



## **ACKNOWLEDGEMENTS**

The trainers' guide for training advocates of adolescent sexual and reproductive health is the second volume of the training package on advocacy. The first resource, "Effective advocacy for adolescent sexual and reproductive health – Guidelines for building advocacy skills", aims to provide general information on advocacy, its process, steps and tools. Both training materials were developed by CARE International in Vietnam, within the framework of the "Advocacy and Behaviour Change Communication Output Project" in the Reproductive Health Initiative for Youth in Asia (RHIYA) program in Vietnam. The program is funded by the European Union (EU) and the United Nations Population Fund (UNFPA).

During the development process, we received technical support and advice from experts, international and national partners at the central and community level, and colleagues. We would like to sincerely thank Ms. Malicca Ratne, an international consultant in advocacy and behaviour change communication, who provided invaluable technical input in developing the trainers' guide.

We would also like to express our sincere thanks to Ms. Dang Thi Khao Trang, the Deputy Director of the RHIYA Management Board in the Youth Union and her colleagues who were very active and committed throughout the process of developing the trainers' guide in order to achieve the highest possible quality.

Finally, I would like to thank my colleagues at CARE International in Vietnam for their endless efforts in developing these guidelines.

Yours sincerely,

**Carol Sherman**  
Country Director  
CARE International in Vietnam

## **ABBREVIATIONS**

AIDS	Acquired Immune Deficiency Syndrome
ASRH	Adolescent Sexual and Reproductive Health
CEDPA	Centre on Development and Population Activities
CST	Country Support Team
EU	European Union
HIV	Human Immunodeficiency Virus
IAs	Implementing Agencies
IDU	Injecting Drug User
IEC	Information, Education and Communication
IPPF	International Planned Parenthood Federation
JHU/CCP	John Hopkins University/Centre for Communication Program
M&E	Monitoring and Evaluation
MOET	Ministry of Education and Training
NGOs	Non-Governmental Organisations
PLWHA	People Living With HIV/AIDS
RHIYA	Reproductive Health Initiative for Youth in Asia
SAs	Sub-contract Agencies
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
SEE	Statement, Evidence, Example
UNFPA	United Nations Population Fund
VINAFPA	Vietnam Family Planning Association
WPF	World Population Foundation
YFC	Youth Friendly Corner
YU	Youth Union

# TABLE OF CONTENT

<b>ACKNOWLEDGEMENTS</b> .....	2
<b>ABBREVIATIONS</b> .....	3
<b>INTRODUCTION</b> .....	6
<b>PART I: TRAINING GUIDE</b> .....	7
1. <b>TRAINING OBJECTIVES</b> .....	7
2. <b>TRAINING AGENDA</b> .....	7
3. <b>THE PARTICIPANTS</b> .....	8
4. <b>WORKING EFFECTIVELY WITH CHALLENGING PARTICIPANTS</b> .....	8
5. <b>THE TRAINERS</b> .....	8
6. <b>TRAINING APPROACH</b> .....	10
7. <b>ADAPTING THE TRAINING CURRICULUM TO THE LOCAL CONTEXT</b> 10	
8. <b>EVALUATING YOUR TRAINING</b> .....	10
9. <b>STEPS FOR ORGANISING THE TRAINING WORKSHOP</b> .....	11
10. <b>PREPARING THE WORKSHOP REPORT</b> .....	12
11. <b>TRAINER’S INSTRUCTIONS</b> .....	12
<b>PART II: LESSON PLAN</b> .....	14
<b>SESSION 1: WELCOME AND INTRODUCTION</b> .....	15
<b>SESSION 2: UNDERSTANDING ADVOCACY CONCEPTS AND PROCESS</b> .....	17
<b>SESSION 3: ISSUES RELATED TO ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH</b> .....	20
<b>SESSION 4: BUILDING PARTNERSHIPS</b> .....	24
<b>SESSION 5: FORMULATING MESSAGES AND SELECTING TACTICS</b> .....	26
<b>SESSION 6: DEVELOPING AN ADVOCACY PLAN</b> .....	31
<b>SESSION 7: MONITORING AND EVALUATION</b> .....	33
<b>PART III: SLIDES</b> .....	35
SLIDE 1.1: <b>OBJECTIVES OF THE WORKSHOP</b> .....	36
SLIDE 2.1: <b>WORDS ASSOCIATED WITH ADVOCACY</b> .....	37
SLIDE 2.2: <b>DEFINITIONS OF ADVOCACY</b> .....	38
SLIDE 2.3: <b>GOAL AND OUTCOME OF ADVOCACY AND IEC</b> .....	40
SLIDE 2.4: <b>ADVOCACY PROCESS (CEDPA MODEL)</b> .....	40
SLIDE 2.5: <b>ADVOCACY PROGRESS (JHU/CCP Model)</b> .....	43
SLIDE 2.6: <b>ADVOCACY STRATEGIC PLANNING (UNFPA CST MODEL</b> .....	44
SLIDE 3.1: <b>DEFINITION OF YOUNG PEOPLE</b> .....	45
SLIDE 3.2: <b>DEFINITIONS OF ADVOCACY GOAL AND OBJECTIVE</b> .....	46
SLIDE 3.3: <b>EXAMPLES OF AN ADVOCACY ISSUE, GOAL AND OBJECTIVE</b> .....	47
SLIDE 3.4: <b>SMART OBJECTIVE</b> .....	48
SLIDE 3.5: <b>ELEMENTS OF AN ADVOCACY OBJECTIVE</b> .....	49
SLIDE 4.1: <b>DEFINITION OF COALITIONS, ALLIANCES AND NETWORKS</b> 50	
SLIDE 4.2: <b>EFFECTIVE COALITIONS</b> .....	51
SLIDE 4.3: <b>BUILDING EFFECTIVE COALITIONS</b> .....	52
SLIDE 4.4: <b>ESSENTIAL ELEMENTS OF A COALITION</b> .....	53
SLIDE 4.5: <b>ADVANTAGES AND CHALLENGES OF WORKING IN A COALITION</b> ..	54
SLIDE 5.1: <b>ADVOCACY COMMUNICATION MODEL</b> .....	55
SLIDE 5.2: <b>ADVOCACY MESSAGE FORMULA</b> .....	56
SLIDE 5.3: <b>FIVE ELEMENTS OF ADVOCACY MESSAGES</b> .....	57
SLIDE 5.4: <b>DIFFERENT TYPES OF ADVOCACY MESSAGES</b> .....	58

SLIDE 5.5: MOST COMMONLY USED ADVOCACY MEDIUMS.....	59
SLIDE 5.6: CRITERIA FOR CHOOSING APPROPRIATE MEDIA.....	60
SLIDE 5.7: ADVOCACY TACTICS .....	61
SLIDE 6.1: ADVOCACY IMPLEMENTATION PLAN.....	62
SLIDE 7.1: KEY CONCEPTS OF MONITORING AND EVALUATION .....	63
SLIDE 7.2: DEFINITION OF INDICATORS .....	64
SLIDE 7.3: THREE TYPES OF INDICATORS .....	65
SLIDE 7.4: METHODOLOGIES FOR COST-EFFECTIVE DATA COLLECTION.....	66
SLIDE 7.5: EXAMPLE OF MONITORING AND EVALUATION PLAN.....	68
<b>PART IV: HANDOUTS.....</b>	<b>68</b>
HANDOUT 1: OBJECTIVES OF THE WORKSHOP .....	69
HANDOUT 2: TRAINING AGENDA.....	70
HANDOUT 3: WORDS ASSOCIATE WITH ADVOCACY .....	71
HANDOUT 4: DEFINITIONS OF ADVOCACY .....	72
HANDOUT 5: GOAL AND OUTCOME OF ADVOCACY AND IEC.....	73
HANDOUT 6: ADVOCACY PROCESS (CEDPA MODEL).....	74
HANDOUT 7: ADVOCACY PROGRESS (JHU/CCP MODEL) .....	75
HANDOUT 8: ADVOCACY STRATEGIC PLANNING (UNFPA CST MODEL).....	76
HANDOUT 9: EXERCISE: EARLY MEMORIES OF BEING YOUNG.....	77
HANDOUT 10: DEFINITION OF YOUTH PEOPLE.....	78
HANDOUT 11: CHECKLIST FOR CHOOSING AN ADVOCACY ISSUE.....	79
HANDOUT 12: DEFINITIONS OF ADVOCACY GOAL AND OBJECTIVE .....	80
HANDOUT 13: EXAMPLES OF AN ADVOCACY ISSUE, GOAL AND OBJECTIVE ...	81
HANDOUT 14: SMART OBJECTIVE.....	82
HANDOUT 15: ELEMENTS OF AN ADVOCACY OBJECTIVE .....	83
HANDOUT 16: DEFINITION OF COALITION, ALLIANCES AND NETWORKS .....	84
HANDOUT 17: EFFECTIVE COALITIONS.....	85
HANDOUT 18: BUILDING EFFECTIVE COALITIONS.....	86
HANDOUT 19: ESSENTIAL ELEMENTS OF A COALITION .....	87
HANDOUT 20: ADVANTAGES AND CHALLENGES OF WORKING IN A COALITION	
88	
HANDOUT 21: ADVOCACY COMMUNICATION MODEL .....	89
HANDOUT 22: ADVOCACY MESSAGE FORMULA .....	90
HANDOUT 23: EXERCISE “SEE ACTION” ADVOCACY MESSAGE.....	91
HANDOUT 24: FIVE ELEMENTS OF ADVOCACY MESSAGES.....	92
HANDOUT 25: DIFFERENT TYPES OF ADVOCACY MESSAGES.....	93
HANDOUT 26: MOST COMMONLY USED ADVOCACY MEDIUMS .....	94
HANDOUT 27: CRITERIA FOR CHOOSING APPROPRIATE MEDIA .....	95
HANDOUT 28: ADVOCACY TACTICS.....	96
HANDOUT 29: EXERCISE: SAMPLE OF ROLE PLAY SCENARIOS.....	98
HANDOUT 31: KEY CONCEPTS OF MONITORING AND EVALUATION.....	100
HANDOUT 32: DEFINITION OF INDICATORS .....	101
HANDOUT 33: THREE TYPES OF INDICATORS.....	102
HANDOUT 34: METHODOLOGIES FOR COST – EFFECTIVE DATA COLLECTION	103
HANDOUT 35: EXAMPLE OF MONITORING AND EVALUATION PLAN .....	105
<b>PART V: APPENDIX .....</b>	<b>105</b>
<b>APPENDIX 1: WORKING EFFECTIVELY WITH CHALLENGING PARTICIPANTS</b>	
106	
<b>APPENDIX 2: EVALUATION FORM - TRAINING OF ADVOCATES .....</b>	<b>108</b>
<b>APPENDIX 3: ADVOCACY CARDS.....</b>	<b>110</b>

