘activism’ and ‘policy influencing’ up on the poster. Explain that all activities fall under policy influencing, with some under lobby, advocacy and activism. You will explain these differences further in your presentation.

Trainer’s tips

The policy influencing continuum should look like this (also see the PPT):

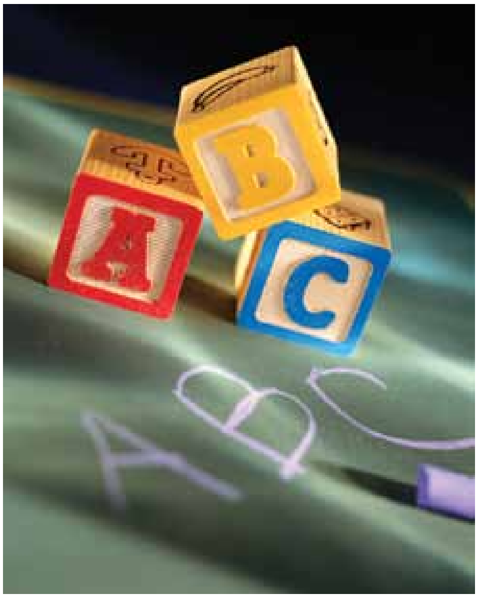
Some elements of discussion are:

- what is the first thing you notice when looking at the result of the exercise? Depending on the group you work with you will notice a slight inclination to have a cluster of activities at the right-hand side only, at the left-hand side only, or in the centre. This tells you a lot about the type of group you have and perhaps about the context in which they operate.
- when you look at the activities, do you see similar activities that are placed on different parts of the continuum? This is an important discussion as you will start gathering elements of strategy and elements of the different categories of activities such as lobbying, advocacy and activism. It is important to note that the way an activity is perceived often lies in the eye of the beholder. It is therefore also extremely difficult to come to any firm interpretation about activities (which is also not the goal of the exercise).
- pick one or two participants and ask them to indicate activities that were part of one intervention. This may show that different activities with different intentions can be undertaken at different moments in one policy influencing intervention.

The discussions allow participants to start getting a grip on what policy influencing can be. We have noticed in training that many participants have a narrow notion of policy influencing (e.g., only lobbying). Participants often also realise that they have been doing policy influencing more than they think.

Definitions (20 min.)	
Methodology	Interactive presentation
Contet	Ask everyone to take their seat. You can reflect on the differences between the terms in different ways. You can ask participants what they think the differences are or just start presenting (using PPT or not). You should begin by giving the definition of policy influencing. Pick a few elements from the long definition and explain. This is the only real definition you will provide. For the other terms you will only emphasise general characteristics and differences between the terms (and overlap). Make a point of awareness-raising. This is often used in conjunction with policy influencing. It may not be an issue yet in the group, but it is good to point out awareness-raising is an essential (first) part of policy influencing. However, it is a means and can never be the goal of policy influencing. You can link this to policy influencing by reflecting back on the definition of policy influencing. Key words are that you are trying, with policy influencing, to change the behaviour of your targets and you may want to do this in a concerted effort with others. Awareness-raising is key then amongst those of your potential allies (including the public) and those you want to change.

Completion of brainstorming (20 min.)	
Methodology	Group work
Contet	With what the group has learned and what they have seen from other groups, ask them to complete the continuum with additional activities and ask them to re-arrange current cards Post-its (if needed). Facilitate quite closely making sure no gross errors are made.



Day 1, Session C
Policy influencing cycle

General set-up of the session

Suggested duration	Session
15 min.	Energiser
30 min.	Actions undertaken when undertaking policy influencing
10 min.	Reflection on the brainstorming
25 min.	Presentation of the cycle
10 min.	Identification of major gaps
You need:	Poster of policy influencing cycle, post-its, pens
Participants need:	Post-its, pens
References to training Manual	Introducing the Policy Influencing Cycle, pp.44–48

Learning outcomes of the session

At the end of the session participants:

- understand the policy influencing cycle;
- can identify the main steps in the policy influencing cycle;
- are able to tell why the emphasis on planning is important.

Content and methodology of sessions

The first day afternoon sessions can be adapted to the group completely. It is very possible that you know the group is highly motivated to get more communication skills in the training. If that is the case you should add communication skills sessions as early as possible in the training (thus on the first day in the afternoon). Below you will find possible alternative sessions you can conduct. The standard training, however, focuses attention on the policy influencing cycle as this is the basis for the program. If you do decide to change the program it is very important to include the presentation of the cycle in the morning sessions, preferably at the end of the first session, possibly replacing the training approach part of the session. If you do this, you can take the presentation part of the session presented here and go through the cycle while making the participants share their experiences.

Energiser (15 min.)	
Methodology	See chapter on energisers
Contet	Energisers are extremely important in training, especially after lunch or later in the afternoon. In this Guide there are some examples of physical and more intellectual energisers. Pick and choose, add some yourself or let the group organise their own energizers as long as it energises!

Brainstorming on actions (30 min.)	
Methodology	Snowball
Contet	The types of actions you want to get out of the group are different from those in the policy influencing continuum, though you may see some overlap. In order to make the distinction the question asked to the group is important. You could refer back to the morning exercise in which they enumerated the type of intervention they undertake. What you want to know now is what they do before, during and after the intervention. Provide examples such as re-search, gather information from surveys, get permits for demonstrations, write reports, and so on. For the exercise you do the following: ▪ distribute Post-its (or very small cards); ▪ ask the group to reflect in pairs and write each activity (make it specific) on a Post-it. Take two to three minutes for this; ▪ ask pairs to sit together. Depending on the size of the group you can do two pairs or more together. They compare Post-its, take out doubles and add new ideas. You can then put different groups together again and make the same reflection. We recommend you do a maximum of three re-flections (pairs/two pairs/ smaller groups) before getting the whole group together; ▪ now present the poster of the policy influencing cycle, simply going through the main building blocks (with not too much explanation at this stage); ▪ ask the whole group (or if you decide to keep two groups) to place the Post-its on the poster.

Trainer's tip: Snowball

This method, whereby a small snowball gathers pace and becomes a giant snowball (or an avalanche in the end), is an alternative to brainstorming. In addition to participants joining each other's ideas and therefore coming up with the collective ideas together, the snowball process also allows participants to build on each other's ideas.

There are two issues you should think about:

- **time** — it can be a time-consuming exercise, especially with larger groups (more than 12) where there are a few moments whereby groups are re-formed and discussions start up again. It would be advisable not to do this with groups that require more than two re-formations. Not only does the exercise become too lengthy, but it also becomes repetitive. You can still do something like snowballing with larger groups but not go through all of the steps until the whole group is one.
- **group dynamics** — apart from issues of time that can affect the group dynamics (too much repetition makes participants lose interest), there is the issue of managing the bringing together the Post-its of the entire group. You can ask the whole group to re-group their Post-its, compare and discuss them, and then place

them on the sheet. Even with smaller groups this will probably not involve all participants. However, with smaller groups at least all the participants should see their contributions. With larger groups you should play a more prominent role in bringing together the Post-its. One trick is not to let the whole group come together but for you to bring the Post-its together and place them on the sheets directly. Just be aware of group dynamics during such an exercise and make sure you do not ‘lose’ the participants for the sake of the exercise.

Reflection on actions (10 min.)	
Methodology	Basic conversation
Contet	Reflect first on the general position of the Post-its. It is very probable most will be towards implementation of the intervention. It is also very likely very little will be at the level of alliance building and in identification of the policy issues. Whatever the positioning of the Post-its different conclusions can already be drawn without even looking at the text on them. Reflect on this with the group. Pick out some cards that are either unclear or you think should be somewhere else. When reading the Post-its you may see that certain aspects of the general steps of the cycle are not covered (such as different parts of analysing the environment). Reflect on this also. Perhaps ask, ‘How do you then know that what you are doing is actually needed?’

The policy influencing cycle (25 min.)	
Methodology	(Interactive) presentation
Contet	Present the policy influencing cycle more in-depth. Reflect firstly on the bricks (the major steps), then the mortar (the results of taking a certain amount of steps) and then the tools. Draw a parallel with the project management cycle (make sure everyone knows this), with the emphasis being on planning. Also note that the cycle does not present a fixed sequence of steps, but rather makes sure that steps are actually taken in a systematic way. Finally take the program and show that the program is built-up on the basis of the policy influencing cycle.

Identification of major gaps (10 min.)	
Methodology	Basic conversation
Contet	Ask participants to reflect on major gaps in their planning of interventions. Just have a basic conversation and identify some of the gaps, problems related to them and what kind of consequences this had.

Day 1, Session D
Principles of policy influencing

General set-up of the session

Suggested duration	Session
30 min.	Five principles and related terms
40 min.	What do the principles mean?
20 min.	What is the major challenge?
You need:	Five flipcharts Pre-printed cards of the CLASP principles Pre-printed cards of some pointers for ach principle Many cards in the five colours of the principles Poster buddies/tape Markers
Participants need:	Many cards in the five colours of the principles Markers, poster buddies/tape
References to training Manual	CLASP Principles, pp.30–44 Tool 2 and 3

Learning outcomes of the session

At the end of the session participants:

- understand the importance of the principles;
- can identify the principles;
- can name some actions needed to abide by the principles;
- are motivated to apply the principles all along the policy influencing cycle.-

Content and methodology of sessions

Five principles and related terms (30 min.)	
Methodology	Alternative carousel
Contet	Hang five posters around the room. Place the cards with the titles ‘Credibility’, ‘Legitimacy’, ‘Accountability’, ‘Service’ and ‘Power’ on the posters. Each of the cards will have a specific colour. Put a stack of cards of the same colour, poster buddies/tape and markers with each poster. Divide the group, if possible, into five groups. Otherwise at least make sure there are pairs at a minimum. Let each group stand with one poster and ask them to write down on the poster key words they link with the title of the poster. Give them a maximum of five minutes to do this. Then let the groups move to other posters. Each group must have done all the posters. However, at the last poster you may ask the groups to have a look at the poster where they are. Ask them to take away double cards or cards they think should not be there.

What do the principles mean? (40 min.)	
Methodology	Interactive presentation
Contet	Move along the posters and reflect on the cards that are there. Ask what is at the core of the principle (what does it mean for policy influencing?). Use the cards put on the poster by the participants and complete with pre-printed cards of your own. It is always good, even when the exact same terms are on the participant’s cards, to put the pre-printed cards on the poster next to the cards of the participants as this gives the participants a clear overview of key terms. Reflect at each poster on whether the principle is a challenge for the participants. Ask how they deal with it. Ask for practical experiences. Reflect on why these principles are important (something that will come up naturally while discussing each principle). Also make sure you indicate that the CLASP principles should be checked at each stage of the policy influencing cycle and that it should be budgeted for (you may ask for examples of what should be budgeted).

What is your major challenge? (20 min.)	
Methodology	Focused discussion
Contet	You may reflect with the group on what are the major challenges they face with regard to the principles. You can take some time to reflect on this with the participants and ask for potential solutions and link it, if possible, with sessions in the training (one challenge will, for example, be legitimacy and inclusion of beneficiaries). You may also want to move the participants along again. An alternative exercise would be to ask participants to move to the poster they find most challenging when undertaking policy influencing. Give each of the participants a card and ask them to write down the specific challenge they face. If time allows reflect on some of the cards. Hang the cards on the poster and be sure to acknowledge each contribution by indicating that you will link the content of future sessions to main challenges. You may also place some of them on the ‘parking lot’.

Trainer’s tips: CLASP principles

CLASP is at the centre of the policy influencing cycle. This means that at every stage these principles need to be checked (‘Are we legitimate?’, ‘How do we show this?’, and so on). Make sure that throughout the training you reflect on this. Try as much as possible to refer back to CLASP in the rest of the training sessions as this shows that CLASP is at the heart of each step participants undertake in policy influencing. For example, beneficiary participation focuses on the principles of legitimacy and accountability. Ask why this is the case and also reflect on when legitimacy becomes a problem (when participation is flawed) and what the dangers are.

A good way to playfully refer back to CLASP at different moments in the training is by creating a symbol for CLASP (such as a heart). Then in different sessions you can draw the symbol and ask participants what does this mean? Why do I put it here? How does it relate to CLASP? Creating a symbol makes it easier to remember than a simple acronym.

Trainer notes for Day 2: Advocacy and policy influencing training

Day 2	
09.00 – 10.30	Identifying relevant policy influencing issues (theory of change)
11.00 – 12.30	Defining the issues and the early message (theory of change)
14.00 – 15.30	Stakeholder analysis
16.00 – 17.30	Stakeholder analysis or communication and feedback

Day 2, Sessions A and B
Identifying and defining relevant policy influencing issues and the early message (using Theory of Change)

General set-up of the session:

Suggested duration	Session
15 min.	Recapitulation
15 min.	How do you decide to influence policies?
20 min.	Selection of case studies
50 min.	Vision and mission (areas of intervention)
60 min.	Building a so-that-chain
20 min.	Defining the issue and early message
You need:	Democase Flipcharts Cards Markers Poster buddies PPT on identifying issues (optional)
Participants need:	Flipcharts Cards Markers
References to training Manual	Identification of the policy issues, pp. 53–57 Defining the Policy Issue, pp.59–81 Tools 4, 6 and 13 (for reference for contextual analysis) Tool 7 (alternative or complement to theory of change) Tool 8

Learning outcomes of the session

At the end of the sessions participants:

- understand how policy influencing issues can be defined;
- are able to define specific policy influencing issues;
- know how to formulate the early message;
- have identified case studies to work on.