## **INTRODUCTION**

This Trainers' Guide is to be used in conjunction with the manual on "Effective Advocacy for Adolescent Sexual and Reproductive Health: A Guide to Plan and Implement Effective Advocacy". This manual has been developed for the use of trainers to train advocates for adolescent sexual and reproductive health (ASRH). It is organised and presented in a simple and easy to follow manner that provides clear objectives for the activities, their duration, and the materials needed to conduct the training. To obtain more background information, users of this guide are encouraged to review the advocacy manual before conducting this training. Although the subject area focus is on ASRH, this Trainers' Guide can be easily adapted to other subject areas such as HIV/AIDS or gender. The process and steps will remain the same, but the issues will differ.

This manual consists of five parts. Part 1 is a general overview for trainers on how to systematically and effectively plan and conduct training activities. This section covers such topics as: selection of participants and trainers; creating a conducive learning environment; designing a training agenda and evaluation plan; and preparation of the training report. Part 2 is the training content consisting of seven sessions. Included are detailed instructions of the activities to be conducted for each session. The format of each session is structured uniformly. Each session begins with an introduction consisting of a brief summary of the session contents, followed by the objectives of the session, session activities or lesson plan, duration of the session, and a list of slides and handouts needed. The slides and handouts are included in Part 3 and Part 4 respectively. All the trainer has to do is photocopy the handouts to distribute to participants and present the slides in either a power point presentation, photocopied onto overhead transparencies or copied onto flipcharts. Whenever necessary, in Part 2 there are also 'notes to the trainer' to provide further guidance in conducting the training. Also included in this guide are some appendices in Part 5.

The sample training agenda included covers a period of 2 to 3 days. The total number of hours for the seven sessions is about 13 not including time for opening and closing ceremonies and the workshop evaluation. Depending on available resources and the capacity of participants, the duration of the training may be adjusted, for example if capacity is low more time may be needed for exercises, discussions and role plays.

Although the Trainer's Guide provides details for all of the sessions including how to conduct them, a certain amount of preparation and innovation is required to make the sessions more effective and to allow optimum learning to take place. The guide allows some flexibility to try new training methodologies and updated information on ASRH can be incorporated. The design of the training is such that it takes into consideration the level of ASRH knowledge, skills and attitude of the participants. The sessions vary from basic information to practical exercises. It is up to you, as the trainer, to adapt the sessions to the context of your participants.

# PART I: TRAINING GUIDE

## 1. TRAINING OBJECTIVES

The purpose of this training is to develop the skills of advocates in planning and implementing ASRH advocacy efforts at various levels. A single workshop may not be adequate to fully develop the advocacy skills of participants. Short refresher workshops may be necessary to follow-up this workshop.

The specific workshop objectives are as follows:

- To enhance the participants' knowledge on ASRH issues;
- To sensitise participants on the advocacy strategies developed to address ASRH issues
- To enhance participants' advocacy skills by giving them appropriate advocacy techniques and tactics.

## 2. TRAINING AGENDA

<b>Activities</b>	<b>Time (minutes)</b>
<b>DAY 1</b>	
SESSION 1: INTRODUCTION	45
SESSION 2: UNDERSTANDING ADVOCACY CONCEPT AND PROCESS	120
Lunch	
SESSION 3: ISSUES IN ASRH	150
<b>DAY 2</b>	
SESSION 4: BUILDING PARTNERSHIP	75
SESSION 5: MESSAGE FORMULATION AND INFORMATION PACKAGING	270
Lunch	
SESSION 5: MESSAGE FORMULATION AND INFORMATION PACKAGING continued.	
<b>DAY 3</b>	
SESSION 6: DEVELOPING AN ADVOCACY PLAN	60
SESSION 7: MONITORING AND EVALUATION	60
Lunch	
Wrap-up and Workshop Evaluation	
Closing Ceremony	

### **3. THE PARTICIPANTS**

The selection of participants for the training is critical to ensure the achievement of the workshop objectives. The training is designed to develop advocacy skills on ASRH. It offers new and relevant information for two kinds of participants: those who have experienced in working on ASRH and those who have worked with young people but have no experience with ASRH. It is recommended that participants are carefully selected according to their level of interest and motivation for working on ASRH programs.

The training is designed for a group of 15 to 20 participants. This is an ideal range of participants in order to make the training interesting and lively. More than 20 participants would make it difficult to have the close interaction that is needed for effective training. The participants of the advocate training may also include other “stakeholders” who are interested in the best methods of advocacy for ASRH. “Stakeholders” could include young people themselves, non-governmental organisations (NGOs) that are working in the field of ASRH, local community leaders, religious leaders, as well as policy and decision makers.

### **4. WORKING EFFECTIVELY WITH CHALLENGING PARTICIPANTS**

Facilitating a workshop can be a very rewarding experience, but it can also be very challenging at the same time. You may get participants that pose challenges to a smooth and effective training process. Refer to Appendix 1, which illustrates the types of challenging participants and the responses you can give to minimise the problems.

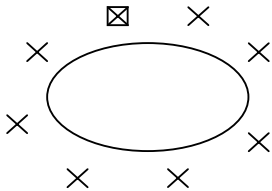
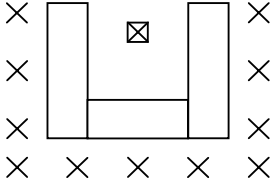
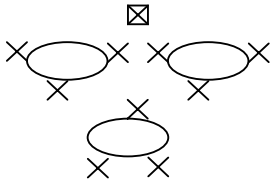
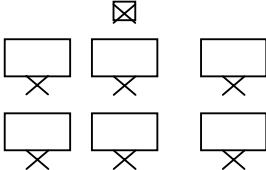
### **5. THE TRAINERS**

A team of at least two trainers with experience in participatory training and adult learning should conduct this training. In addition, facilitators should have some knowledge on ASRH, as well as experience in planning and implementing advocacy strategies and campaigns. Your main roles as a trainer are to create a comfortable learning environment, ensure the smooth running of workshop sessions and to support the learning process of the participants.

#### ***5.1 Creating a Comfortable Learning Environment***

Participants learn best in a comfortable environment where their physical needs are met. If possible, when selecting a room, make sure there are adequate measures for controlling the temperature. Rooms that have windows that provide natural light are preferable. Sometimes it may be difficult to control room conditions. Acknowledge to the participants that you regret the discomfort and conditions that are beyond your control.

The set up of the room will greatly affect participant interaction. Four room arrangements and their benefits and drawbacks are described below.

Room arrangement	Advantages	Disadvantages
<p>Sitting in a circle</p> 	<ul style="list-style-type: none"> <li>- Promotes interaction</li> <li>- Balances the roles of trainers and participants</li> </ul>	<ul style="list-style-type: none"> <li>- Difficulty in using visual aids</li> <li>- Can be difficult when there are many participants</li> <li>- May not have sufficient table space for writing and documents</li> </ul>
<p>Sitting in a U shape</p> 	<ul style="list-style-type: none"> <li>- The facilitator can easily interact with the group</li> <li>- Promotes communication</li> </ul>	<ul style="list-style-type: none"> <li>- Participants sitting far away from each other may have difficulties communicating</li> <li>- The facilitator is separated from group</li> </ul>
<p>Sitting in groups</p> 	<ul style="list-style-type: none"> <li>- Promotes discussion amongst tables</li> <li>- More table space for participants</li> <li>- Suitable for big groups</li> </ul>	<ul style="list-style-type: none"> <li>- Can occupy much room space</li> <li>- There may be difficulties in looking at the visual aids</li> <li>- The facilitator is separated from group</li> </ul>
<p>Sitting in a classroom</p> 	<ul style="list-style-type: none"> <li>- Suitable for a big group of participants</li> </ul>	<ul style="list-style-type: none"> <li>- Participants can not easily communicate and see each other</li> <li>- The facilitator is separated from group</li> </ul>

### 5.2 Ensuring the smooth running of the workshop sessions

- Start the sessions on time.
- Read the instructions and delivery method of each session and review the training materials before each training session so that you are familiar and comfortable with the content and process.
- Speak clearly and use simple language. Give clear instructions for each activity.
- Use the delivery notes during the presentation. However, you can modify the session delivery method to better suit your participants.
- Guide the group discussions and encourage participants to share their views with the group.

Ask participants to identify the key points that emerge from the presentation, activities and/or group discussions, and then help them to draw a general conclusion.

- Relate the lessons learned during the presentation, activity and/or group discussion with the real situation to help participants understand the lessons learned in the context of their work. Anticipate that some participants may have problems in adapting or adopting the lessons learnt to their work and help them find ways to overcome this.
- At the end of the session, briefly summarise the activities.
- Provide linkages between each session and the next session, and with the rest of the workshop.

### ***5.3 Supporting the learning process of participants***

- Help participants to feel comfortable. Be informal and relaxed in the sessions.
- Use positive body language.
- Make eye contact with all participants when you are speaking and while they are speaking. This will help participants feel included and that their views and comments are important.
- Do not favour any participant.
- Listen to what participants say and how it is said. Summarise what you have heard. Remember to not get caught up in what you have planned ahead so that you forget to listen.
- Acknowledge what a participant says.
- Encourage two-way communication by asking open-ended rather than closed questions. You may also ask probing questions or clarifying responses.

## **6. TRAINING APPROACH**

The workshop approach to be used in this training includes small group discussions and exercises, in which participants generate their own strategies and plans. It is an intense, working process, and you should prepare participants in advance for it.

## **7. ADAPTING THE TRAINING CURRICULUM TO THE LOCAL CONTEXT**

Although these guidelines should certainly support the training of ASRH advocates, you may need to adjust the training curriculum to make accommodation for time, resources and the capacity of participants. Time constraints may make it necessary to shorten the training, or if more time can be allocated this will allow for greater in-depth knowledge and skills, and additional time for practical exercises. Trainers making changes or adjustments to the training exercises should keep in mind that participants should be able to show that they have mastered or acquired the new skills of each exercise before beginning the next exercise.

## **8. EVALUATING YOUR TRAINING**

An evaluation is a process that allows you to monitor the group's reaction to the workshop and assess whether the workshop has achieved its objectives. You should use the evaluation as a strategy for improving the quality of your work. This section will explain how to evaluate the level of participant knowledge and skill before and after the workshop, as well as how to assess your and other trainers' performance in facilitating the workshop. An evaluation can include:

### **Pre-workshop evaluation**

These evaluations are an important tool to determine the success of the workshop. It is used to assess the knowledge and skills of participants' acquired during the workshop as well as trainers' performance and facilitation skills. A questionnaire should be set up to measure the

knowledge and skill of participants before the workshop. This is then used as a baseline and compared with the results of the post-workshop evaluation.

#### ***Assessing learning during the wrap-up at the end of each session***

Asking questions related to workshop topics during the wrap-up session is an informal way of assessing participants' level of understanding of the issues discussed during the workshop. If you feel that the level of understanding of the participants is below expectations, you may want provide further explanations. However, you should not take too much time as this will affect the time allocated for the next session.

#### ***Comments at the End of Day's Proceedings***

Comments at the end of each day have the same purpose as assessing learning during the wrap-up after each session. This activity will gauge participants' knowledge and skills gained from the workshop from a broader perspective.

#### ***Post-Workshop Evaluation***

The post workshop evaluation should include the same questions asked during the pre-workshop evaluation. Other questions related to such things as the logistics of the workshop could also be included. A sample of an evaluation form to measure the satisfaction of the participants in the workshop can be found in Appendix 2 of this guide.

## **9. STEPS FOR ORGANISING THE TRAINING WORKSHOP**

The following list are examples of what must occur before the training takes place and things that the organisation hosting the training must consider. Follow the checklist and tailor it to your own needs.

- Select target audience
- Identify potential training participants
- Establish the basic knowledge and skill level required to participate
- Send invitation letters to potential participants
- Confirm who will be attending the training
- Decide on the training duration
- Select facilitators and check their availability
- Identify any holidays that might interfere with schedule
- Choose a potential date and make sure participants are available
- Make arrangements to secure a venue for the training. Check rates and services.
- Ensure the location is suitable for the training in terms of size and budget
- Identify equipment required for the training such as computers, printer, multimedia LCD projector, flipcharts, etc.
- Arrange all logistics related to transportation, food, accommodation and any specific needs of participants
- Arrange administrative support and assistance for trainers during training sessions
- Prepare workshop materials
- Prepare flip charts with agenda, workshop objectives, illustrations, etc.
- Prepare and order overhead slides to be used in presentations
- Prepare and copy necessary handouts

## 10. PREPARING THE WORKSHOP REPORT

Completing a workshop report is your final task as a trainer. In preparation you should collect and document information and discussions throughout the workshop. Each organisation will have different information systems and requirements depending on their administrative

procedures. This guide offers some suggestions for this task that can be adapted to fit your needs.

The workshop report should be approximately 3 to 5 pages. It should be written in simple and clear language with an executive summary of the key points for people who do not have time to read the entire report. The workshop report should describe the following:

- The overall purpose or goal of the workshop
- The specific and measurable objectives in terms of skills and knowledge which the workshop will improve
- Team of facilitators and/or speakers (a list of facilitators and speakers should be attached in the Appendix of the report)
- 
- Number and type of participants (a list of participants should be attached in the Appendix of the report)
- Type of institution(s) and organisations involved
- Venue of the workshop
- Dates and times
- A brief description of the agenda (a copy of workshop program should be attached in the Appendix of the report)
- Evaluation of the workshop. You should be able to evaluate whether the workshop achieved its objectives by comparing the level of knowledge and skills of the participants before and after the workshop using the Pre-Workshop Evaluation and the Post-Workshop Evaluation Form
- Suggestions and recommendations. The report should also include suggestions and recommendations from both the trainer and the participants, including any of the following:
  - Suggestions for improving this kind of training in the future
  - Recommendations on any additional training, support, and follow-up participants might need in the future
  - Recommendations for improving the policies and programs of the institutions and organisations where the participants work, based upon the information gathered in the workshop

## 11. TRAINER'S INSTRUCTIONS

The lesson plans gives you a detailed step by step account of how you to present or deliver the training. They contain both the content and the method of training. There are 7 sessions in the training and each session is broken up into activities. For example Session 1 has two activities, whereas Session 2 has three activities. Each session follows a similar layout as follows:

**TIME:** This gives you the approximate time of how long it should take to complete the session. Times will vary depending on the number and experience of participants, among other things.

**INTRODUCTION:** This section describes the importance of the skills and knowledge in each session for advocacy efforts. It also highlights any background information, challenges or issues related to the session.

**OBJECTIVES:** This section describes what participants will achieve in the session.

**SESSION OVERVIEW:** This table gives an overview of the activities in each session, the time and materials needed and the training methods used for each activity.

**PREPARATION:** This section lists the visual aids that should be prepared as either overhead transparencies or in a PowerPoint presentation. It also gives the handouts to be distributed, and the training equipment and materials needed such as flip charts, handouts, exercises, coloured cards, etc. The purpose of this section is to give the trainer the information they need to prepare all materials in advance.

**PROCESS:** This section leads the trainer step-by-step through the entire session; explaining what should be done and said in each activity of the session.

**NOTES FOR TRAINER:** Notes are provided wherever required.

## **PART II: LESSON PLAN**

## SESSION 1: WELCOME AND INTRODUCTION

**TIME:** 45 minutes

### INTRODUCTION

It is important in advocacy efforts that stakeholders work closely in coordination and collaboration. Similarly in this workshop it is critical that participants get to know each other and develop trust so they feel comfortable in sharing their opinions. Participants also need a clear understanding of the workshop objectives and agenda.

**OBJECTIVES:** At the end of this session, participants will be able to:

- Get to know each other and will have broken the ice by having approached each other
- Understand the objectives of the workshop, the workshop agenda and have a clear idea of what they can expect from the workshop.

### SESSION OVERVIEW

Activity	Time (minutes)	Method	Materials
Activity 1: Introduction of participants	30	Game	
Activity 2: Introduction to the workshop objectives and agenda	15	Brainstorm, presentation	Coloured cards, flipchart Slide 1.1 Handouts 1 and 2
<b>Total</b>	<b>45</b>		

### PREPARATION

- Coloured cards, glue or masking tape, flip chart, paper and marker pens.
- Slide 1.1: Objectives of the workshop
- Handout 1: Objectives of the workshop
- Handout 2: Workshop agenda

## PROCESS

### ACTIVITY 1: Introduction of Participants (30 minutes)

#### *Step 1*

- Divide the participants into small groups of 5 to 6 persons. Organise a game where each group is given about 20 minutes to interact with each other. They need to learn and memorise details about each other such as job, family life, hobbies, favourite sport, etc.

#### *Step 2*

- After 20 minutes, reassemble the group and have each team introduce their team members to the group. This exercise helps the group to get to know each other.

### NOTES FOR TRAINER:

- *An alternative is to break the group into two person pairs (have them pick a partner that they know the least about).*
- *Prepare questions ahead of time or provide general guidelines for the interview.*
- *There are several other activities that can be used to break the ice in a workshop. If already familiar with other activities, use them.*

### ACTIVITY 2: Introduction to the workshop objectives and agenda (15 minutes)

#### *Step 1*

- Explain that it is important for the participants to share their expectations of the workshop with others as well as with the trainers. Distribute the coloured cards. Ask participants to write their expectations on the cards. Allow 5 minutes for this exercise.