Content and methodology of sessions

These sessions have been combined. As such, they include all of the phases of the adult learning cycle but it is not as strictly applied as in other sessions. In these sessions new knowledge is provided but at the same time participants need to work out real-life case studies on which they work for part of the week.

The participants will build a theory of change. However, there is not enough time to build a complete theory and you may need to be flexible about how far you let the participants build their theory of change. It is crucial that participants understand that they need to define specific issues and that policy influencing should be a logical strategy to make change happen.

Recapitulation (max. 15 min.)	
Methodology	Different methods
Contet	In the introductory chapter you can find different methods for recapitulation. For this first recapitulation you can take 15 minutes.

How do you decide to influence policies? (15 min.)	
Methodology	Focused discussion and presentation
Contet	First show where you are in the policy influencing cycle. Introduce the following two sessions, indicating you will work with the group towards an early message. Begin by asking ‘How do you decide on the issue you want (or need) to do policy influencing on?’. If you know the participants’ domain of work (which you ideally should), you can ask focused questions such as, ‘Why did you decide to start policy influencing on health issues?’.

Selection of case studies (20 min.)	
Methodology	Focused discussion
Contet	Select a number of real-life case studies from the participants. Make sure the case studies are clear to everyone and ask as many clarification questions as needed. It is likely that participants will introduce their case studies by stating they are about a general subject (health or education for girls) in a specific country. You need to have more information. This also serves as a first introduction to making the issue more specific for policy influencing. You can select the case studies by asking participants to introduce the case study briefly themselves. This can be done via presenting or, more creatively, by making a drawing and introducing the case study. For this you must ask participants to prepare the day before.

Trainer's tips: Group work facilitation

Group work is not a time that you can just sit down and do something else. Facilitating group work is hard work for you as well as for the participants. The first thing you must do is to walk around the groups in the beginning to make sure that everyone understood the exercise well. Other tips are:

- when a group seems to be stuck in the exercise take some time with them. Sit down and discuss the challenges. Give them some tips or further explanation but do not provide all encompassing answers (except for factual questions, see on previous pages);
- when moving around listen to the main discussions. This enables you to correct any wrong assumptions but also to get discussion points for the plenary discussions afterwards;
- one of the advantages of having small group work is that it should enhance the participation of all members. However, even in small groups there can be dominating figures, either through character or because they simply know more about the content of a particular case study. Make sure that someone in the group is made responsible for the participation of all members;
- if more time is needed for group work, decide with the groups on the amount of time. One dilemma is always when one group finishes before others. Certainly do not take the slowest group as being the basis for deciding on extra time, but also do not make the quickest group this basis. You can facilitate the quick group more by asking more analytical questions or letting them prepare a presentation. It is very disturbing for group dynamics when they have nothing to do.

Trainer's tips: Selection of groups

How to divide groups? In the beginning of the training this is quite easy as each group you make will be unique. People have not worked together yet and are still getting to know each other. As the training goes on you will be trying to change the composition of the groups and make sure that everyone gets to work with everyone. The classic method of selection, giving numbers to each participant (with four groups you count one, two, three, four and repeat this) or simply dividing the group in four as they sit in the room will only be helpful as a selection method twice. So what are other methods? One method is to start letting the group divide themselves based on a question you ask. For example, you can divide the group by:

- counting, such as number of siblings/children/pets, length of time with current employer;
- favourite colours, flavours, animals, fruit, and so on;
- similar clothing, educational background, shoe size, and so on.

Vision and mission (areas of intervention) (50 min.)	
Methodology	Drawing a rich picture
Contet	Ask the groups to start drawing a rich picture of the vision they have with regard to the issue they will work on. What will your work contribute to? One way of making this concrete is by asking the groups to draw a picture of what we would see in ten year's time if their work and the potential work of others has been successful. Ask them to include different actors in the drawing. From the drawing and the actors present you can get elements of a 'mission'. Mission in this sense becomes areas of intervention or actors who change in a certain way. Ask the group to choose two or three changes of actors and formulate them. This is their mission and should be linked to what the organisation of the project owner does. From these the group needs to identify what they will be working on. What is important is that the choice for policy influencing is a logical one. Mostly this means a change on the level of (local) government is needed somewhere (though this actor does not need to be an actor in the mission). You must facilitate this very closely as there will not be much time to reflect and correct in the plenary.

Building a so-that-chain (60 min.)	
Methodology	Demonstration and group work
Contet	A choice has been made in terms of the area of intervention. Now ask the participants to build a chain of changes that need to happen in order to get to the change presented in the area of intervention. Do not make this chain too long (maximum five cards) and also not too detailed. They can be major changes in themselves that require many small changes. Use the democase to demonstrate how such a chain can be built. Make sure participants include the change needed in other stakeholders in order to effect the change needed at the end.

Definition of the issue and formulation of early message (20 min.)	
Methodology	Demonstration and group work
Contet	Ask the participants to indicate what part/s of the chain they will be Ask them to make the intended result/outcome of their intervention explicit. Keep it very realistic! The point here is that participants understand they will need to take small steps. From this define the precise issue and formulate an early message (or position). Place the issue on a green card and the position on a red card. There are various ways to bring everyone together, including: ▪ you can simply ask participants to present the issue and the message; ▪ you can ask them what the main challenge was in making the theory of change and discuss these issues; ▪ you can simply ask them about their learning.

Day 2, Sessions C and D
Stakeholder analysis

General set-up of the session

Suggested duration	Session
30 min.	Introduction: what is a stakeholder analysis?
40 min.	Listing of stakeholders and interests (part optional)
45 min.	Allies and Opponents matrix
40 min.	Chains of influence (optional)
45 min.	Institutiogramme (optional)
20 min. (minimum)	Audience targeting matrix
You need:	Posters of: ▪ stakeholder interests (also for the participants) ▪ Allies and Opponent matrix (also for the participants) ▪ audience targeting table (also for participants). Democase Cards with names of stakeholders of democase PPT of stakeholder analysis Flipcharts/brown paper Markers
Participants need:	Handouts of the matrixes and tables Posters of matrixes and tables Cards Markers Flipcharts/brown paper
References to training Manual	Strategising with the early message: Stakeholders, pp. 93–105 Tool 5

Learning outcomes of the session

At the end of the sessions participants:

- know what a stakeholder analysis is and what it is used for in policy influencing;
- understand the importance of making a stakeholder analysis;
- know how to do a specific stakeholder analysis using different tools specifically for policy influencing;
- are motivated to start making stakeholder analyses and keep these up-to-date as the intervention is planned and implemented.

Content and methodology of sessions

You have many ways of undertaking a stakeholder analysis. Below you will find a number of parts of sessions that, all in all, will occupy two entire sessions. We suggest that you pick and choose from the selection below. The only parts you must do are the Introduction, the Allies and Opponents matrix and the audience targeting matrix (though you can take as much time as you want for that one).

Your selection will obviously depend on the level of the participants and their specific needs and interests. Where part of a session is optional this is indicated and the reasons for undertaking it are mentioned.

Introduction: What is a stakeholder analysis? (30 min.)	
Methodology	Focused discussion and presentation
Contet	Ask participants what a stakeholder is. Get elements (in key words) for a definition. Write the key words on a flipchart. Ask someone to make a definition with the key words. Show the definition of a stakeholder on PowerPoint. Now ask whether participants have experience in undertaking stakeholder analyses. Ask them what they do in terms of analysis. Now ask what the benefits of the analysis are. Write answers on a flipchart and show the PowerPoint presentation, comparing it to the answers. Most participants probably make a list of stakeholders. They will mostly also be the key allies. However, apart from listing it is mostly unclear what they do with these stakeholders. In most circumstances there is no structural strategy for handling specific types of stakeholders (for that a more thorough analysis must be done). Indicate that during the afternoon the participants will try out different tools and apply them to their case studies. The tools will be specifically adapted to policy influencing but in certain circumstances could also be used for different types of interventions.

Trainer's tips

Most people working in the development or human rights sector know that it is important to undertake a systematic stakeholder analysis. However, many will not go further than listing stakeholders and those who do go further do not always use the results in their project (it is simply used as additional information). You may thus get very good answers to the experiencing question. People will most certainly have learned about very specific methods to analyse stakeholders and will name them in the focused discussion. However, experience teaches us that people know about all of this but hardly ever apply it. Knowing about the methods is very different from applying the methods. So, do not get nervous by the idea that you may be telling participants things they already know.

Do not forget to continue asking questions about application of the methods named by the participants. If they have applied these methods, that can be very positive for the training. Simply ask about experiences and how the results of the method were used.

Listing of stakeholders and interests (40 min.)	
Methodology	Demonstration and group work
Contet	List stakeholders with the participants using the democase. Make sure you show the importance of being quite specific when naming a stakeholder. This will become more and more evident as you use other tools. Brainstorm with the participants about the type of stakeholder they may generally identify (donors, politicians, ministries, own organisation, allies, beneficiaries, etc). When listing stakeholders limit the number to a maximum of ten. **Optional** You may want to combine this with a simple table participants should fill in for each stakeholder. This is a step in between listing and the Allies and Opponents matrix. It is very useful to do this with groups who generally have done very little with stakeholder analysis. They probably have done something like the listing of interests but not been as thorough (and detailed) as this listing. It also makes the Allies and Opponents matrix easier and quicker so we generally recommend you undertake this step. The table has three questions for each stakeholder: ▪ to what extent does the stakeholder agree or disagree with your position? (attitude); ▪ how importantly, relative to the others, does the stakeholder view the issue? (importance); ▪ how influential, relative to the others, is the stakeholder over the decision? (influence). For each question a stakeholder can get one, two or three times '-' or '+' depending on the extent of the attitude, importance or influence. This already demands some knowledge and a certain level of specificity about the stakeholders. If the participants do not know what to put just let them indicate what they think and tell them that it is an interesting finding to know you do not know a lot about a stakeholder and therefore further research is needed.

Trainer's tips: Democases

The set-up of the training is such that participants work on real-life case studies they selected on the morning of Day 2. In order to demonstrate how certain tools work you should use a case study as well. You have different options:

- use a democase that is linked to their type of work in order to keep it close to their reality;
- use a 'fun' case not at all linked to their work but with a subject most can identify with, such as arranging a wedding party or the project of allocation of the World Championship Football to the Netherlands;
- use one of the participant's case studies that was not selected;
- use one of the participant's case studies to simply make a beginning demonstrating how a tool is used. You can change case studies at each demonstration.

Your choice will largely depend on your own preferences and the nature of the group. However, do not forget that your primary goal in demonstrating the use of a tool is showing the technique so you want to avoid too much discussion on the case study as such. Getting into lengthy discussions is a natural pitfall when you use case studies that are linked to the work of the participants.

Allies and Opponents matrix (45 min.)	
Methodology	Demonstration, group work and carousel
Contet	Simply explain the matrix (you can use democase). However, do not spend too much time, especially if you have done the listing of interests of stakeholders whereby you should use the momentum. One thing that may happen during the group work is that many very important and influential stakeholders end up somewhere at the top of the matrix. Beneficiaries may even be placed somewhere on the top-right of the matrix. This is obviously very hard to believe. If indeed beneficiaries are so influential and important/influential stakeholders are positive towards the position then the question is why do you have to make all the policy influencing efforts then? There are many answers to this question, but mostly it boils down to the following: ▪ the stakeholder is not specific enough and can therefore not be placed completely in the positive or negative; ▪ the stakeholder is not positive, but always claims s/he is and is therefore placed there; ▪ there are other stakeholders, not in the list, who block your initiative. In any case, in your facilitation you should pay attention to this. The analysis of the matrix can be done in different ways. A small carousel is an interesting way to let the participants analyse the matrixes of other groups and get to some general remarks about the matrix. A carousel is arranged in the following manner: ▪ the groups have already hung up their matrix. Ask the groups to appoint a project owner. This person stays with the poster; ▪ the rest of the group moves to the next poster (clockwise); ▪ the project owner gets to very briefly present the matrix (two minutes max.). The rest of the group then gets to ask questions and start analysing what the results of the matrix mean. You may need to provide some pointers for analysis. For example, what do you see in terms of distribution of stakeholders across the matrix? What does this mean? Where are the beneficiaries? ▪ conclusions from the analysis are put on cards and placed on the matrix. You can do this once or a number of times depending on the time you have. Always ask the original groups to reconvene and discuss the exercise among themselves. Then ask each group what the biggest eye-opener was with regard to their own poster and with regard to the poster(s) they analysed themselves. As you do this take the main conclusions and generalise them. Main points should be: ▪ stakeholders who are relatively positive and influential should become allies; ▪ beneficiaries have low influence, but they are very positive with regard to the position. You should make beneficiaries more influential (you will see that in participation of stakeholders); ▪ influential neutrals or soft opponents should be convinced of the position; ▪ reduce the influence of opponents.

Chains of influence (40 min.) (optional)	
Methodology	Presentation and group work
Contet	This exercise is all about strategising. When you think a group needs to go one step further in strategising, say because they have quite a lot of experience in policy influencing and the case studies they work on are already very detailed (for example, they know very specific stakeholders), then this is is a useful exercise. Demonstrate, using a case study, what a chain of influence looks like. Make one with more formal stakeholders but also indicate that more informal stakeholders (family for example) can also play a role. Making chains of influence is a big step in strategising. You will need some information about the final stakeholder you want to influence but in many cases it is only through chains of influence you can really influence important stakeholders. It helps NGOs to think about policy influencing in this way because the natural inclination is still to think that having that one meeting with the minister or president is the highest obtainable goal and the best way to influence. The reality is that that is often unrealistic, and even if you were to have such a meeting most of the influencing should already have been done before. Let the groups make chains of influence and reflect on them in plenary. It would be ideal if you have time to reflect on the work done with the entire group, in plenary. However, if you do not have the time just make sure that you have gone through the work with the group (and corrected any mistakes) during the facilitation of the group work.