#### *Step 2*

- Collect the cards and paste or stick them on a flip chart. Read them aloud one by one. The trainer may compare these expectations with the workshop agenda and explain which areas will and won't be covered in the workshop. If feasible, tell participants that some expectations which are beyond the scope of the workshop may be addressed, if time permits.

#### *Step 3*

- Show Slide 1.1 (Objectives of the workshop) and distribute Handout 1 (Objectives of the workshop) and Handout 2 (Workshop agenda) to the participants. Go through the objectives and agenda with the group. The trainer should link the objectives of this workshop with participant expectations. Trainer may once again emphasise that not all of their expectations will be covered in this workshop.

## SESSION 2: UNDERSTANDING ADVOCACY CONCEPTS AND PROCESS

**TIME:** 120 minutes

### INTRODUCTION

It is important for participants to understand the advocacy definition, concept and process used in the workshop as there are many different definitions and this can cause confusion. At the end of the session, participants may define advocacy for themselves and understand the concept and process by examining the steps involved in an advocacy effort. In addition, participants will identify the characteristics of advocacy that distinguished it from Information, Education and Communication (IEC) and other approaches.

**OBJECTIVES:** At the end of this session, participants will be able to:

- Understand the advocacy concept and process
- Understand the difference between advocacy and IEC

### SESSION OVERVIEW

Activity	Time (minutes)	Method	Material
Activity 1: Words associated with advocacy	30	Brainstorm, presentation	Coloured cards, flipchart, Slide 2.1 Handout 3
Activity 2: Advocacy definitions and concept	45	Presentation, brainstorm	Flipcharts, coloured cards Slides 2.2 and 2.3
Activity 3: Steps in the advocacy process	45	Exercise, presentation	Three sets of advocacy cards, Slides 2.4, 2.5, 2.6 Handouts 3, 4, 5, 6, 7, 8
<b>Total</b>	<b>120</b>		

### PREPARATION

- Coloured cards, glue or masking tape, flipchart, and board markers
- Three sets of advocacy cards (Refer to Appendix Three)
- Slide 2.1: Words associated with advocacy
- Slide 2.2: Definitions of advocacy
- Slide 2.3: Goal and outcome of advocacy and IEC
- Slide 2.4: Advocacy process (CEDPA model)
- Slide 2.5: Advocacy Progress (JHU/CCP model)
- Slide 2.6: Advocacy strategic planning (UNFPA CST model)
- Handout 3: Words associated with advocacy
- Handout 4: Definitions of advocacy
- Handout 5: Goal and outcome of advocacy and IEC
- Handout 6: Advocacy process (CEDPA model)
- Handout 7: Advocacy Progress (JHU/CCP model)
- Handout 8: Advocacy strategic planning (UNFPA CST model)

## **PROCESS**

### **ACTIVITY 1: Words associated with advocacy (30 minutes)**

#### ***Step 1***

- Distribute the coloured cards. Ask participants to write words associated with advocacy. Write only one word per card. Handout extra cards if they want to write more than one word. Allow 5 minutes for this exercise.

#### ***Step 2***

- Collect the cards and stick them on a flip chart. Read them aloud one by one. Review the responses together with the participants and highlight words that most accurately describe advocacy.

#### ***Step 3***

- Show Slide 2.1 (Words associated with advocacy).
- Distribute Handout 3 (Words associated with advocacy).

### **ACTIVITY 2: Advocacy definitions and concept (45 minutes)**

#### ***Step 1***

- Explain to participants that there are a number of advocacy definitions used by organisations working on various issues.
- Show Slide 2.2 (Definitions of advocacy) to present the various definitions used for advocacy.

#### ***Step 2***

- Review the definitions together with the participants. Ask them to identify the similarities among the definitions (common words or phrases) and elements that are unique to a particular definition (not repeated in any of the other definitions). Circle the common words or phrases as well as the unique words or phrases using different colour marker pens.

#### ***Step 3***

- Ask participants if they would like to use one of the posted definitions as their working definition or whether they want to craft a new definition using the common elements identified in these definitions.

#### ***Step 4***

- Write the workshop definition for advocacy on a flip chart and stick the definition on a wall where it can remain throughout the workshop.

#### ***Step 5***

- Ask participants to write on the coloured cards the definition of IEC. Collect the cards and stick them on a flip chart. Read them aloud one by one. Review the responses together with the participants.
- Explain to the participants that advocacy is different but related to IEC.
- Show Slide 2.3 (Goal and outcome of advocacy and IEC) and explain the difference between advocacy and IEC.

### **ACTIVITY 3: Steps in the advocacy process (45 minutes)**

#### ***Step 1***

- Divide participants into three teams. Distribute one set of advocacy cards to each team. Be certain that the cards are not in the correct order when sets are given to the groups.
- Explain that each card in the set has one step of the advocacy process written on one side.
- Ask the groups to read the cards and arrange in the order that they think should be followed to plan and implement an advocacy campaign.

#### ***Step 2***

- Ask the groups to display their cards on a table, floor or chart. If possible have all three sets of cards displayed near one another so participants can make comparisons between the groups.
- Ask participants to identify similarities and differences. Ask the groups to explain why they decided of that process.

#### ***Step 3***

- Explain to participants that there are various advocacy processes implemented by different organisations.
- Present Slide 2.4 (Advocacy process (CEDPA model)), Slide 2.5 (Advocacy progress (JHU/CCP model)) and Slide 2.6 (Advocacy strategic planning (UNFPA CST model)).

#### ***Step 4***

- Explain to participants that the purpose of the first exercise was to introduce advocacy as a systematic process with distinct steps and activities. While the steps may not always occur in the same order during an actual advocacy campaign, it is important to consider each step as a critical and integral piece of the advocacy effort.

#### ***Step 5***

- Distribute to participants Handout 3 (Words associated with advocacy), Handout 4 (Definitions of advocacy), Handout 5 (Goal and outcome of advocacy and IEC), Handout 6 (Advocacy process (CEDPA model)), Handout 7 (Advocacy Progress (JHU/CCP model)), and Handout 8 (Advocacy strategic planning (UNFPA CST model)).

### **NOTES FOR TRAINER:**

*Please refer to Chapter 2 of the “Guidelines for Building Advocacy Skills” for more detailed information on the advocacy process.*

## SESSION 3: ISSUES RELATED TO ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH

**TIME:** 150 minutes

### INTRODUCTION

The first step in an advocacy campaign is to identify key issues, establish priorities and formulate advocacy objectives. This step is crucial and requires the ability to analyse complex issues and policy environments to determine a solution for the identified issues and to formulate the advocacy objectives. An advocacy issue is the problem or situation to be addressed, which in this guide is the issue of ASRH. Advocacy objectives are short-term targets (between 1 to 2 years) that contribute towards the achievement of the long-term goals. In this session, participants will discuss and prioritise ASRH and other interrelated issues in their community and formulate advocacy objectives to address the issues.

**OBJECTIVES:** At the end of this session, the participants will be able to:

- Understand and identify issues in ASRH;
- Formulate advocacy objectives.

### SESSION OVERVIEW

Activity	Time (minute)	Method	Material
Activity 1: Early memories of adolescence	30	Brainstorm, role play	Handout 9
Activity 2: Identifying ASRH issues	45	Brainstorm, presentation	Flipchart Slide 3.1 Handout 10
Activity 3: Establishing ASRH priorities	30	Group discussion, presentation	Flipchart Handout 11
Activity 4: Formulating advocacy goals and objectives	45	Lecture, presentation, group discussion, brainstorm	Flipchart Slides 3.2, 3.3, 3.4, 3.5 Handouts 12, 13, 14, 15
<b>Total</b>	<b>150</b>		

### PREPARATION

- Flipchart, board markers, glue or masking tape
- Slide 3.1: Definition of young people
- Slide 3.2: Definitions of advocacy goal and objective
- Slide 3.3: Examples of an advocacy issue, goal and objective
- Slide 3.4: SMART objective
- Slide 3.5: Elements of an advocacy objective
- Handout 9: Exercise: early memories of being young
- Handout 10: Definition of young people
- Handout 11: Checklist for choosing an advocacy issue
- Handout 12: Definitions of advocacy goal and objectives
- Handout 13: Examples of an advocacy issue, goal and objective
- Handout 14: SMART objective
- Handout 15: Elements of an advocacy objective

## **PROCESS**

### **ACTIVITY 1: Early memories of being young (30 minutes)**

#### ***Step 1***

- Ask participants to share their personal memories and experiences from when they were young (i.e. adolescents). The session gains its richness and meaning from the sharing of experiences. However, participants who feel uncomfortable sharing a memory with the group should not be required to do so, as they may have painful or embarrassing memories of that time.

#### ***Step 2***

- Divide the participants into small groups of 4 to 5 members. Allow the participants to form their own groups to ensure that they will feel comfortable sharing personal experiences. Distribute Handout 9 (Exercise: early memories of being young).

#### ***Step 3***

- Ask each group to make a presentation. After all the groups have performed, encourage discussion about the individual memories shared within the group by asking questions such as:
  - How did you feel when you were asked to share your experience?
  - Do you think that young people are also facing the same experience as you?

### **ACTIVITY 2: Identifying issues (45 minutes)**

#### ***Step 1***

- Present Slide 3.1 (Definition of young people). Explain that the definition of young people (10 to 24 years old) is a combined definition that covers two groups of young people, i.e. adolescents (10 to 19 years old) and youth (15 to 24 years old).

#### ***Step 2***

- Present the ASRH issues affecting young people in the community. Present specific issues found in the locality or community, with the latest facts and figures if available. Lead participants in a brainstorming exercise to identify these issues and write them on a flipchart.

#### ***Step 3***

- Review the list of issues with participants to clarify any ambiguity. Be certain that everyone has the same understanding of each of the issues. Explain that in the next activity they are going to prioritise these issues.
- Distribute Handout 10 (definition of young people) to participants.

### **NOTES FOR TRAINER:**

- *You may also invite an expert in the field of ASRH to present and discuss the issues.*
- *You may also use the Problem Tree method described in Chapter 3 of the “Guidelines for Building Advocacy Skills” to identify issues.*

### **ACTIVITY 3: ESTABLISHING PRIORITIES (30 minutes)**

#### ***Step 1***

- Explain to participants that it may not be feasible to carry out advocacy on all the issues, depending on the context and resources within projects and organisations.

#### ***Step 2***

- Group the participants into several small groups of 4 to 5 participants. Distribute Handout 11 (Checklist for choosing an advocacy issue). Ask participants to rank the advocacy issues identified in the last activity against the criteria (High, Medium and Low). Give 10 to 15 minutes for a group discussion.

#### ***Step 3***

- Invite one of the groups to present the outcome of this activity. Invite the other groups to identify similarities and differences in their ranking. Generate discussion to establish shared priorities on the advocacy issues identified in the last activity.

### **NOTES FOR TRAINER:**

- *Handout 11 (Checklist for choosing an advocacy issue) has only three columns one for each issue. Add more columns based on the number of issues being discussed.*
- *Please refer to Chapter 4 of the “Guidelines for Building Advocacy Skills” for detail information on how to prioritise issues.*

### **ACTIVITY 4: Formulating ASRH advocacy goals and objectives (45 minutes)**

#### ***Step 1***

- In this activity, participants will identify advocacy goals and formulate advocacy objectives for the identified issues.
- Show Slide 3.2 (Definitions of advocacy goal and objective) to explain the definitions of advocacy goal and objective. It is important for the participants to be able to differentiate between an advocacy goal and an advocacy objective.
- Distribute Handout 12 (Definitions of advocacy goal and objectives) to participants

#### ***Step 2***

- Group the participants into several small groups and ask each group to select an issue that is different from the other groups. Tell the participants that each group will work on the selected issue throughout the workshop.
- Show Slide 3.3 (Examples of an advocacy issue, goal and objective). Ask the participants to draft an advocacy goal for the advocacy issue selected. Ask each group to share their goal statement.
- Review each goal statement and ask is the goal achievable through a series of policy decisions or changes? If policy change cannot contribute to achieving that particular goal, it is probably not a realistic advocacy goal. Often, an advocacy goal calls for policy action. If none of the statements are acceptable advocacy goals, return to the definition and example shared earlier and work with each group to develop an acceptable advocacy goal.
- Distribute Handout 13 (Examples of an advocacy issue, goal and objective) to participants.

#### ***Step 3***

- Ask participants if they are familiar with the SMART criteria for formulating advocacy objectives. Show Slide 3.4 (SMART objective) to participants.
- Explain that an advocacy objective should be SMART and it should also include several other elements outlined in the next step.
- Distribute Handout 14 (SMART objective) to participants.

#### ***Step 4***

- Show Slide 3.5 (Elements of an advocacy objective) and give a brief description of each element.
  - Policy actor or decision maker is an individual with the power to convert the advocacy objective into action (i.e. Minister of Health, Minister of Finance, Parliamentarian, etc).
  - Policy action or decision is the action required to achieve the objective (i.e. adopt a certain policy, allocate funds, etc).
  - Timeline describes when the objective will be achieved. Advocacy objectives should be realistically achievable in one or two years.
  - Degree of change indicates the basis of measurement. (i.e. amount or percentage of funds allocated, number and type of schools with ASRH curriculum, number and quality of ASRH services available).
- Distribute Handout 15 (Elements of an advocacy objective) to participants

#### ***Step 5***

- In their groups, ask participants to formulate advocacy objectives that:
  - Respond to the advocacy issue
  - Contribute towards achieving the advocacy goal
  - Meet the criteria and elements discussed above (SMART, etc).

#### ***Step 6***

- Invite each group to share their outcome of the exercise.
- Ask the other groups for comments and suggestions. Be sure that the policy actor and policy action are clearly identified in each objective. Encourage the groups to refine their objectives. Explain that the objectives will be the basis for the next exercise on audience analysis and message development.

## SESSION 4: BUILDING PARTNERSHIPS

**TIME :** 75 minutes

### INTRODUCTION

Building support for advocacy is an important step. Depending on the issue and objectives, advocates can rally support from individuals or different organisations to join the advocacy campaign. If you are aiming for national level policy changes, you need a large support group from many different organisations, both governmental and non-governmental. If you are aiming for community level changes, you are more likely to seek support from individuals, community groups and local leaders. There are three types of partnerships: coalitions, alliances and networks. In this session, participants will learn how to form and maintain partnerships.

**OBJECTIVES:** At the end of the session, the participants will be able to:

- Understand the three types of partnership: coalitions, alliances and networks
- Understand how to build and maintain coalitions

### SESSION OVERVIEW

Activity	Time (minutes)	Method	Material
Activity 1: Definitions of coalitions, alliances and networks	30	Presentation, lecture, brainstorm	Slide 4.1 Handout 16
Activity 2: Establishing effective partnerships	45	Presentation, brainstorm	Slides 4.2, 4.3, 4.4, 4.5 Handouts 17, 18, 19, 20
<b>Total</b>	<b>75</b>		

### PREPARATION

- Flipchart, board markers and glue or masking tape
- Slide 4.1: Definition of coalitions, alliances and networks
- Slide 4.2: Effective coalitions
- Slide 4.3: Building effective coalitions
- Slide 4.4: Essential elements of a coalition
- Slide 4.5: Advantages and challenges of working in a coalition
- Handout 16: Definition of coalitions, alliances and networks
- Handout 17: Effective coalitions
- Handout 18: Building effective coalitions
- Handout 19: Essential elements of a coalition
- Handout 20: Advantages and challenges of working in a coalition

## **PROCESS**

### **ACTIVITY 1: Definitions of coalitions, alliances and networks (30 minutes)**

#### ***Step 1***

- Explain to participants that partnerships, which consist of coalitions, alliances and networks, are the veins and arteries of an advocacy effort. It is useful to conceive of the formation of coalitions, alliances and networks as a progression towards uniform action and purpose.
- Ask the participants how they would define the difference between coalitions, alliances and networks.

#### ***Step 2***

- Show Slide 4.1 (Definition of coalitions, alliances and networks).
- Explain to participants that a coalition is held together by an institutional arrangement, such as a secretariat, with rules and guidelines to regulate its operations. Alliances are more informal partnerships between two or more organisations that share a common vision, but retain autonomy of action.
- In between coalitions and alliances, are networks which link individuals or groups through communication and information sharing concerning one or more issues of common interest. Networks are slightly more organised than alliances, but not as structured as coalitions.
- Distribute Handout 16 (Definition of coalitions, alliances and networks) to participants.

### **ACTIVITY 2: Establishing effective partnerships (45 minutes)**

#### ***Step 1***

- Show Slide 4.2 (Effective coalitions) and Slide 4.3 (Building effective coalitions).
- Brainstorm with participants and answer the 6 questions of Slide 4.3. Write answers on a flipchart.
- Show Slide 4.4 (Essential elements of a coalition). Explain to participants that there are advantages and challenges of coalitions. Coalitions may be formal, in which members pay dues and have an identifiable joint identity.
- Show Slide 4.5 (Advantages and challenges of working in a coalition).

#### ***Step 2***

- Explain to participants that forming partnerships is not a difficult process, but time and efforts is needed to find the right individuals and organisations. Explain to participants that forming coalitions may sound like a lot of work, but is the best way to get the maximum benefit out of partnerships. Loose relationships, such as alliances, may work in certain contexts, but to get maximum cooperation and commitment forming coalitions is a better alternative.
- Distribute Handout 17 (Effective coalitions), Handout 18 (Building effective coalitions), Handout 19 (Essential elements of a coalition) and Handout 20 (Advantages and challenges of working in a coalition) to the participants

### **NOTES FOR TRAINER:**

*Please refer to Chapter 5 of the “Guidelines for Building Advocacy Skills” for more information on building partnerships.*

## SESSION 5: FORMULATING MESSAGES AND SELECTING TACTICS

**TIME:** 270 minutes

### INTRODUCTION

The success of an advocacy campaign will largely depend on how well the advocacy message created conveys to the change wanted and on how well that the message is presented. To do so, the development of advocacy materials is needed to support the campaign. In this session, participants will learn the techniques in formulating advocacy messages to support their advocacy efforts and how to select the best advocacy tactics to convey the message.

**OBJECTIVES:** At the end of this session, the participants will be able to:

- Formulate advocacy messages to target various audience groups
- Select advocacy tactics.