Institutiogramme (45 min.) (optional)	
Methodology	Demonstration and group work
Contet	This exercise focuses on the place of the intervention and/or organisation in their environment (the environment being defined, in this case, by the stakeholders around them and their relationships with those stakeholders and the relationships of stakeholders among themselves). It can help organisations beyond the policy influencing intervention because awareness of the context and operating with others is becoming increasingly important in development and human rights work. If you hesitate between doing chains of influence or an instituiogramme we recommend you do the institutiogramme. It is very important to have a clear demonstration, so: ▪ have cards ready with stakeholders on them. Prepare the institutiogramme yourself and demonstrate each step. Make sure that you have brown paper or a number of flipcharts taped together. You will need a lot of space; ▪ place the basic question in the middle and place the cards with stakeholders around it; ▪ then show the various types of relations you want to investigate. In most cases that will be the following relations: hierarchical, financial, cooperation, services. Explain each relation; ▪ have enough information from the demonstration to draw some conclusions and then ask the groups to do the same. One of the interesting aspects of this exercise is that it also makes the groups realise there may be stakeholders they did not think of who can be very important. You can also use the information from the instituiogramme in networking exercises.

Audience targeting table (20 min. minimum)	
Methodology	Group work
Contet	Participants can start filling this table in. It is recommended that they make a flipchart/poster with the table to enhance participation.

Day 2, Session D (API concepts and skills program)

Communication and feedback skills

Suggested duration	Session
10 min.	Opening and purpose of the session
15 min.	Listing of stakeholders and interests (part optional)
20 min.	Giving feedback role play
15 min.	Receiving feedback and asking for feedback
30 min	Exercise and wrap-up
You need:	PPT on feedback rules and steps (giving and receving) (optional) background information on the Johalri window
Participants need:	No materials required
References to training Manual	No reference

Learning outcomes of the session

At the end of the session participants:

- can list feedback rules and know how to make feedback useful;
- are able to use simple communication skills, such as active listening and questioning;
- are motivated and open to apply feedback rules.

Opening and purpose (10 min.)	
Methodology	Plenary
Contet	In a number of skills sessions you will invite participants to provide feedback (specifically on the role plays regarding elevator pitch, negotiation and lobby meeting). This is one of the most difficult communication skills. However, especially with role plays and comments on role plays, it is extremely important feedback rules are applied as the comments may be extremely sensitive (especially when not using feedback rules). This is one of the reasons why a session is allocated to feedback. Another reason is that, within feedback, a number of basic communication skills are used, such as questioning and active listening.The session should therefore link giving and asking for feedback, as much as possible, with rules regarding questioning and active listening. Feedback is often confused with criticism (positive or negative). It is good at this point to ask participants what they think feedback is and whether they give or receive it. Do not hesitate to ask how they give or get it as that will give you information about the possible confusion between criticism and feedback.

Trainer's tips

The relevance of this session largely depends on your participants. In this session we focus on feedback rules, but you may find that you are training in a context where the specific issue of active listening and/or questioning, or a general topic such as assertiveness, is more relevant. For this Guide it is extremely difficult to anticipate all these possibilities. However, in these trainer notes you do get elements of active listening and questioning and these could be built upon, if relevant, meaning you could focus more on active listening and questioning.

There is also some time allocated to feedback in the lobby meeting session. However, if you do skills training it is quite good to have more time available in the lobby meeting session so do not depend on that time to give some information about feedback.

Feedback steps (15 min.)	
Methodology	Presentation and basic conversation method
Contet	What is feedback? Link feedback to skills for policy influencers. You can explain feedback in various ways. The basic explanation is by going through the golden rules and the steps for feedback (see PPT). Be prepared to have some concrete examples. You can add information by explaining the Johari window, which shows how feedback can help you to reduce blind spots and to tear down (part of) your façade.

	Known to self	Not known to self
Known to others	ARENA	BLIND SPOT
Unknown to others	FACADE	SUBCONSCIOUS

The idea with the Johari window is to understand the function of feedback. Some feedback is there to show you what others see but you do not (blind spot). This is, for example, the effect of certain behaviour on others. It can also serve to make others understand something they may not know but is known to you (façade), though this is not the primary function per se.

Exercise on giving feedback orally (20 min.)	
Methodology	Fish bowl
Contet	Put chairs in a circle, with two chairs in the middle. Explain that there will be a role play where one person will have to give the feedback (one of the persons sitting in the middle). A case is thought of and the persons in the middle try giving feedback to someone in the circle. Any time they get stuck, s/he can go out and another person replaces him/her. Also, any time someone from the group feels that they want to try, they tap on the shoulder of one who is playing and replace them.

	Make sure you reflect in plenary on the exercise. Ask what was most complicated. You will probably find a lot of links with other communication skills. For example, it is very difficult in feedback not to criticise (you feel something is very wrong and you want the other to know you think it is wrong). This requires a type of communication that you will also need in policy influencing activities, particularly lobbying. Lobbying is a negotiation, a dialogue, between two or more parties that intrinsically disagree on a number of points. One of the pitfalls when people start lobbying is that they try and convince the other parties that they possess a sort of moral superiority. Another skill relates to questioning and active listening, especially when you seek, after the feedback, to find solutions and ways to change certain behaviour. (Skills are also obvious when receiving and asking for feedback, see below). Finally, link to asking and receiving feedback by asking the receivers to reflect on their emotions when receiving feedback. This provides the link to the rest of the session.

Trainer's tips

During the fish bowl exercise, if the size of the group allows, ask some participants to observe and share their observations about giving feedback and how they feel it was received. Also ask active players how they feel but, in case they are too emotional or stressed, balance it with neutral observations. In facilitating the summarising part, lead them to tips by posing questions such as 'How can we do that better next time?', 'What are your recommendations for the next time?' and 'What would you do differently?'.

Asking for feedback and receiving feedback (15 min.)	
Methodology	Plenary
Contet	Go through the golden rules and the steps for asking for feedback.

Exercise on receiving feedback orally (20 min.)	
Methodology	Work in pairs
Contet	Ask participants to move around in the room and find someone they trust. The participants, in pairs, then ask for feedback about issues they have to invent. You should move around to see whether the rules are being applied. Reflect on this in plenary. Again, link potential difficulties to specific skills. Perhaps even more than with giving feedback, questioning and active listening are primordial for both the receiver and the giver. For example, the giver in this instance may need to ask about what the receiver specifically wants feedback on (one of the challenges for the receiver is being specific about it). It is crucial that the giver asks open questions about this, so as not to prejudice the receiver. It is also crucial that the giver shows active listening skills by making sure the issue is clear. On the other side the receiver will need to do the same when the giver talks about the issues and the effects it may have had on him/her. Finally, in seeking a solution, both parties should exercise specific skills.

Wrap-up (10 min.)	
Methodology	Plenary
Contet	In summarising the session make sure you link it to the training (you need feedback skills in comenting on exercises), as well as to the job of influencing policies (you need communication skills in negotiation, elevator pitch and lobby meeting).

Trainer notes for Day 3: Advocacy and policy influencing training

Day 3	
09.00 – 10.30	Beneficiary participation
11.00 – 12.30	Mapping the decision-making process
14.00 – 15.30	Managing network dynamics
16.00 – 17.30	Managing network dynamics

Day 3, Session A
Beneficiary participation

General set-up of the session

Suggested duration	Session
30 min.	Recapitulation
15 min.	Introduction participation ladder
20 min.	Democase—mild role play
15 min.	Analysis of ladder
10 min.	What to do with beneficiaries
You need:	Tape Cards Marker
Participants need:	
References to training Manual	Beneficiary participation, pp. 83–91 Strategising with the early message: stakeholders, pp. 103–105 Tool 9, 10 and 11

Learning outcomes of the session

At the end of the session participants:

- can name different types of participation;
- understand that beneficiaries must participate in policy influencing;
- have shared ways to make beneficiaries participate (especially from a gender perspective).

Content and methodology of session

Recapitulation (max. 30 min.)	
Methodology	Different methods
Contet	In the introductory chapter you can find different methods for recapitulation.

Introduction participation ladder (15 min.)	
Methodology	Interactive presentation
Contet	Introduce the session, indicating that you are going to look at participation of different stakeholders in the planning of policy influencing interventions. With tape, make a ladder on the floor. On each step put a card with the levels of participation. For each step ask the participants what they think it means. Provide examples for each step. Have a democase ready. You can use a different case study from the one you used for the stakeholder analysis or the same. We recommend that for this democase you use a ‘fun’ case study which everyone can identify with (for example, the planning of a successful wedding party). Ask the participants to name stakeholders and put one stakeholder per card.

Democase—mild role play (20 min.)	
Methodology	Role play (mild)
Contet	Select five stakeholders from the brainstorming on the ‘fun’ case study. Try and select stakeholders who would be on each of the steps of the ladder (so one for information receiving, one for gathering information, and so on). You will have to think very quickly and be flexible about it. In the end you may end up with a number of stakeholders on steps you did not think of. As long as the participants can give good arguments this is OK. Ask five volunteers to come forward and give each of them a card with the name of a stakeholder. Ask the rest of the group to decide on which step this volunteer should be placed. The volunteer does not get to say anything. S/he actually goes and stands on the step the group decided on. Now ask those volunteers, as they stand on the steps, whether they are happy to be on the step they are on. Mostly there will be discussion regarding the beneficiary’s position. Generally, the final beneficiaries will be on ‘consultation’. S/he should be disappointed at only being ‘consulted’ (or worse). You may need to provoke their disappointment a bit by asking a question along the lines of ‘So the project is all about making things better for you and all they do is ask your opinion and then go ahead doing whatever they want ... Does that seem fair to you?’ Make the ladder asking the volunteers where they should stand (very quickly).

Analysis of ladder (15 min.)	
Methodology	Focused discussion
Contet	Compare the ladder the volunteers made to the ladder of the group. Ask why there are differences (if there are). Now analyse and use the stakeholder analysis for this (especially the Allies and Opponents matrix) to make a point about different levels of participation for different types of stakeholders. A key message is that beneficiaries should, at the very least, be truly consulted in the beginning of the planning process. Their participation should increase from there on, creating greater ownership through collaboration and self-mobilisation. When you link it to the stakeholder analysis, especially the 'allies and opponents' matrix, what you seek to do in your intervention is increase the 'influence' of the beneficiaries so they can actually change the situation themselves.

What to do with beneficiaries (10 min. minimum)	
Methodology	Basic conversation
Contet	Now ask about ways to get beneficiaries to cooperate and to empower them. Pay particular attention to gender: how do you make sure all the beneficiaries participate?

Day 3, Session B
Mapping the decision-making process

General set-up of the session

Suggested duration	Session
10 min.	Introduction: experiences
10 min.	The importance of context in mapping
10 min.	Essential questions
45 min.	Building the decision-making process
15 min.	Final reflection on the process
You need:	PowerPoint presentation or poster of essential questions Cards with phases of the decision-making process Flipchart Markers Tape Cards
Participants need:	
References to training Manual	Mapping the Policy Process, pp.107–113 Tool 12

Learning outcomes of the session

At the end of the session participants:

- understand how understanding the decision-making process affects their policy influencing strategy;
- know what it takes to map the decision-making process in their own context;
- can identify different types of actors and activities to be undertaken at various stages of the decision-making process.

Content and methodology of sessions

Introduction: Experiences (10 min.)	
Methodology	Focused discussion
Contet	Collect experiences form the participants about: ▪ current interventions taking place and where these are in the decision-making process; ▪ how they know where to go/whom to meet at which moment; ▪ if they have ever initiated policy change or legislation themselves and, if so, how. From this you will get experiences regarding the various key questions participants should be able to answer when undertaking policy influencing (especially when it is about changing or initiating policies and legislation).

The importance of context in mapping the decision-making process (10 min.)	
Methodology	Discussion
Contet	When you have an international group of participants you are likely to get very different types of experiences. If the group is from one context you are more likely to get a uniform set of experiences about the possibilities and timing of influencing the decision-making process. In the case of the international group it is very important to state that there is no blueprint for mapping the decision-making process. You simply introduce the three essential questions and as you do the application exercise you try and collect different experiences from different contexts (while still sticking to one case study). In the case of the uniform group you should make sure that you point out that in different contexts there are different mapping processes (it may even differ from ministry to ministry). While highlighting this, you can go more in-depth in the application exercise, really getting to more detailed guidelines for the specific context. In any case you should highlight that mapping the policy process is useful in countries where you can actually exercise some form of influence on the process. Access to information and freedom of speech and assembly are prerequisites, as well as some transparency about decision-making. Engage the participants in talking about this for their own context. You may want to avoid getting into a discussion about democracy. Do not hesitate to point out that nowhere is the decision-making process completely transparent and access to information is never complete for everyone (hence the importance of keeping the initiative and collecting information yourself).

Essential questions (10 min.)	
Methodology	(Interactive) presentation
Contet	Present the three questions participants have to ask themselves when they are in the process of influencing policies or legislation or initiating it: ▪ where? This question also answers the question of ‘who?’ ▪ time: when? (also link to CLASP and service-orientation); ▪ process: explain that there are many decision-making cycles and that participants may recognise this or parts of it. All cycles are essentially the same, but the wording is different. You can use the PPT or simply have a poster ready.

Building the decision-making process (45 min.)	
Methodology	Mild role play/simulation
Contet	Make a line with tape on the floor. Divide it into five parts representing the different phases in the process. Put a card with the name of the phase on the right place (you can even let participants do this if you want to check whether they ‘got’ the previous presentation). Take a case study from one of the groups or have a case study ready yourself (such a case study would take a little more time to explain). Have cards ready with stakeholders marked (you can do this with the participants). Pick a number of stakeholders (can be anything from five to 12, as long as a stakeholder is at least present at one stage of the process). Appoint one NGO representative. Give the rest of the roles to other participants. Try and involve as many participants as possible. The NGO representative is placed on the first phase of the process. Now ask, which of the stakeholders will you approach/talk to? Each stakeholder who is named also goes on the first phase of the process. Now ask the group, what type of activities would you undertake? What would you do? Repeat this for each phase. Make sure that the answers are logical. Discuss if need be. Two challenges you should be aware of are: ▪ participants may be standing for quite a while; and, ▪ there may be participants who have no role and may feel left out. Also, the natural inclination is to give a big role to the NGO representative. Make sure everyone participates.

Final reflection on the process (15 min.)	
Methodology	Interactive discussion
Contet	Get main lessons from discussion with participants. Some main lessons are: ▪ different people are important at different stages; ▪ involve the right people and concentrate less on what you may think are the most important people (ministers, heads of units, etc.); ▪ mix and adapt strategies as you go along (if meetings alone do not get the right result, involve the public); ▪ you have an important role in monitoring: the work does not stop when the policy or law is enacted; ▪ there is a lot of influencing that can be done at each stage, but it is best to start early!

Day 3, Session C
Managing network dynamics

Note: The following two sessions deal with network dynamics. If you want to do a training with only one of these sessions you will need to do a small needs assessment in order to see which is most relevant.

General set-up of the session

Suggested duration	Session
15 min.	Introduction: What is a network?
20 min.	How to build/analyse a network?
30–45 min.	Building/analysing a network
10–25 min	Wrap-up
15 min.	Final reflection on the process
You need:	Cards Marker String (optional)
Participants need:	Cards Markers Posters The work done in the stakeholder analysis sessions
References to training Manual	Chapter 10: Networking for Policy Influencing

Learning outcomes of the session

At the end of the sessions participants:

- understand with whom to build a network;
- are able to analyse a network;
- are motivated to analyse the potential network on their policy influencing issues.

Content and methodology of sessions

Introduction: What is a network? (15 min.)	
Methodology	Basic conversation
Contet	Ask about experiences in networks. Ask what makes a network and what determines the success of a network? Were the participants (or are the participants) in networks that work? How come it works? With failed networks, what made them fail? Link this introduction to the stakeholder analysis. Ask where in the stakeholder analysis you find allies for potential networks (see Allies and Opponents matrix and institutiogramme). Discuss why it is important, in the context of policy influencing, to develop networks. Elements of answers can be used in the two following sessions. Be sure, when you hear something you may want to use, to write it on a poster.

Optional: Building a timeline	
Methodology	Timeline
Contet	You can replace both introductory parts of the two networking sessions by one big introductory part for the two sessions combined. This is only relevant if you are training participants who are part of one single network. In this case, you can build a timeline, with these participants, of the network. This gives insight into the network and the way people see it, and provides many elements you can reflect on when analysing the network and looking at internal network dynamics. Put tape on the floor and indicate on a card the year in which the network started and on another 'PRESENT'. Place these at each end of the tape. Ask participants to think about the network and the moments of most positive and most negative impact. Put on a card and place it on the timeline. Ask the participants to reflect on when they had a brilliant new idea about the network, or something that helped the network further. Also place these on the timeline. You can analyse the timeline by looking at the abundance of positive and negative cards; looking at clusters (when did it go well, when not); linking these with new ideas, and so on. Do not over analyse but do reflect and take out elements that will serve you in the rest of the sessions.

How to build/analyse a network? (20 min.)	
Methodology	Demonstration
Contet	You are going to start with demonstrating a way to analyse a network. In doing so you will show how, and around what, a network is developed. The exercise looks like the institutiogramme but the objective is very different (though parts of the institutiogramme can obviously also be used to start understanding with whom and on what to network). You will use the Network Analysis Categorisation tool for this (refer to Chapter 10 of the Manual).

	Have a demonstration case ready. It does not really matter what the case is as long as it allows you to demonstrate the tool and does not lead to discussions on content. Take the following steps: ▪ put a card with the initiative in the middle. This is the ambition that makes people move. If you did an institutiogramme, you may use the same initiative as the one used there. The participants should be putting their early message in the middle as this is what they want people to unite around; ▪ list stakeholders who can identify themselves with the initiative (for the group work later on you can ask participants first of all to look at the stakeholder analysis they did earlier in the training). Do not forget yourself! ▪ now ask how close each actor is to the ambition. Some actors will be very close and share your interest most. They are likely to be partners. Others will help you link to other stakeholders and users (users of the achievements of the network). Others will supply the network with information, data, research, specific capacities (ICT ...), and so on. For each stakeholder ask yourself, ‘How do I think they will be involved?’; ▪ play around with the cards, putting partners closest to the ambition, placing links, suppliers and users around them and making links between them. This analysis is particularly useful when done with stakeholders as it clarifies each other’s roles and avoids potential conflicts. Such conflicts are often born from lack of clarity about each other’s roles. Acknowledging that not everyone needs to be involved equally (as a partner, for example) can create a great amount of comfort among stakeholders! It also allows you to start asking whether there are stakeholders you may have forgotten. This can especially be the case with key stakeholders for users, suppliers and links you may not have thought of directly. **Alternative demonstration** You can even demonstrate this by making a life demo, which means that: ▪ you identify stakeholders with the participants (or simply take from the earlier demo) and give participants one card each with the name of a stakeholder; ▪ you then ask them to stand around the ambition, either very close or further away. Use string to link the stakeholders; ▪ you can ask the stakeholder to express the level of involvement they want to have; ▪ you may even add a level by asking, ‘Are there any stakeholders you have who may be useful for this network?’.

Trainer’s tip

The basic questions you should address when doing this analysis of networks are:

1. What is the core of the initiative?
2. Which actors do matter for this initiative?
3. Who are users and who are suppliers?
4. Which actors act as links, and between whom do they maintain connections?
5. Which partners are carrying the initiative?
6. Which links require more attention?

Make sure these are addressed in your democase but also when the group work is being done.

Building/analysing a network (minimum of 30 min. to maximum of 45 min.)	
Methodology	Group work
Contet	Now let the participants use the tool for their own case studies. Let them pick as much as possible from the stakeholder analysis done previously as that avoids new discussions on stakeholders.

Wrap-up (10–25 min. depending on group work)	
Methodology	Presentations and/or plenary discussion
Contet	A simple wrap-up involves reflecting on the tool. Specific questions to address are: ▪ was it difficult? If so, what was difficult? ▪ was it useful? If so, what was particularly useful? ▪ what was new? What was an eye-opener? ▪ how can you use it in your work? If you have time you may ask the participants to present their networks or you could ask the groups to have a look at each other’s work and draw conclu-sions.

Advocacy training, Former Yugoslav Republic of Macedonia, February 2011

Day 3, Session D
Managing network dynamics

General set-up of the session

Suggested duration	Session
20 min.	Network dynamics: an introduction
50 min.	The circle of coherence (CoC)
20 min.	Reflection
You need:	Tape Cards Markers Posters Background materials for the circle of coherence (information provided in Trainer’s tip).
Participants need:	No material needed
References to training Manual	Chapter 10: Networking for Policy Influencing

Learning outcomes of the session

At the end of the session participants:

- understand the internal dynamics of a network;
- understand how a network develops;
- are able to link the stages of development to proper experience;
- are motivated to start a network.

Content and methodology of sessions

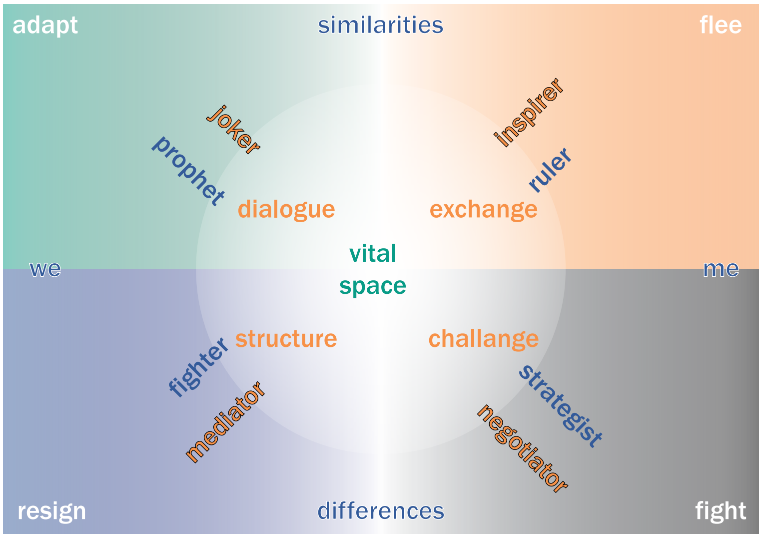
Network dynamics: An introduction (20 min.)	
Methodology	Basic conversation
Contet	Reflect on elements of the introductory discussion in the previous session. Take out elements that are relevant for network dynamics. You will probably find that many remarks regarding failed networks have elements of internal dynamics in them. Most common is that disagreement occurs about who should lead the network, or that people simply were not interested anymore. Those types of remarks are extremely useful when you look at network dynamics. Try and gather more of such elements by specifically asking about experiences with networks, with a view to getting information about internal network dynamics. Write down all the relevant elements. You will use this at the end of the session.

The circle of coherence (CoC) (50 min.)	
Methodology	Mini role plays mixed with presentation
Contet	Put two axes on the floor. The extremities of the two axes are 'difference-similarities' and 'me-we'. Place an initiative in the middle (use the one used in previous sessions or take a real-life example from the group). Indicate the four phases of networking: ▪ exchange ▪ challenge ▪ structure ▪ dialogue Ask participants to place the four phases in the quadrants presented by the axes. Reflect on the meaning of each of the words and why they are linked to the words on the axes (do not go into it too much as you will later show in more detail why the words are linked to the phases). Now present what a free actor is. Indicate that in the beginning this will be the person who has the ambition, that is, the one who starts building a network. Ask a volunteer to be the free actor. Now ask one or two other volunteers. Let them all stand in the 'exchange' phase quadrant and let them play out the type of conversation they would be having in such a phase. Reflect on what happens. Often you will notice the free actor talks a lot and simply says s/he has an initiative and asks whether the others are interested. This is usually what happens but you want them to get out of the modus. At this point you may want to come back to communication skills and ask the free actor to use active listening and questioning techniques to get information from the other stakeholders. In going through this for the 'exchange' phase also reflect on what happens if the 'exchange' phase is not done well ('flee'). Repeat this for the 'challenge' phase. Then simply go through the meaning of the 'structure' and 'dialogue' phases. It is good to have four posters ready, perhaps if space allows in each quadrant, to write down key words with regard to each phase and its potential challenges.

In the training you can choose not to talk about the different types of warm or cold interventions (such as typified by the names on the inner circle: inspirer, rules, strategist etc). If you choose to do this, please do read more about the CoC in the publication mentioned below.

In the rest of this text you find some explanation of the quadrants. In each quadrant you see the 'free actor' mentioned several times. The 'free actor' is a facilitator in the development of a network. This person makes sure there is space to operate, that the phases are done correctly, dynamics stay positive and action is taken in order to keep the network going.

Trainer’s tips



Circle of Coherence

In the beginning such a person will probably be the initiator, the person who has the initial ambition. During the course of the creation of the network this person may change. The person may be appointed or take on the role naturally. It is crucial that s/he is committed to the network (creation) and has the ability to bring people together and oversee the process. This will mean that s/he does not let her/his ambitions prevail.

Phase I: Exchanging

In the first quadrant members attempt to discover the benefit/s they can achieve from the alliance individually. They weigh up if their personal investment will have sufficient return.

A pitfall of this phase is when members withdraw too early (escape).

A free actor can facilitate to avoid the members move outside the CoC with warm or cold interventions (the Inspirer and the Ruler).

What to do in this phase:

- appoint a free actor with a clear facilitating role;
- offer space for all participants to express their individual expectations;
- do a network analysis.

Phase II: Challenging

In the second quadrant you investigate the relations of the stakeholders to each other. Participants try to acquire a good position and challenge others to demonstrate their qualities.

It is a very important phase, which is often skipped because of a fear of confrontation. A pitfall of this phase is when members do not express their limits (retreat) or end up fighting to convince each other instead of looking for complementarity (battle).

A free actor can facilitate to avoid the members move outside the CoC with warm or cold interventions (the Negotiator and the Strategist).

What to do in this phase:

- distinguish if a challenge is based on the position, or on the differences in contents/ opinion;
- facilitate accordingly, either on differences in contents and/or establishment of power positions;
- consolidate on what you agree on and what you do not agree on!

Phase III: Structuring

In the third quadrant participants are more concerned with the collective task and mutual harmony than they are with themselves. Participants accept mutual differences and adopt rules to structure their interaction. A pitfall is when members jump too quickly to this phase (the most common) or if one actor tries to get control through agreements, MoU's etc without allowing criticism (one person takes over). The other members will feel ignored (resign).