### SESSION OVERVIEW

Activity	Time (minutes)	Method	Material
Activity 1: Strategic advocacy communication model	15	Presentation	Slide 5.1 Handout 21
Activity 2: “SEE action” message	45	Presentation, lecture, exercise	Slide 5.2 Handouts 22, 23
Activity 3: Elements and characteristics of advocacy messages	45	Presentation, lecture, brainstorm	Slides 5.3, 5.4, 5.5, 5.6 Handouts 24, 25, 26, 27
Activity 4: Selecting advocacy tactics	45	Presentation, lecture	Slide 5.7 Handout 28
Activity 5: Formulating and delivering an advocacy message	120	Role play, brainstorm	Handout 29
<b>Total</b>	<b>270</b>		

### PREPARATION

- Flipchart, board marker and glue or masking tape
- Slide 5.1: Advocacy communication model
- Slide 5.2: Advocacy message formula
- Slide 5.3: Five elements of advocacy messages
- Slide 5.4: Different types of advocacy messages
- Slide 5.5: Most commonly used advocacy mediums
- Slide 5.6: Criteria for choosing appropriate media
- Slide 5.7: Advocacy tactics
- Handout 21: Advocacy communication model
- Handout 22: Advocacy message formula
- Handout 23: Exercise “SEE Action” advocacy message
- Handout 24: Five elements of advocacy messages
- Handout 25: Different types of advocacy messages

- Handout 26: Most commonly used advocacy mediums
- Handout 27: Criteria for choosing appropriate media
- Handout 28: Advocacy tactics
- Handout 29: Exercise: sample of role play scenarios

## PROCESS

### ACTIVITY 1: Strategic advocacy communication model (15 minutes)

#### *Step 1*

- Show Slide 5.1 (Advocacy communication model). Explain that advocacy communication often focuses on the first level, which is **informing** target audiences. To move the audience into the higher stages of communication, audience members need information to develop a thorough understanding of the issues, the situation and the required policy change. Once the audience is informed, the communication strategy moves to the next level and can produce a greater impact. At this level, advocates need to **motivate** and **persuade** the audience to feel strongly about the issue and to adopt the desired position. The most significant communication level is to get the audience to act in support of the issue (**move to action**).

#### *Step 2*

- Emphasise that advocacy communication should seek to reach the highest possible level, which is to move the audience to action. To help participants remember the different levels, ask them to think of each level as related to different parts of the body: head (**inform**), heart (**motivate**), hands (**persuade**) and feet (**moving to action**). Distribute Handout 21 (Advocacy communication model).

### ACTIVITY 2: “SEE Action” message (45 minutes)

#### *Step 1*

- Explain to participants that advocacy messages should be short and concise. They contain an idea and this same idea can be conveyed in different words at different times. The message need not necessarily be written down, as it can also be delivered verbally. A message is conveyed successfully when the person receiving the message understands and agrees to do what is being asked.

#### *Step 2*

- Explain that advocacy messages have a formula – SEE Action. S stands for Statement, E for Evidence, E for Example and Action for Request for Action.
- Show Slide 5.2 (Advocacy message formula) and explain that participants should start their message with a statement that conveys the very essence of the issue. Followed by providing evidence to support the statement. This is where all the facts and evidence gathered during the identification of issues will be useful. Next, move to an example. This is where advocates can bring the issue to life, give it a human face, and get emotionally involved. Finally, conclude the message by requesting the target audience to take action to improve the situation. The action should be specific with the target audience knowing exactly what they need to do.

#### *Step 3*

- Distribute Handout 22 (Advocacy message formula) and Handout 23 (Exercise “SEE Action” advocacy message). Then ask the participants to identify each component of the SEE Action formula in the message in Handout 23. Discuss the answer with participants.

#### ***Step 4***

- Explain that there are variations to this formula. The message may consist of only the statement, with evidence and an example. Another message may consist of only the statement, evidence and a request for action. Advocates need to decide which format works best with their particular message depending on the target audience.

#### ***Step 5***

- Explain to participants that they are going to formulate a “**one-minute-message**” for decision makers. Remind the participants that the message should be clear and concise.
- Divide participants into 4 to 5 groups. Provide each group with a different scenario or groups can suggest their own scenario for message formulation. Messages can be presented to the larger group with feedback provided as to whether all components of the SEE Action formula were included.

### **ACTIVITY 3: Elements and characteristics of an advocacy message (45 minutes)**

#### ***Step 1***

- Show Slide 5.3 (Five elements of advocacy messages). Tell participants that advocacy messages have five key elements and review the elements together with the participants.
- Distribute Handout 24 (Five elements of advocacy messages).

#### ***Step 2***

- Explain that the message should be developed with the aim of making the biggest impact on the people they are trying to convince. Since there may be more than one group as the target audience, more than one version of the core message will need to be written, each tailored to the audience.
- Remind the group that the core message is an idea. It does not need to be long and must be packaged in a way that will best appeal to each particular audience.

#### ***Step 3***

- Show Slide 5.4 (Different types of advocacy messages) and distribute Handout 25 (Different types of advocacy messages).
- Review the analysis of the different types of messages. This is a good tool when designing the final format of the messages as it provides tips and advice on which types of messages will appeal to different audiences.

#### ***Step 4***

- Ask the group to brainstorm on a list of communication media available for advocacy messages. Record the responses on a flipchart. Show Slide 5.5 (Most commonly used advocacy mediums) and add to the list any responses not already recorded.

#### ***Step 5***

- Show Slide 5.6 (Criteria for choosing appropriate media) and explain to participants the criteria they should use when selecting an appropriate media.
- Distribute Handout 26 (Most commonly used media) and Handout 27 (Criteria for choosing appropriate media).

#### **ACTIVITY 4: Selecting advocacy tactics (45 minutes)**

##### ***Step 1***

- Introduce the activity by explaining to participants that knowing how to use the different advocacy tactics is important for a successful advocacy campaign. Knowing the issues and the objectives is not enough. It is crucial when delivering this information to the audience that it is in a manner that they find interesting, trustworthy and compelling. There are many different advocacy tactics, but this session will only present six: lobbying, petitioning, debating, negotiation, sensitisation and pressuring.

##### ***Step 2***

- Show Slide 5.7 (Advocacy tactics) and distribute Handout 28 (Advocacy tactics). Briefly discuss each of the tactics.

#### **NOTE TO TRAINER:**

- *Refer to Chapter 6, Section 2 in the “Guidelines for Building Advocacy Skills” for more details on these advocacy tactics.*

#### **ACTIVITY 5: Formulating and delivering an advocacy message (120 minutes)**

##### ***Step 1***

- Divide participants into 4 groups.
- Distribute a copy of Handout 29 (Exercise: sample of role play scenarios) to each group. Give participants time to read the role play scenario and ask questions for clarification.
- Explain that each group is going to develop a 10 minute role play demonstrating how to develop and deliver the message described in the scenario. Allow 25 minutes for groups to develop the message and plan the role play.

##### ***Step 2***

- After each role play, ask the other groups for feedback. Use the following questions to guide the discussion:
  - What was the central advocacy message? Was it clear?
  - Imagine you are the target audience. Were you informed, persuaded and moved to action?
  - Which communication techniques moved the audience up the advocacy communication scale?
  - What was the most effective part of the message?
  - What, if anything, could be added or done differently?

#### **NOTE TO TRAINER:**

- *Time for this activity will differ depending on the number of role plays.*

## SESSION 6: DEVELOPING AN ADVOCACY PLAN

**TIME:** 60 minutes

### INTRODUCTION

In the previous sessions, participants have identified their issues, defined the advocacy objectives, analysed the support, opposition and target audiences, and developed advocacy messages. In this session, participants will develop an action plan for their advocacy campaign. To carry out this plan, trainers need to draw together all the thinking and hard work completed so far in the workshop. This plan will be the map that helps advocates to reach their objective. It will identify what needs to be done, when and by whom.

**OBJECTIVE:** At the end of this session, the participants will be able to:

- Develop an advocacy implementation plan.

### SESSION OVERVIEW

Activity	Time (minutes)	Method	Material
Activity 1: Developing an advocacy plan	60	Presentation, exercise, brainstorm, group discussion	Coloured cards, flip chart Slide 6.1 Handout 30
<b>Total</b>	<b>60</b>		

### PREPARATION

- Coloured cards, flip chart, marker pens, glue or masking tape
- Slide 6.1: Advocacy implementation plan
- Handout 30: Advocacy implementation plan

## **PROCESS:**

### **ACTIVITY 1: Developing an advocacy plan (60 minutes)**

#### ***Step 1:***

- Explain to participants that they are now going to develop an action plan. To develop this plan, they need to draw together all the thinking and hard work they have done so far in the workshop. This plan will be the map that helps them to reach their objective. It will detail what needs to be done, when and by whom.
- Explain that it is very important to decide who is responsible for each activity in their plan, who will be the partners they need to support that activity and what is the time frame.

#### ***Step 2:***

- Show Slide 6. 1 (Advocacy implementation plan) and explain that is an example of how the plan should look.
- Group participants according to the number of advocacy objectives the group would like to develop plans for. Ask the groups to prepare an advocacy implementation plan based on one objective. The trainer may need to sit with each group and coach the groups through the major components of the advocacy implementation plan.
- Distribute Handout 30 (Advocacy implementation plan).

#### ***Step 3:***

- Get the groups to present their draft advocacy plans and review them. Encourage them to discuss ideas with their fellow advocates and challenge each other to think critically about each step.
- Ask the groups the following questions:
  - If they achieve this, will the next step follow?
  - If they choose not to do this activity, could they still proceed to the next step?
  - What if they fail with one step, would that stop the whole process?
  - How would they get around it?