A free actor can facilitate to avoid the members move outside the CoC with warm or cold interventions (the Mediator or the Warrior).

What to do in this phase:

- a declaration on Ethics and Code of Conduct for the network
- create a clearing house for positioning and its responsibilities
- formulate a comprehensive strategy plan with differentiated donors
- ensure sufficient funding
- establish selection procedures on expansion of the members.

Phase IV: Dialogue

In the fourth quadrant mutual diffences are not the predominant factor: similarities and consensus bind the members. When there is vital space they feel a shared responsibility for the content as well as for the relationship. A pitfall of this phase is when members avoid addressing the differences either in contents or the relationships because the consensus feels so comfortable. They adapt.

A free actor can facilitate to avoid the members moving outside the CoC with warm or cold interventions (the Joker or the Prophet).

What to do in this phase:

- during preparation make a clear and agreed upon division of roles and responsibilities while undertaking policy influencing (for example, lobbying at different policy levels);
- continous evaluation of single activities and of the concerted strategy plan as a whole;
- feed yourselves with surprises—invite new views and people to challenge your own ideas and that of the group.

For more information read ‘Networks with Free Actors’ by Eelke Wielinga a.o., Wageningen UR, 2008 (http://www.verantwoordeveehouderij.nl/producten/Netwerken2007/00Algemeen/Networkswithfreeactors.pdf)

Reflection (20 min.)	
Methodology	Basic conversation
Contet	Reflect on the elements you collected from the participants in both introductory discussions for the networking sessions. Let the participants link the elements with what you went through during this session (only the relevant elements obviously).

Trainer notes for Day 4: Advocacy and policy influencing training

Day 4	
09.00 – 10.30	Power and principled negotiation
11.00 – 12.30	Elevator pitch
14.00 – 17.00	Practising a lobby meeting
16.00 – 17.30	Practising a lobby meeting

Day 4, Session A
Power and principled negotiation

General set-up of the session

Suggested duration	Session
15 min.	Recapitulation
30 min.	Power
15 min.	Principled negotiation
30 min.	Role play: Principled negotiation
20 min.	Reflection on role play
You need:	Flipcharts Markers Hand-outs of illustrations (Sources of Power) PowerPoint on Power and Principled Negotiation Role play hand-outs: Ostrich eggs (one-sided printing)
Participants need:	Flipcharts Markers Hand-outs of illustrations (Sources of Power) Hand-outs role play with their one role
References to training Manual	CLASP principles, (p 40–42) Principled Negotiation, (p 152–155) Tool 2 or 3, (p 172–175)

Learning outcomes of the session

At the end of the session participants:

- know and understand different levels of power;
- have experienced the difference between powerful and powerless, and alternative sources of power;
- have gained insight that as advocates it is more helpful to offer skills and information so that beneficiaries can solve their own problems;
- understand and have experienced the difference between principled negotiation and hard-boiled negotiation;
- understand that effective policy influencing is about negotiating and bargaining.

Content and methodology of sessions

Recapitulation (maximum 15 min.)	
Methodology	Different methods
Contet	In the introductory chapter you can find different methods for recapitulation. Make sure you address all strategic and analytical sections as Day 4 will concentrate mainly on skills. Place questions that cannot be answered within the 15 minutes on the ‘parking lot’ and indicate they can be dealt with in the open space on Day 5.

Power: Identifying the sources and uses of power (30 min.)	
Methodology	Brainstorming discussion
Contet	▪ Introduction on four levels of power according to Gandhi, see Manual and PPT: power over, power to, power with, power within; ▪ handouts of the illustrations are distributed amongst participants, with the following accompanying questions: - identify and describe the kind of power depicted in each of the four drawings - explain the impact of this kind of power on citizen’s participation. ▪ brainstorming guided by two questions: - what are the main sources of power? - what are your potential sources of power as … a citizen, a lobbyist, a manager, an NGO, a company, and so on. ▪ summarise on a flipchart the different inputs to visualise. Tip: Have brainstorming discussion in a group of four–six people maximum. If you have a bigger group, make several buzz groups and have a plenary session from the groups to the plenary.

Principled negotiation (15 min.)	
Methodology	Plenary presentation and explanation
Contet	(experience and reflect) You start the session by asking ‘What is negotiation?’, ‘When are you satisfied after a negotiation?’ and ‘When do you feel frustrated after a negotiation?’. Reflect on the different experiences of the participants. (abstract) Start by using the PPT presentation to explain that in general, ‘normal’ negotiations seek to find the middle, a compromise (win-win, but also loose-loose situation).Then, give a presentation on principled negotiation (Fisher and Ury, Harvard), or build the matrix and explain as you go along, on a flipchart, the message that you want to bring across is that you can be hard on the problem and soft on the person.

Principled negotiation role play: Ostrich eggs (60 min.)	
Methodology	Role play (medium)
Contet	Start the role play by explaining the setting in which it takes place. Make groups of four people: two purchasers, one producer, one observer. Instructions for the role play 1. Read your role for five minutes. 2. The two purchasing agents, Watina and Karasi, start their plane conversation and talk for eight minutes. In the meantime the Senabas prepare their role together. They can choose their own approach and need not necessarily agree with each other. 3. The two purchasing agents, Watina and Karasi, go to Mr Senaba together, begin the conversation, and talk for 15 minutes. 4. Feedback in groups of three.Score on a scale of 100: Watina: Senaba: Karasi: Read each other’s role, discuss, and compare this case with your negotiating experiences 5. Plenary evaluation. **Points to observe** ▪ What was the outcome of the negotiation? ▪ looking at the negotiation process, what were positive and what were negative points? ▪ what were positive and/or negative contributions to the negotiation process of the different parties? What would you have done differently? ▪ which of the principles of negotiation have you noticed, what did you see, when did you see this and was the principle effectively used? ▪ which of the principles were not applied? ▪ were these unapplied principles missed and at what moment could they have been applied in order to improve the negotiation process?

Day 4, Session B
Elevator pitch

General set-up of the session

Suggested duration	Session
10 min.	Experience with short speaking time
15 min.	Feedback
65 min.	The elevator pitch
You need:	Flipchart Markers PPT on feedback steps (or poster)
Participants need:	No materials required
References to training Manual	No reference

Learning outcomes of the session

At the end of the session participants:

- understand the importance of conveying their position in a limited amount of time;
- know what to do when someone needs to be informed about the position very quickly;
- understand the importance of non-verbal communication.

Content and methodology of sessions

Experience with short speaking time	
Methodology	Brainstorming
Contet	Get experiences from participants about instances in which they had to convey their message very quickly (or got very little time to speak). Ask whether they succeeded in doing so. You may need to probe as the first inclination is to say they did well, but ask about results and they may be a little less positive. Ask about some things they consciously did when they needed to make the point very quickly. Write these down on a sheet.

Feedback	
Methodology	Presentation and demonstration
Contet	This may seem a little bit of a sidetrack but it is always useful to indicate how feedback should be given. There will be a number of occasions where, after role plays, participants will give comments to each other. In order to do this in an orderly, constructive fashion you give the rules of feedback and ask participants to try them out. Show the PowerPoint and, if you feel confident enough, ask participants to use the steps in giving feedback by providing feedback on you as a trainer. An alternative is to ask participants about the last time they were criticised for something and ask them to reformulate it as feedback.

The elevator pitch	
Methodology	Role play/simulation
Contet	Ask if anyone knows what an elevator pitch is. Explain it. Ask a volunteer to do an elevator pitch based on the case study s/he has been working on (or one of the case studies). Ask which would be the ultimate stakeholder they would want to meet in an elevator. Ask a volunteer to play the role of this stakeholder. Arrange the setting yourself to get people in the role. Be strict about time—one minute! Reflect on how it went, first with both players (they must get the opportunity to reflect in order to get out of their role) on what went well, what did not. Complement the list of pointers you made at the beginning of the session. Ask a few participants what they noticed (be careful : they must try and apply the feedback steps). With new insights ask two other participants. You can repeat this several times depending on the amount of time you have.

Day 4, Session C and D
Practising a lobby meeting

General set-up of the session

Suggested duration	Session
10 min.	Experience in lobby meetings
75 min.	Experiencing the lobby meeting, Part 1
20 min.	Some general points about lobbying
75 min.	
You need:	Poster or PPT on do’s and don’ts in lobbying Flipchart Markers Role plays
Participants need:	Role plays
References to training Manual	Delivering the final message, pp.146–158 Tools 15 and 16

Learning outcomes of the session:

At the end of the session participants:

- know how to build up a lobby meeting;
- know what to think about when going to a lobby meeting, especially when done with others;
- understand the importance of preparation for and conclusion of lobby meetings;
- understand lobbying is about negotiating and bargaining (a two-way street).

Content and methodology of sessions

Experience in lobby meetings (10 min.)	
Methodology	Focused discussion
Contet	You may already have some experiences from the group from the previous session. Make the question/s to the group more specific: ‘Who has experience going to lobby meetings? What did you do? What worked? What did not? Why?’. Collect pointers on a flipchart. When pointers are wrong you can still write them down. Make sure you ask the group what they think and do return to the point after the first round of role plays.

Experiencing the lobby meeting, Part 1 (75 min.)	
Methodology	First role play
Contet	Make groups (look at Trainer's tips for Day 2 for alternative selection methods of groups). Distribute roles to group members. Ask the groups to prepare for a meeting. Give them at least 20 minutes. If you have more than one group it means that there will always be one group who, during the role play, will observe the role play. You should formalise the role of the observer by giving them specific observation tasks and questions (some may focus on non-verbal communication, others on language, others on cooperation, and so on). Change the setting of the room to make it like a meeting room. On one side you have 'government' representatives and on the other side you have 'civil society'. When the role play starts make it official. Ask the members of civil society to really enter the room. You probably have one or two role plays to go through (if more then time may become an issue). Make sure you reflect on the role play after it happened (do not do the two role plays and then reflect). First, ask the participants of the role play how they felt it went (always ask the participants from civil society first, see Trainer's tips below). This allows them to get out of the role! When the observers provide their comments make sure to remind them of the feedback rules and steps. Take lessons from this and write them down on the flipchart.

Trainer's tips: The role play

We provide you with a role play in this guide. However, depending on the group and your preferences, you are obviously free to alter the role or completely change it. When the size of the groups is bigger than the number of roles you will be forced to alter the role play a little anyway adding roles and, perhaps, complexity to the play.

Steps in the role play

A role play is set up along five steps. Most of these are described within the notes above and they are:

- understanding the situation: brief introduction of the play;
- dividing the roles: three kinds of roles, namely the protagonist ('civil society' in our play), the antagonist ('government' in our play) and observers (those who do not play). Assigning roles must be voluntary!
- preparing the role: allow enough time. The players must be allowed to develop a strategy. You should move along the groups to check if there are any questions;
- the play: set the room, give a time limit (you may want to do this earlier but check it again) and start the play;
- evaluation: see below for more detail.

Evaluating role plays

This must be done in a systematic way. A bad evaluation can break the whole purpose of the play. Consider taking the following steps:

- always ask the reaction of the protagonist first. Ask a guiding question, let the protagonist blow off steam, and reflect;
- then ask the antagonists for their reaction. Antagonists still remain in their role reflecting on things the protagonist did and how it made them feel. Avoid advice from the antagonists to the protagonists as they risk becoming very defensive;
- the observers now give their reaction according to the observation points they got before the play. They must stay as close as possible to what happened and what was said by providing concrete examples (also the basis of feedback). Make sure that the amount of feedback is limited and each point is understood by the protagonist;
- the trainer can now put points forward or just summarise the points;
- finally, the trainer asks the protagonist whether everything was understood and whether there are still questions. Then conclude the play.

Pitfalls in evaluating role plays

- the protagonist is not being heard first. Result: the protagonist will not listen as s/he is still full of the role;
- the antagonist is not being heard on his/her experience with regard to the role play. Result: a lot of information is lost;
- the trainers give comments first. Result: the observers will lose interest (as their task is being done by the trainer); the trainer risks becoming an opponent of the protagonist; the trainer will be seen as the expert, thus it will stop the participants giving their opinion and defeat the idea of learning by experience. The trainer is more of a discussion leader during the evaluation process;
- not enough attention is paid to the protagonists as their role is commented on. The protagonist may feel comments are comments about his/her person. This must always be avoided. It is important the trainer supports the protagonist;
- the observers do not stick to the observation points and the discussion becomes general and personal criticism of the protagonist is made;
- the antagonist's roles are being discussed. The antagonist is more of an actor than a participant. So, criticism of the antagonist becomes criticism of the actor, which is not useful in training. In our play the antagonist may on certain points be a participant. Thus the role of the antagonist may be discussed but the focus will largely be on the protagonist/s.

Developing a role play

A role play can be developed along the following lines:

- set the learning objectives: you want to start with the end of the role play, namely what you want the participants to learn;
- describe a situation and connect this situation to the learning objectives. You may also want to connect the situation to issues the participants deal with or, on the contrary, avoid this. The challenges of having a role play close to the reality of participants are the same as with the use of certain case studies (see Trainer's tips for Day 2). This is because a role play is a case study in action. In order to think of situations for the role play ask yourself the question, 'Where have I seen people in a difficult situation, where they needed to possess the qualities or skills which are stated in the learning objectives?';
- define the problem: the main characteristic of a role play is that it contains a problem. The problem should be faced by two or more parties. From the list of situations you select the one with a 'good' problem. From the problem situation you select the roles and relationship/s between roles;
- develop the data: the data is part of the presentation of the role play to the participants. Present the situation, emotions experienced, groups and people involved, and so on. The problem should be presented in such a way that the participants become involved;
- develop the story: make a coherent story of the data and any additional information you can think of.

Some general points about lobbying (20 min.)	
Methodology	Presentation
Contet	Using what has already been written down on the flipchart, present the phases of lobbying and the do's and don'ts (either on poster or PPT). Relate phases as much as possible to information on the flipchart.

Experiencing the lobby meeting, Part 2 (75 min.)	
Methodology	Second part of the role play
Contet	Reverse the roles in the role play and again give the groups at least 20 minutes to prepare. Go through the same steps as in Part 1. In conclusion you can ask the group about the biggest challenge and the biggest learning from the afternoon. A challenge may come back in the open space on the next day.

Trainer notes for Day 5: Advocacy and policy influencing training

Day 5	
09.00 – 10.30	Open space
11.00 – 12.30	Developing an action plan
14.00 – 15.30	Presentation of action plan
16.00 – 17.30	Evaluation and certificates

Day 5, Session A
Open Space

General set-up of the session

Suggested duration	Session
90 min.	Open space
You need:	Parking lot All materials should be available to you as you need to be flexible and creative.
Participants need:	Parking lot All materials should be made available to participants when it is their responsibility to conduct and lead discussions.
References to training Manual	No reference

Content and methodology of sessions

Learning outcomes are difficult to establish. The idea is that discussion ensues about a topic or more topics defined by the participants during the week or on the spot on Day 5. Learning must take place but this will largely depend on the subject. Open space is not a space in which everyone can simply decide what s/he wants to do, so process-wise an objective is to get everyone involved in discussing topics that are relevant to their work.

The idea on Day 5 is that the program as such does not present any new knowledge and skills. It is recommended that you have finished the program you set out to do on Day 4 and do not end up using open space as an additional session to all or part of sessions you did not have time to do.

There are, however, issues that have come up during the sessions that were not covered by those sessions: those issues you placed on a 'parking lot'. You can fill the open space with those issues. You can also ask participants to prepare questions (general, more abstract questions) that they are left with after having had four days of training. It is best to do this at the end of Day 4.

Open space	
Methodology	Depends on subject
Contet	With the group you see that the main issues remaining on the 'parking lot' are very much content-related and could provide the basis for an extra session. The session may be about a topic that was dealt with but participants want to have more in-depth knowledge on and skills at. However, this is not ideal because it goes against our recommendation not to deal with anything new on the last day of the training. A way to avoid the session becoming just an extra training session is by organising a debate or having a discussion on the topic. The questions for debate and discussion can be formulated by the group. The session is still plenary, but you become more of a facilitator and not so much a trainer. The responsibility for the content of the session is with the participants. Alternatively, you can decide to have a number of discussions running parallel. For this you divide the room in different parts, make one participant responsible for a discussion topic, and let the rest of the participants decide which discussion they want to participate in. It is up to the discussion leader to keep the discussion interesting. The participants must have the choice to stand up and leave in order to go to another discussion topic. This principle is taken from open space Technology (see below), where it is called the 'Law of Two Feet'. It implies that participants are responsible for the successful outcome of the open discussions. If they feel they cannot, or do not want to, contribute to the discussion and they are not learning anything new anymore they have two feet with which to stand up and move to another group where they can contribute.

Trainer's tips: Open space technology

Open space technology is a very popular facilitation technique. The way you can apply it during a training covering just one session requires some adaptation to the original idea as developed by Harrison Owen but in general the same dynamics and advantages apply even to a shorter session. The minimum amount of participants is generally perceived as being about 20.

You can read more about open space Technology on the website at http://www.openspaceworld.org/ and/or by reading about it in http://www.openspaceworld.com/users_guide.htm

Day 5, Session B
Action plans

General set-up of the session

Suggested duration	Session
10 min.	Preparing for the action plan
50 min.	Making the action plan
30 min.	Presenting the action plan
You need:	A poster with an explanation of the exercise Flipchart Marker Post-its or cards
Participants need:	Flipcharts Cards and/or Post-its Markers
References to training Manual	Formulating an action plan, pp.128–145 Tool 17

Learning outcomes of the session

At the end of the session participants:

- know how to develop an action plan based on the topics covered in the training;
- understand the importance of thinking of alternative strategies;
- are motivated to fill in the remaining gaps in the action plan.

Content and methodology of sessions

Preparing for the action plan	
Methodology	Interactive presentation
Contet	Take the action plan format from the manual and go through it with the participants. There will certainly be parts of the action plan that will remain gaps as they were not covered in the training. However, for those parts that can be filled in because they were covered in the training this is an opportunity to reflect on learning (be it very briefly). There are now two options: 1. Ask the participants to go to the last group they were in and make posters on which they fill in the action plan as far as they can. Let them indicate what they cannot fill in. Also let them indicate specifically where more information is needed.

	2. Ask the participants to take elements from the action plan and formulate a strategy for their intervention. They may even think of alternative strategies. They then draw a chain of changes they need to undertake to get to the objective of the intervention. A sort of so-that-chain. The drawing must make clear what changes with whom. Besides each drawing a series of activities is noted that are needed to get to the change (alternative strategies may also be highlighted here). In the end it is not about making a perfect action plan. It is about making a start on an action plan which allows participants to reflect on what they learnt and bring it all together to reflect on the activities they should start undertaking once they are back at their job (especially for the 'project owners').

Making the action plan	
Methodology	Group work
Contet	Facilitate this as closely as any other group work. It is the end of the week and concentration will start getting more difficult. You should pay close attention to specificity. Do not let the participants get away with general activities such as research, consulting stakeholders, etc.

Presenting the action plan	
Methodology	Carousel
Contet	If you have only two groups, presenting in plenary can be fine. Any more than two groups and presenting in plenary, especially at this time in the training, will be much more difficult. We recommend you organise a carousel. A carousel is arranged in the following manner: ▪ the groups hang up their action plans. Ask the groups to appoint a project owner. This person stays with the poster; ▪ the rest of the group moves to the next poster (clockwise); ▪ the project owner gets to briefly present the action plan (five minutes maximum). The rest of the group then gets to ask questions and reflect on the action plan. You may need to provide some pointers for analysis. For example, is it realistic, what about the budget, is there enough involvement of other stakeholders/beneficiaries, is it specific enough, and so on; ▪ conclusions from the analysis are put on cards and placed on the action plan. You can do this once or various times depending on the time you have. Always ask the original groups to reconvene and discuss the exercise amongst themselves. Then ask each group what the biggest eye-opener was with regard to their own poster and with regard to the poster(s) they analysed. As you do this take the main conclusions and generalise them.

Day 5, Session C
Personal action plans

General set-up of the session

Suggested duration	Session
You need:	Depends on exercise
Participants need:	Depends on exercise
References to training Manual	

Learning outcomes of the session

At the end of the session participants:

- identify learning points;
- know how they will use learnings from the training in their daily work;
- are motivated to apply learnings in their work.

Content and methodology of sessions

The afternoon of the last day is potentially the most difficult. Participants are in the farewell phase: they have mentally left the training, saying goodbye to fellow participants and realising the work ahead of them (and not all that work is related to the training). Many times you will get requests from the participants to shorten the training on the last day. We recommend you find ways to do that and to anticipate this.

If you are to be flexible we recommend you are so in the two sessions in the afternoon (do not reduce time in the morning sessions as they are potentially very tight already). We have already presented various ways of evaluating the training with participants, in addition to providing them with the opportunity to do a more formal written evaluation. You can vary the length of those evaluations by choosing different types of evaluation.

Below we also provide some alternative ways to develop personal action plans. As with evaluations, do not hesitate to use your own intuition and creativity to complement these examples.

A basic rule with personal action plans is that you try and force the participants to be as concrete as possible and ask them to reflect on things they will do differently as a result of the training. The common escape route for participants in order not to commit themselves personally is to indicate that with the training the project they work on will be more successful or their colleagues will perform better (because many participants will indicate they will share the training with colleagues). This is insufficient. It is about the participant and his/her personal change!

Sending a postcard (20–30 min.)	
Methodology	Writing a postcard
Contet	A quick method to make an action plan is to give a card (can be quite big like A5) or a real postcard and ask participants to write their address on one side (for a postcard this is different obviously) and, on the other side, write down at least two concrete actions that the participant will take after the training. Preferably the actions should show the commitment to apply new learning, so they should be formulated in such a way as to reflect a change of behaviour as a result of the training. You can make the task a little more complicated by asking them to make a postcard themselves, reflecting on change and the application of new learning, without the use of words. You can ask the participants to walk around with their postcard and share it with anyone they want. You can also just collect the cards.

Making a poster (60–90 min.)	
Methodology	Rich picture
Contet	Let the participants make a poster reflecting changes due to the training and how these changes will show in their work. Making them express it in anything else than words (using drawings for example) forces them to be concrete. You can organise a learning market with the posters by asking a few participants to present their poster while the other participants simply join a presentation. You must make sure that all participants get a chance to present.

Theory of change (60–90 min.)	
Methodology	Making a poster
Contet	You can make it a little more complicated by asking the participants what the change of behaviour is that you as a trainer would see if you visited them in a year or two. Ask the participants to formulate what that change of behaviour should contribute (formulating the vision) and what the change would be (the mission). Then ask the participants to make a so-that-chain for this. The so-that-chain can contain various different branches somehow contributing to the mission. As with the rich picture exercise above you can create a learning market.

Annex 1: Hand-out—Ostrich eggs

Ostrich eggs (negotiations, role play)

Instructions for the role play

1. Read your role for five minutes.
2. The two purchasing agents, Watina and Karasi, start their plane conversation and talk for eight minutes. In the meantime the Senabas prepare their role together. They can choose their own approach and need not necessarily agree with each other.
3. The two purchasing agents, Watina and Karasi, go to Mr Senaba together, begin the conversation, and talk for 15 minutes.
4. Feedback in groups of three. Score on a scale of 100:

   Watina: Senaba: Karasi:

   Read each other's role, discuss, and compare this case with your negotiating experiences.
5. Plenary evaluation.

Watina

You are a purchasing agent for a large wholesale catering business which sells egg cakes prepared with ostrich eggs to a large number of very exclusive restaurants.

You need at least 650 eggs every month. You would like to purchase even more as the market is growing. The general manager of your firm has stressed the fact that he is engaged in negotiations with new clients.

On one of your business trips to Tipwa you happen to meet a fellow purchasing agent. During your conversation you discover that he is also planning to buy ostrich eggs. You know that the only supplier of quality ostrich eggs cannot deliver more than 1000 eggs monthly.

Senaba, the supplier, has a monopoly position and has announced he will raise the price by 100 per cent from $6 to $12 each. The two of you, Watani and Karasi, decide to negotiate together first, because you suspect being played off against one another. Your plane will arrive at its destination in eight minutes.

You cannot afford to buy lower quality eggs, so you are dependent on Mr Senaba.

Ostrich eggs

Instructions for the role play

1. Read your role for five minutes.
2. The two purchasing agents, Watina and Karasi, start their plane conversation and talk for eight minutes. In the meantime the Senabas prepare their role together. They can choose their own approach and need not necessarily agree with each other.
3. The two purchasing agents, Watina and Karasi, go to Mr Senaba together, begin the conversation, and talk for 15 minutes.
4. Feedback in groups of three. Score on a scale of 100:

   Watina: Senaba: Karasi:

   Read each other's role, discuss, and compare this case with your negotiating experiences.
5. Plenary evaluation.

Karasi

You have worked in a medical laboratory in Pasina for a few months now on a one-year contract. Your company has recently introduced a new product on the medical market: a special kind of calcium tablet. It has been received very well and the demand has been steadily increasing.

Your superior has put you on the plane to Tipwa to buy the necessary ostrich eggs. He has emphasised that 800 eggs will be needed every month to be able to meet the demand.

You happen to be on the same plane as a fellow-purchasing agent. During your conversation you discover that he is also planning to buy ostrich eggs. You know that the only supplier of quality ostrich eggs cannot deliver more than 1000 eggs monthly. Senaba, the supplier, has a monopoly position and has announced he will raise the price by 100 per cent from $6 to $12 each.

The two of you decide to negotiate together first, because you suspect being played off against one another. Your plane will arrive at its destination in eight minutes. You cannot afford to buy lower quality eggs, so you are dependent on Senaba. Given the latest reports of a salmonella infection in the poultry sector the head of the laboratory has insisted you raise this matter with the supplier.

Ostrich eggs

Instructions for the role play

1. Read your role for five minutes.
2. The two purchasing agents, Watina and Karasi, start their plane conversation and talk for eight minutes. In the meantime the Senabas prepare their role together. They can choose their own approach and need not necessarily agree with each other.
3. The two purchasing agents, Watina and Karasi, go to Mr Senaba together, begin the conversation, and talk for 15 minutes.
4. Feedback in groups of three. Score on a scale of 100:

   Watina: Senaba: Karasi:

   Read each other's role, discuss, and compare this case with your negotiating experiences.
5. Plenary evaluation.

Senaba

You have owned an ostrich farm close to Pasina for two years now. Among other things your farm produces 1000 ostrich eggs a month. The production will not grow in the next few years. For the eggs you have two regular customers from Pasina who buy your entire stock. You have recently informed their respective firms of your plans to increase the price by 100 per cent (from $6 to $12 a piece). This will cover the necessary investments.