#### ***Step 4:***

- Encourage the groups to review and refine their advocacy plans.

## SESSION 7: MONITORING AND EVALUATION

**TIME:** 60 minutes

### INTRODUCTION

Monitoring and evaluation involve acquiring and using information to make an assessment. The ability to acquire and use relevant information is important. A sound monitoring and evaluation system helps an organisation to track its successes, build credibility with donors and motivate members to sustain momentum.

**OBJECTIVE:** At the end of this session, the participants will be able to:

- Understand the steps in the monitoring and evaluation process.

### SESSION OVERVIEW

<b>Activity</b>	<b>Time (minutes)</b>	<b>Method</b>	<b>Material</b>
Activity 1: Developing a monitoring and evaluation plan	60	Brainstorm, presentation, exercise	Coloured cards, flip chart Slides 7.1, 7.2, 7.3, 7.4, 7.5 Handouts 31,32, 33, 34, 35
<b>Total</b>	<b>60</b>		

### PREPARATION

- Coloured cards, flipchart, marker pens, glue or marking tape
- Slide 7.1: Key concepts of monitoring and evaluation
- Slide 7.2: Definition of indicators
- Slide 7.3: Three types of indicators
- Slide 7.4: Methodologies for cost-effective data collection
- Slide 7.5: Example of monitoring and evaluation plan
- Handout 31: Key concepts of monitoring and evaluation
- Handout 32: Definition of indicators
- Handout 33: Three types of indicators
- Handout 34: Methodologies for cost-effective data collection
- Handout 35: Example of monitoring and evaluation plan

## PROCESS

### ACTIVITY 1: Developing a monitoring and evaluation plan (60 minutes)

#### *Step 1:*

- Distribute the coloured cards to each participant. Ask them to write on two separate cards what they understand about monitoring and what they understand about evaluation.
- Collect the cards and paste it on two flip charts: one for monitoring and the other for evaluation. Review the responses with the participants.
- Present Slide 7.1 (Key concepts of monitoring and evaluation).

#### *Step 2:*

- Explain that participants need to set the criteria for measuring the success of their advocacy activities or campaign. In other words they need to identify indicators to measure success.
- Present Slide 7.2 (Definition of indicators).
- Explain to participants that there are three types of indicators: Input indicators, process indicators and outcome indicators. Show Slide 7.3 (Three types of indicators).
- Distribute Handout 31 (Key concepts of monitoring and evaluation), Handout 32 (Definition of indicators) and Handout 33 (Three types of indicators).

#### *Step 3:*

- Ask participants how they think these indicators could be measured. Write the responses on a flip chart.
- Show Slide 7.4 (Methodologies for cost-effective data collection) and explain that there are methodologies they could use to gather information. These include: reviewing of records, reports, documents and inventories; conducting interviews and focus group discussions; observation of activities; and surveys.
- Distribute Handout 34 (Methodologies for cost-effective data collection).

#### *Step 4:*

- Explain that participants will add the monitoring and evaluation component to their advocacy plan.
- Present Slide 7.5 (Example of monitoring and evaluation plan) to provide an example of a monitoring and evaluation plan.
- Distribute Handout 35 (Example of monitoring and evaluation plan). Ask participants to develop their own monitoring and evaluation plan in 30 minutes. Divide the group into the same smaller groups as when developing the advocacy implementation plan in Activity 1 of Session 6. Get the smaller groups to develop a monitoring and evaluation plan based on the advocacy objective used in the previous activity.

#### *Step 5:*

- Present and review the draft monitoring and evaluation plans. Encourage participants to discuss the plans with their fellow advocates and challenge each other to think critically about the indicators they have set for each activity.

## **PART III: SLIDES**

## **SLIDE 1.1: OBJECTIVES OF THE WORKSHOP**

The purpose of this training is to develop the skills of advocates in planning and implementing ASRH advocacy efforts at various levels in their own communities, districts and countries.

Specifically the workshop objectives are as follows:

- To enhance the participants' knowledge on ASRH issues
- To sensitise participants on the advocacy strategies developed to address ASRH issues
- To enhance participants' advocacy skills by giving them appropriate advocacy techniques and tactics.

## **SLIDE 2.1: WORDS ASSOCIATED WITH ADVOCACY**

DEFENDING	SENSITISING
CHANGE	PERSUASION
EXPOSURE	COMMUNICATION
PROVIDING SOLUTIONS	INFLUENCE
INTERVENING	DECISION MAKING
SELLING AN IDEA	LOBBYING
ATTRACTING ATTENTION	

## **SLIDE 2.2: DEFINITIONS OF ADVOCACY**

### **Definition 1:**

Advocacy is the act or process of supporting a cause or issue. An advocacy campaign is a set of targeted actions in support of a cause or issue. We advocate a cause or issue because we want to:

- Build support for that cause or issue
- Influence others to support it
- Try to influence or change legislation that affects it

*International Planned Parenthood Federation (IPPF)*

### **Definition 2:**

Advocacy is speaking up, drawing a community's attention to an important issue and directing decision makers towards a solution. Advocacy is working with other people and organisations to make a difference.

*Centre for Development and Population Studies (CEDPA)*

### **Definition 3:**

Advocacy involves attempts to influence the political climate, public perceptions, policy decisions and funding determinations. Advocacy simply means supporting a cause and trying to get others to support it.

*Advocates for Youth*

**Definition 4:**

Advocacy is promoting or reinforcing change in policy, program or legislation. Rather than provide support directly to clients or users of services, advocacy aims at winning support from others, i.e. creating a supportive environment. Advocacy relies on IEC strategies to accomplish its purpose.

*United Nations Population Fund (UNFPA)*

**Definition 5:**

Public policy advocacy is the effort to influence public policy through various forms of persuasive communication. Public policy includes statements, policies or prevailing practices imposed by those in authority to guide or control institutional, community and sometimes individual behaviour.

*Johns Hopkins University/Centre for Communication Programs  
(JHU/CCP)*

## **SLIDE 2.3: GOAL AND OUTCOME OF ADVOCACY AND IEC**

### **ADVOCACY**

The **goal of advocacy** is to introduce a change in policy, program or legislation, or to shift the position of influential individuals or organisations on a specific issue.

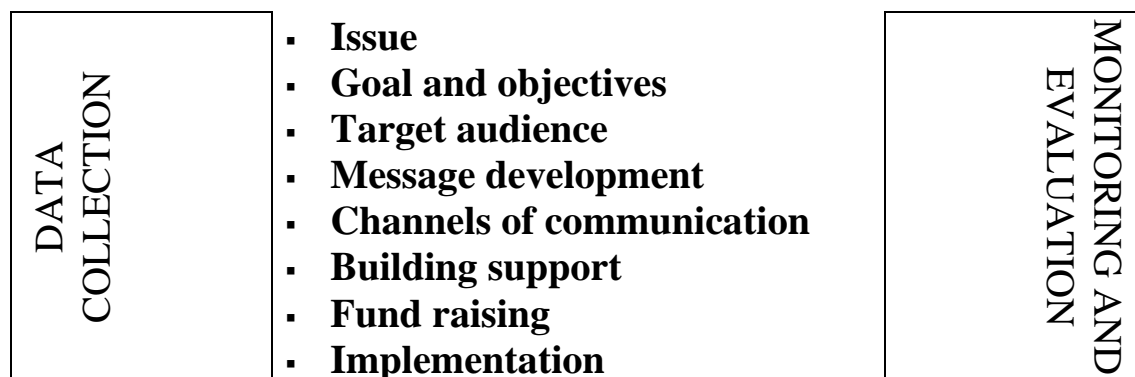
The **outcome of an advocacy program** is a change in a specific legislation, policy, program orientation or position of individuals or groups on a specific issue.

### **Information, Education and Communication (IEC)**

The **goal of IEC** is to change awareness, attitudes, beliefs, values, behaviour or norms within individuals or groups.

The **outcome of an IEC program** is a change in awareness, attitudes and behaviour of individuals as well as a change in beliefs, values and social cultural norms of a community.

**SLIDE 2.4: ADVOCACY PROCESS (CEDPA MODEL)**  
(CEDPA – Centre on Development and Population Activities)



**ISSUE:** The problem that requires a policy action

**GOAL AND OBJECTIVE:**

- Goal – A statement of the general result you want to achieve
- Objective – Incremental steps towards achieving your goal that are Specific, Measurable, Achievable, Realistic, Time-Bound (SMART)

**TARGET AUDIENCE:** The policymakers you are trying to influence to support your issue, e.g. parliamentarians, local officials and ministry officials

**MESSAGE DEVELOPMENT:** Statements tailored to different audiences that define the issue, state solutions, and describe the actions that need to be taken

**CHANNELS OF COMMUNICATION:** The means by which a message is delivered to the various target audiences, e.g. radio, television, flyers, press conferences and meetings

**BUILDING SUPPORT:** Building alliances with other groups, organisations, or individuals who are committed to support the issues

**FUND RAISING:** Identifying and attracting resources (money, equipment, volunteers and space) to implement the advocacy program

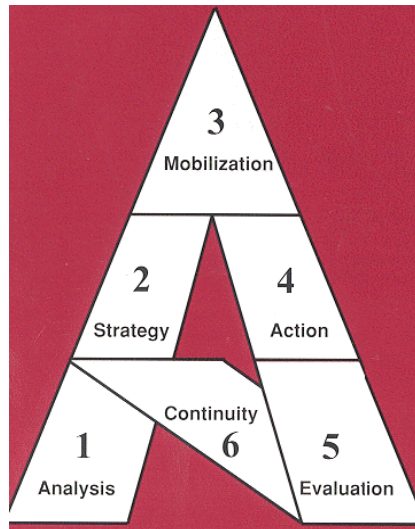
**IMPLEMENTATION:** Carrying out a set of planned activities to achieve the advocacy objectives (in accordance with an action plan)

**DATA COLLECTION:** Gathering, analysing and using appropriate quantitative and qualitative information to support each step of the program.