Laboratory tests done by the Ministry of Agriculture have shown that the damage your enterprise is causing to the environment is extremely high. You will have to adapt your farm equipment to meet the new national requirements. Besides lacking the technical know-how, you have a financial problem. The high costs of investments and a temporary loss in production are forcing you to increase your prices drastically. If you do not you might just as well close down due to an impending bankruptcy.

Your eggs are top quality and so is your ostrich meat. However, the meat sales are not up to those of the eggs and your frozen stock is growing fast. The selling price is $30 per kilogram, which leaves you with at least $15 pure profit.

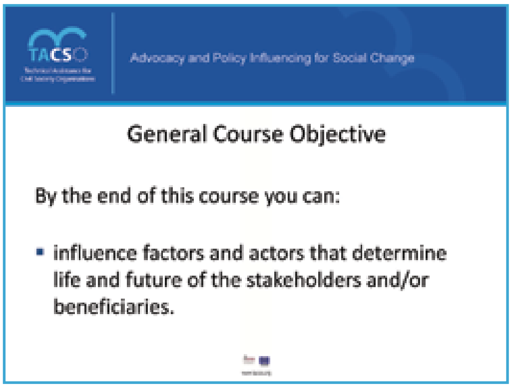
In a few minutes the two purchasing agents, Mr Watina and Mr Karasi from Pasina,

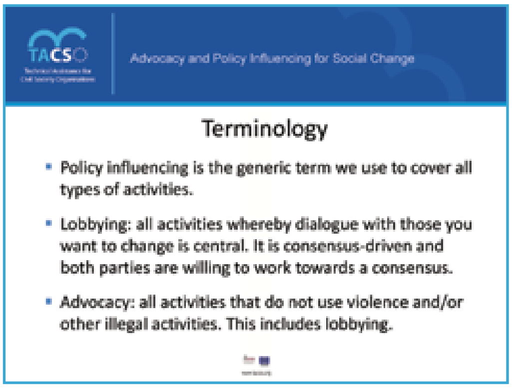
will arrive. You have scheduled the appointments consecutively.

Ostrich eggs: Points to observe

1. What was the outcome of the negotiation?
2. Looking at the negotiation process, what were positive and what were negative points?
3. What were positive and/or negative contributions to the negotiation process of the different parties? What would you have done differently?
4. Which of the principles of negotiation have you noticed, what did you see, when did you see this and was the principle effectively used?
5. Which of the principles were not applied? Did you miss these and at what moment could they have been applied in order to improve the negotiation process?

Annex 2: PowerPoint slides



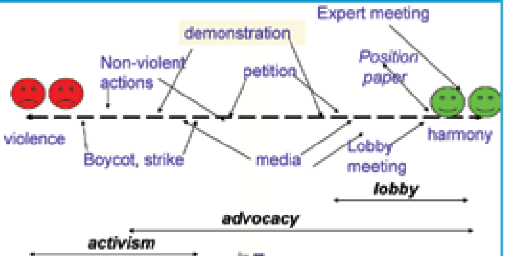


Advocacy and Policy Influencing for Social Change

Terminology

- Activism: activities that involve third parties in the process of change of influential stakeholders. Mostly this is the public via campaigns and demonstrations. Activism overlaps with advocacy. However, activism also includes violent and illegal activities.
- Awareness-raising: a pre-condition for policy influencing. Therefore, it is generally part of policy influencing activities. It can never be an end in itself but should be part of a strategy towards a pre-defined result (behavioural change).

Advocacy and Policy Influencing for Social Change



Policy Influencing **Continuum**

Advocacy and Policy Influencing for Social Change

Policy Influencing Cycle

Advocacy and Policy Influencing for Social Change

Policy Influencing Cycle

Advocacy and Policy Influencing for Social Change

Policy Influencing Principles

C-L-A-S-P

Advocacy and Policy Influencing for Social Change

Why principles?

- Policy influencing is about influencing government, business or civil society actors with decision-making power.
- These decisions have an impact on larger groups or society as a whole.
- If you influence these decisions, you become co-responsible to a certain extent.
- Decision-makers—on the other hand—require reliable information.

Advocacy and Policy Influencing for Social Change

CLASP

- **Credibility:** Why would people trust us, believe in us?
- **Legitimacy:** Who or what gives you the right to interfere?
- **Accountability:** How can you be transparent towards decision-makers, back donors, constituency, and beneficiaries alike?
- **Service-oriented:** How are you being helpful and do you focus on win-win solutions?
- **Power:** What is your power base and how do you use it?

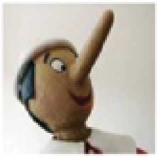
Advocacy and Policy Influencing for Social Change

Credibility—What?

Credibility = the believability of a source or message.

Primary components:
1. ***Trustworthiness***
2. ***Expertise***

Secondary components:
1. ***Source dynamism** (charisma)*
2. ***Physical attractiveness***



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Credibility—How?

How to prove and create credibility?

- Constituency participation in fact-finding and research;
- Create availability of data on your constituency;
- Provide evidence and fact-finding in a scientific way;
- Do research on policy and effects on your constituency;
- Budgeting for credibility.

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Legitimacy (political)—What?

1. In policy influencing *legitimacy* looks at:
   - how legitimate or representative you or your organisation is in taking a certain position.
   - if and how you have involved the people on behalf of whom you are allowed to speak.
2. Governments and the commercial sector increasingly pay more attention to the legitimacy of lobbyists and campaigners.

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Legitimacy—How?

How to prove and create legitimacy?

- Participation of beneficiaries:
  - **For** the beneficiaries
  - **With** the beneficiaries
  - **By** the beneficiaries.
- Involvement board and constituency
- Meetings and feedback
- Joint positioning
- Information sharing
- (budget for this!)

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Accountability—What?

Accountability is a concept in ethics and governance

It can mean responsibility, answerability, transparency, blameworthiness, liability.

As an aspect of governance:

- public sector,
- non-profit
- private (corporate) worlds.

In leadership roles, responsibility for:

- actions
- products
- decisions and policies
- including the administration, governance, implementation
- the way you prove to all stakeholders that you are reliable.

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Accountability—How?

How do you proof that to be accountable?

1. Backward accountability:
   - Consult your constituency, beneficiaries and board
   - Organise meetings to prepare PI positions and feedback PI
2. Forward accountability:
   - Be transparent about your constituency, board, relations with stakeholders
   - Publish data

Provide to all in an open access space (e.g. website):

- reliable information, facts and figures
- reports and research
- financial data and audits reports.

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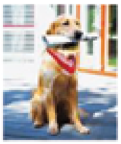
Service oriented—What?

Service orientedness addresses your *attitude* towards your audiences—beneficiaries, media, director and political targets—by delivering information, reports and answers to questions that are relevant to them.

Your audiences will use it in order *to create a better profile for them*.

Do not be overindulging and *leave your pride at home*.



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Service oriented—How?

How can you satisfy your political targets (media, politicians, directors etc)?

1. Do *as you promise*
2. Provide only information that is
   - *relevant (asked for)*
   - *high quality*
3. Be *on time* so that the person can do something with your information.

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Service-oriented

Attitude:

- Serve the constituency, beneficiaries or citizens you represent.
- Do not treat your targets as your enemies.
- Leave your pride at home—be a servant leader.

Performance:

- 'Do as you promise': deliver promised facts, details, information, reports and answers to questions that are *relevant* to your constituency and political targets.
- Make your deliverables of *high quality*.
- Deliver the information *on time*, so that your beneficiaries can still respond and your political targets are able to reflect on and use the information.

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Power

- *Power can be defined as the ability to achieve a purpose: whether it is good or bad depends on how you deal with the powers you have.* - Martin Luther King
- We look at power as an individual, collective and political force that can either undermine or empower citizens and their organisations. It is a force that alternatively can facilitate, hasten or halt the process of change promoted through policy influencing.

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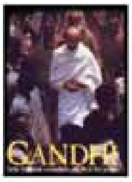
Power – what?

Gandhi—definitions:

- Power over
- Power to
- Power with
- Power within

Always assess the power of all actors involved in relation to you and others.



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Power over

- Negative connotation: oppression, force, coercion, etc;
- Win-lose relationship: taking power from others;
- Imitate the oppressor.

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Alternatives

- Power with: common grounds, building collective strength, coalitions.
- Power to: potential of persons to shape world, citizen education, citizen participation.
- Power within: capacity to imagine and have hope, respect of differences.

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Power—How?

- *Power over:* the position you have in society; increase and maintain the image of your organisation and its relation with its constituency and beneficiaries/citizens;
- *Power with:* your beneficiaries and allies participating in or collaborating with networks and alliances on your PI issues;
- *Power to:* your knowledge on the policy topic (increasingly shared conviction); development of evidence-based research with beneficiary involvement;
- *Power within:* your attitude, reliability and self-confidence (sincerity); have a servant leadership style of working as a networker and as a policy influencer;
- Budgeting for preparing and strengthening your power base (networking and alliance building, communication and transparency on websites, research etc).

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When to apply CLASP?

CLASP should always be applied:

- throughout ***the whole PI cycle***
- at the level of ***each step,*** and
- at ***every moment*** of PI.

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Stakeholder Analysis

API Training

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Who are stakeholders?

- Persons, groups or institutions whose interests or concerns are 'at stake';
- Persons, groups or institutions who influence or are influenced by the issue;
- Those who have something to win or lose by change on the issue.

What is stakeholder analysis?

Stakeholder analysis is the identification of the key stakeholders in a planning or change process, including:

- an assessment of their interests; and,
- the way in which these interests are likely to affect the process.

Why do stakeholder analysis?

- Better plans:
  - participation of the right parties,
  - objectives more likely to be achieved,
  - activities more likely to be sustainable;
- Clearer view on participation/responsibility;
- Clearer distribution of responsibilities;
- Clearer assumptions;
- Advocacy and policy influencing strategy.

What types of analysis can you do?

- Identify ‘force field’, relative influence of players;
- Identify strategic relations to be established or to be broken up;
- Identify appropriate partners for participation in a process;
- Assess relative strengths and vulnerabilities;
- Assess conflicts of interests;
- Assess (potential) alliances.

Stakeholders analysis

Step 1: Brainstorm all the stakeholders (persons in organisations) for the issue; Place it in the onion;

Step 2: Apply *3 filter questions* to the list/judge stakeholders:

- To what extent does the stakeholder agree or disagree with your position?
- How important do you think the issue is for the stakeholder?
- How influential, relative to the others, is the stakeholder over the decision?

Step 3: Transfer the information to Allies and Opponents matrix.

Identifying stakeholders—checklist

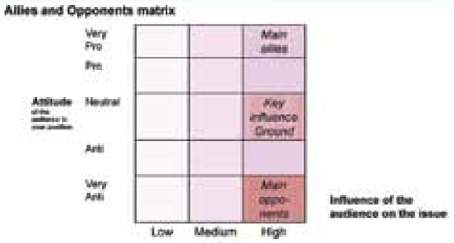
- Is this list exhaustive?
- Have all potential supporters or opponents of the issue been identified?
- Are primary stakeholders properly categorised (gender!)
- Are there vulnerable stakeholders who are not organised and whose interests are not (sufficiently) represented?
- Will new stakeholders emerge from the project (for example, unemployable school leavers)?

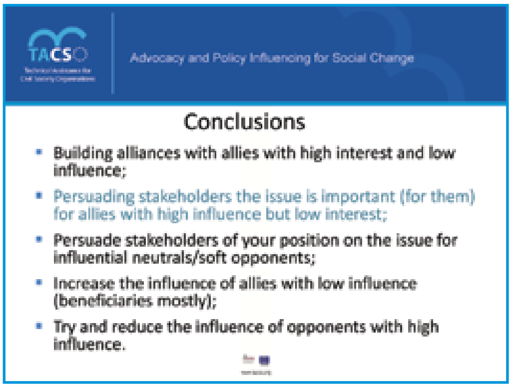
Interest per stakeholder—describe

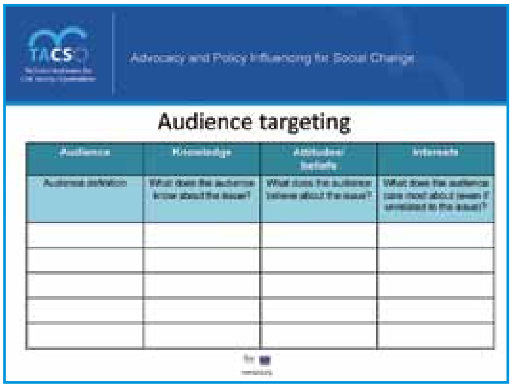
- Speculation on the interest of others is a dangerous game. Try to ask themselves. If not possible, speculate anyway;
- Note conflicting interests;
- What do they contribute, what do they take from the process?
- Matrix of relationships between stakeholders (++, +, 0 -,--).

Checklist for drawing out interest

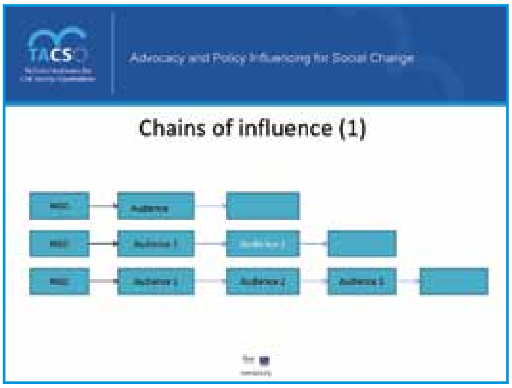
- How does the issue currently affect stakeholders (money, prestige, satisfaction)?
- What does this stakeholder expect from the process (money, prestige, satisfaction)?
- What are likely benefits for this stakeholder (money, prestige, satisfaction)?
- What is this stakeholder willing to trade, to contribute, to commit?
- What are restrains for this stakeholder avoiding a further commitment?
- How does this stakeholder regard others on the list?

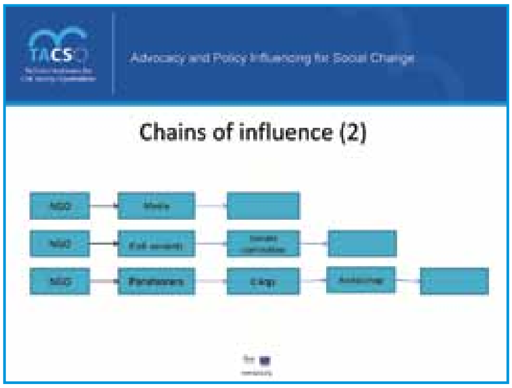


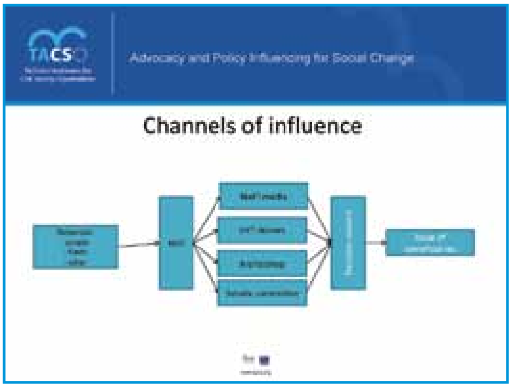


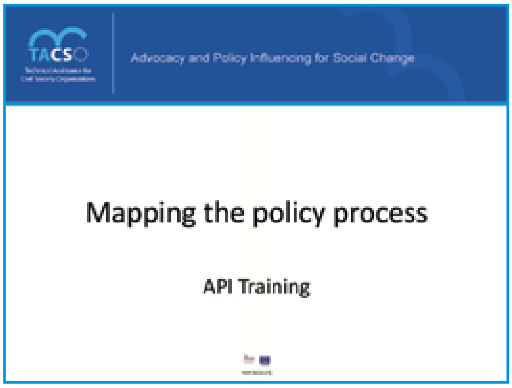


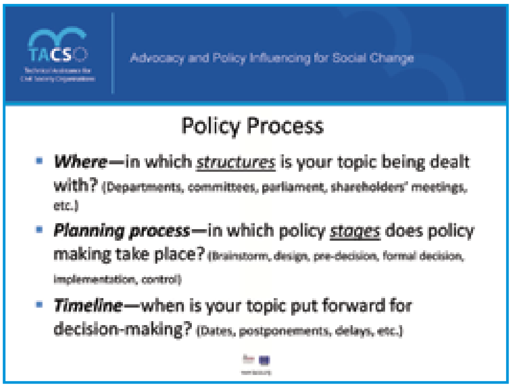
Audience	Knowledge	Attitudes/ beliefs	Interests
Audience definition	What does the audience know about the issue?	What does the audience believe about the issue?	What does the audience care most about (even if unrelated to the issue)?

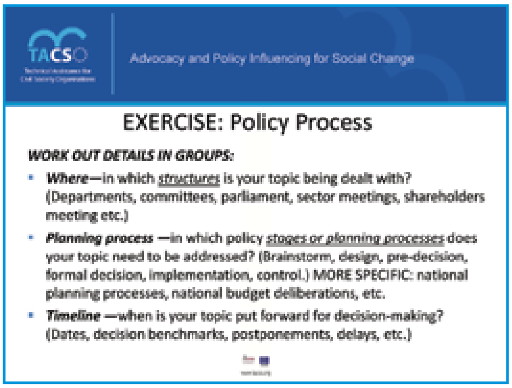








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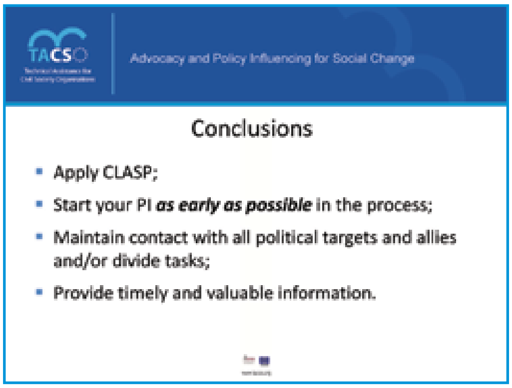
EXERCISE: Policy Process
WORK OUT DETAILS IN GROUPS:
Where—in which structures is your topic being dealt with? (Departments, committees, parliament, sector meetings, shareholders meeting etc.)
Planning process —in which policy stages or planning processes does your topic need to be addressed? (Brainstorm, design, pre-decision, formal decision, implementation, control.) MORE SPECIFIC: national planning processes, national budget deliberations, etc.
Timeline —when is your topic put forward for decision-making? (Dates, decision benchmarks, postponements, delays, etc.)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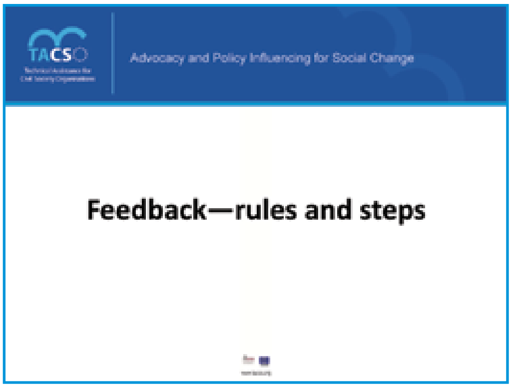
Conclusions
Apply CLASP;
Start your PI as early as possible in the process;
Maintain contact with all political targets and allies and/or divide tasks;
Provide timely and valuable information.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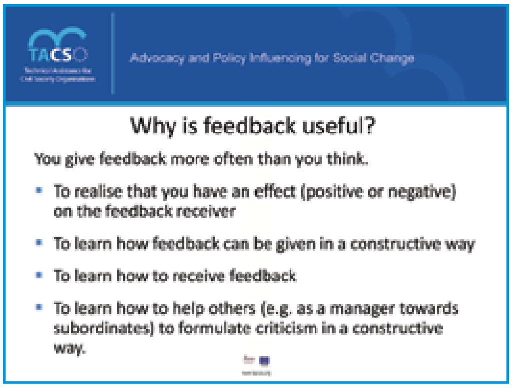
Feedback—rules and steps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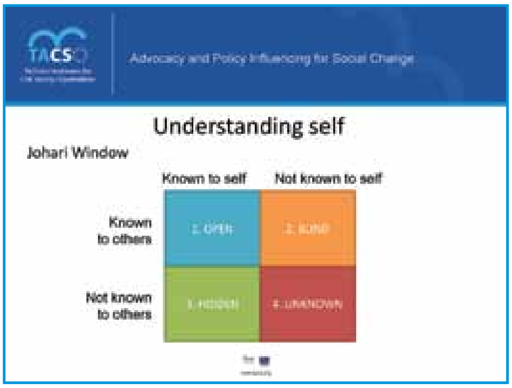
Why is feedback useful?
You give feedback more often than you think.
To realise that you have an effect (positive or negative) on the feedback receiver
To learn how feedback can be given in a constructive way
To learn how to receive feedback
To learn how to help others (e.g. as a manager towards subordinates) to formulate criticism in a constructive way.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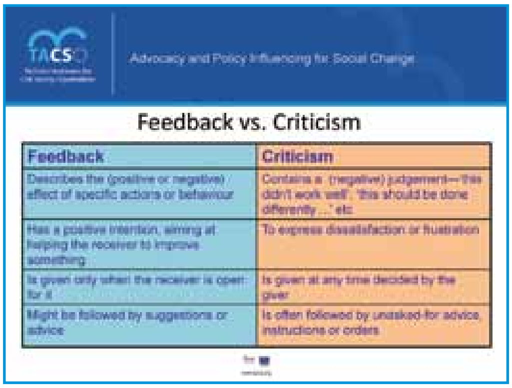
Understanding self
Johari Window
Known to self
Not known to self
Known to others
Not known to others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Feedback vs. Criticism
Feedback
Criticism
Describes the (positive or negative) effect of specific actions or behaviour
Contains a (negative) judgement—'this didn't work well', 'this should be done differently ...' etc
Has a positive intention, aiming at helping the receiver to improve something
To express dissatisfaction or frustration
Is given only when the receiver is open for it
Is given at any time decided by the giver
Might be followed by suggestions or advice
Is often followed by unasked-for advice, instructions or orders


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Golden rules for giving feedback
Feedback = (culturally) sensitive, but possible.
1. Check own motivation and if receiver open to feedback
2. Describe observed behaviour and your reaction
3. Provide feedback on positive and negative behaviour
4. Describe other person's behaviour and your perceptions of it
5. Focus on personal development; behavioural change
6. Make sure your feedback is timely
7. Check if receiver understood your feedback.


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Giving feedback - Steps
"I would like to say something about ..."
"I have seen/heard ..."
"What I found encouraging was ..."
"What I found difficult ..."
"What would you suggest ...?"
"May I suggest ...?"
"Maybe you think about it ...?"

Advocacy and Policy Influencing for Social Change

Dealing with Power (2)

Negotiation styles

- **Power over:** *Forcing*
- **Power with:** *Confrontation*
- **Power to:** *Convince*
- **Power within:** *Negotiate/dialogue*

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Dealing with Power (3)

FACTS and NUMBERS

- Evidence-based (storytelling, research, figures)
- Community-based
- Rights-based

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Language of Influence

When are people's brains most open?

- Images are more powerful than words;
- Enthusiasm is more powerful than criticism;
- A smile reaches further then a growl;
- Matching the opponent's behaviour;
- Mixed presentation forms make more new connections (brain-based learning).

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Negotiation

Golden rules for civil society organisations

- NEVER GO ALONE;
- INVOLVE your CONSTITUENCY beforehand;
- DEBRIEF your CONSTITUENCY afterwards.

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Phases of Negotiation

1. **Prepare**: what do you want to get out with/what is your bottom line?
2. **Debate:** present your case/pass the message
3. **Propose:** use 'if ... then'; wait for info and answers (do not push)
4. **Bargain:** be specific, check the agreed, be conditional

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Phase 1- Prepare

- Decide what you want and prioritise;
- What are your 'must haves'—what is your bottom line?
- Anticipate the same about your target;
- Anticipate what objections your target might have on your case and prepare answers.

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Phase 2 - Debate

- Present your case
  - but do not disclose your bottom line yet;
- Ask open questions and
  - LISTEN to the answers;
- Listen for signals that
  - indicate a willingness to move positions;

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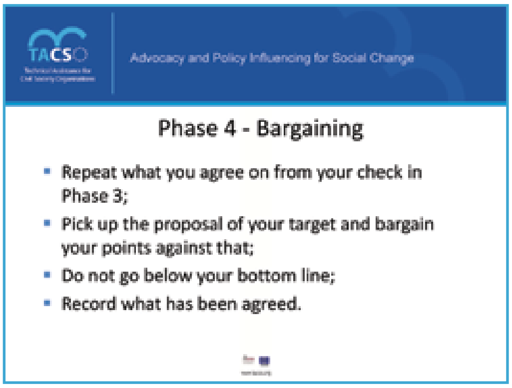
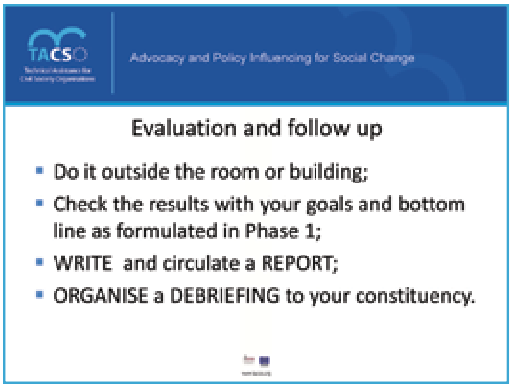
Phase 3 - Propose

- Use 'if ... then' sentences;
- Start with a few points and
  - check if they agree
  - then continue with new points;
- Keep quiet:
  - WAIT FOR RESPONSES;
- Do not interrupt proposals from your target.


Advocacy and Policy Influencing for Social Change
Phase 4 - Bargaining
Repeat what you agree on from your check in Phase 3;
Pick up the proposal of your target and bargain your points against that;
Do not go below your bottom line;
Record what has been agreed.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Evaluation and follow up
Do it outside the room or building;
Check the results with your goals and bottom line as formulated in Phase 1;
WRITE and circulate a REPORT;
ORGANISE a DEBRIEFING to your constituency.


Advocacy and Policy Influencing for Social Change
Do’s during a lobby visit:
Introduce yourself as a member of a group;
Be friendly and warm;
Give authentic praise for the work your host is doing;
Introduce your concern by linking it to a concern of your host;
Be clear about the message you want the other person to hear. Use the same phrase at least two or three times (e.g. we are concerned that deaf children should have equal access to education and believe there is a solution);
Give two or three facts about why this issue is so important and why it will help the people whose interest you are presenting;
Have a handout that is no longer than two pages to leave with your host;
Thank your host for his/her time and say that you will get back to them for a response.

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