**MONITORING AND EVALUATION**

- Monitoring – A process of gathering information to measure progress towards the advocacy objectives
- Evaluation – A process of gathering and analysing information to determine if the advocacy objectives have been achieved

**SLIDE 2.5: ADVOCACY PROGRESS (JHU/CCP Model)**  
(JHU/CCP – John Hopkins University/Centre for Communication Program)



**1. ANALYSIS:** Analysis of the problem, and type of policy and program change needed.

**2. STRATEGY:** Setting goals and objectives, identifying audiences, developing messages and determining communication channels.

**3. MOBILISATION:** Building partnerships and support, networking to enlarge coalitions and rally grassroots support.

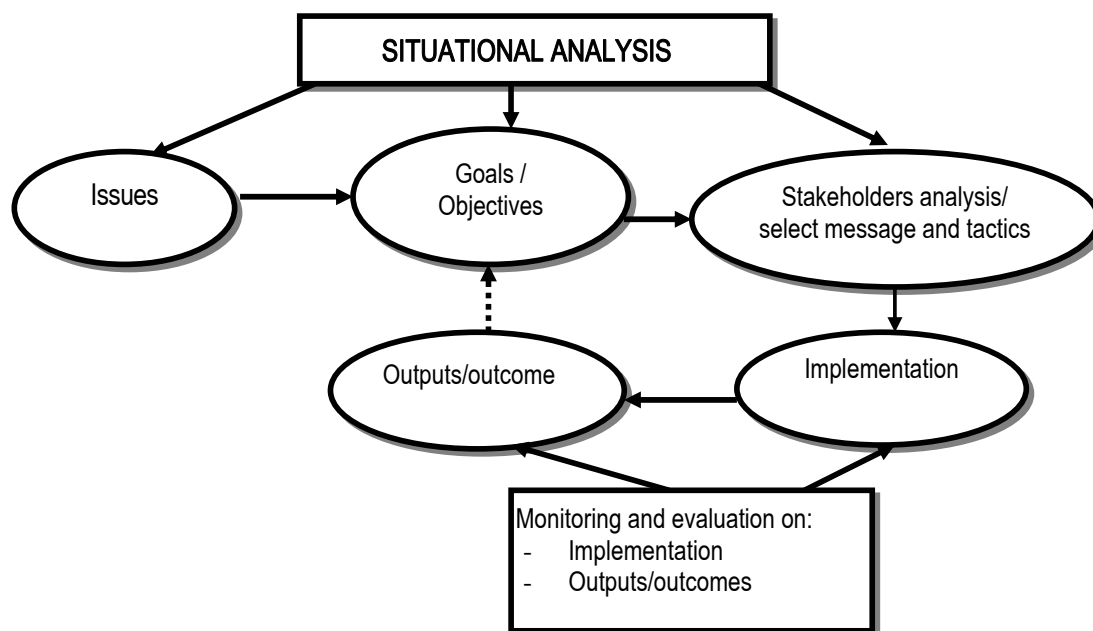
**4. ACTION:** Carrying out planned activities, maintaining support of coalitions, partners and media, and recording successes and failures.

**5. EVALUATION:** Measures regularly what has been accomplished.

**6. CONTINUITY:** Reviewing and adjusting the strategy and actions in line with the changing situation.

## SLIDE 2.6: ADVOCACY STRATEGIC PLANNING (UNFPA CST MODEL)

(UNFPA - United Nations Populations Fund, CST - Country Support Team)



**FORMATIVE RESEARCH:** Research conducted before starting a a project or program

**ISSUES:** What is the problem that requires a policy or program

### **GOALS/OBJECTIVES:**

- Goal – long term result to be achieved
- Objectives – steps towards achieving the goal

**STAKEHOLDER ANALYSIS/SELECT MESSAGES AND TACTICS:** Target audience that the advocacy will influence through selected messages and advocacy techniques

**MONITORING & EVALUATION (M&E):** The process of careful and systematic assessment of progress, achievements, and results in relation to objectives.

**OUTPUTS/OUTCOMES:** The results of the advocacy activities.

### **SLIDE 3.1: DEFINITION OF YOUNG PEOPLE**

**Adolescence** is the period of psychological and social transition between childhood and adulthood. As a transitional stage of human development it represents the period of time during which a juvenile matures into adulthood, 10 to 19 years old.

**Youth** is the time of life between childhood and maturity 15 to 24 years old.

**Young People** as a group encompasses both adolescents and youth, 10 to 24 years old.

Source: <http://www.answers.com/topic/youth>

## **SLIDE 3.2: DEFINITIONS OF ADVOCACY GOAL AND OBJECTIVE**

**AN ADVOCACY GOAL** is the long-term result (three to five years) of an advocacy effort. It is the vision for change of the advocacy campaign.

**AN ADVOCACY OBJECTIVE** is the short-term target (one to two years) that contributes toward the goal.

### **SLIDE 3.3: EXAMPLES OF AN ADVOCACY ISSUE, GOAL AND OBJECTIVE**

**ADVOCACY ISSUE:** Accessibility to ASRH information

**ADVOCACY GOAL:** Guaranteed access to reliable and accurate information on ASRH for young people in schools.

**ADVOCACY OBJECTIVE:** Secure a commitment from the Ministry of Education that they will allocate sufficient funding to train teachers to provide ASRH information in schools.

## **SLIDE 3.4: SMART OBJECTIVE**

Advocacy objectives need to be SMART:

**S – SPECIFIC**

**M – MEASURABLE**

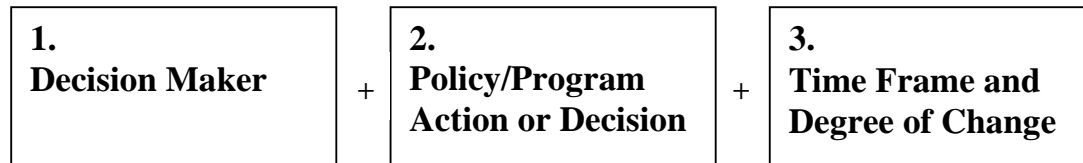
**A – ACHIEVABLE**

**R – REALISTIC**

**T – TIME-BOUND**

## SLIDE 3.5: ELEMENTS OF AN ADVOCACY OBJECTIVE

The three elements of an advocacy objective package are:



**Decision Maker** (or key stakeholder): the person who has the power to achieve the objective (example: Minister of Health, Minister of Finance, Parliamentarian, etc).

**Policy/Program Action or Decision:** identify the specific policy, program action or decision required by the Decision Maker to achieve the objective (example: adopt certain policy, allocate funds, etc).

**Time Frame:** describes when the objective will be achieved. Advocacy objectives should be achievable in a 1 to 2 year period.

**Degree of Change:** indicate the quantitative measure of change needed (example: percentage of funds allocated, number and type of ASRH services, etc).

### Example of an advocacy objective package:

Within 2 years (Time frame) the local Committee on Population, Family and Children (Decision Maker) will increase the awareness of the public and policy makers on child rights and better enforce the fulfillment of these rights (the action required by the Decision Maker) in order to reduce illegal child trafficking among girls by 80 percent (quantitative measure to indicate desired degree of change).

## **SLIDE 4.1: DEFINITION OF COALITIONS, ALLIANCES AND NETWORKS**

**COALITIONS:** are more formal and structured groupings held together by an institutional arrangement with rules and guidelines to regulate its operations.

**ALLIANCES:** are more informal partnerships of individuals and organisations that share a common vision, but retain autonomy of action.

**NETWORKS:** link individuals or groups through communication and information sharing. Networks are more organised than alliances, but not as structured as coalitions.

## **SLIDE 4.2: EFFECTIVE COALITIONS**

Effective coalitions should be able to:

- Set a common agenda based on a shared vision and philosophy
- Agree on a common set of membership rules (e.g. meeting attendance, fees, etc.)
- Foster networks and partnerships
- Develop leadership at the community and national levels
- Build a sense of community
- Work with the media
- Organise events
- Monitor and evaluate activities
- Manage conflict within the coalition
- Communicate well within the coalition and to others outside of the group

## **SLIDE 4.3: BUILDING EFFECTIVE COALITIONS**

### **SIX KEY QUESTIONS:**

- Who should constitute the coalition?
- Who should chair the coalition and what should be the role of the chairperson?
- How will coalition resources be accounted for?
- How big should the coalition be?
- How many coalitions should be there in a national program?
- Should the coalition's activities be limited to the national level?

## **SLIDE 4.4: ESSENTIAL ELEMENTS OF A COALITION**

- Clearly define the issue, purpose and outputs of the coalition
- Define criteria for membership
- Establish clear guidance for leadership and decision making
- Reach decisions through consensus
- Ensure continual communication with all members
- Involve all members in planning and implementation

## **SLIDE 4.5: ADVANTAGES AND CHALLENGES OF WORKING IN A COALITION**

### **ADVANTAGES:**

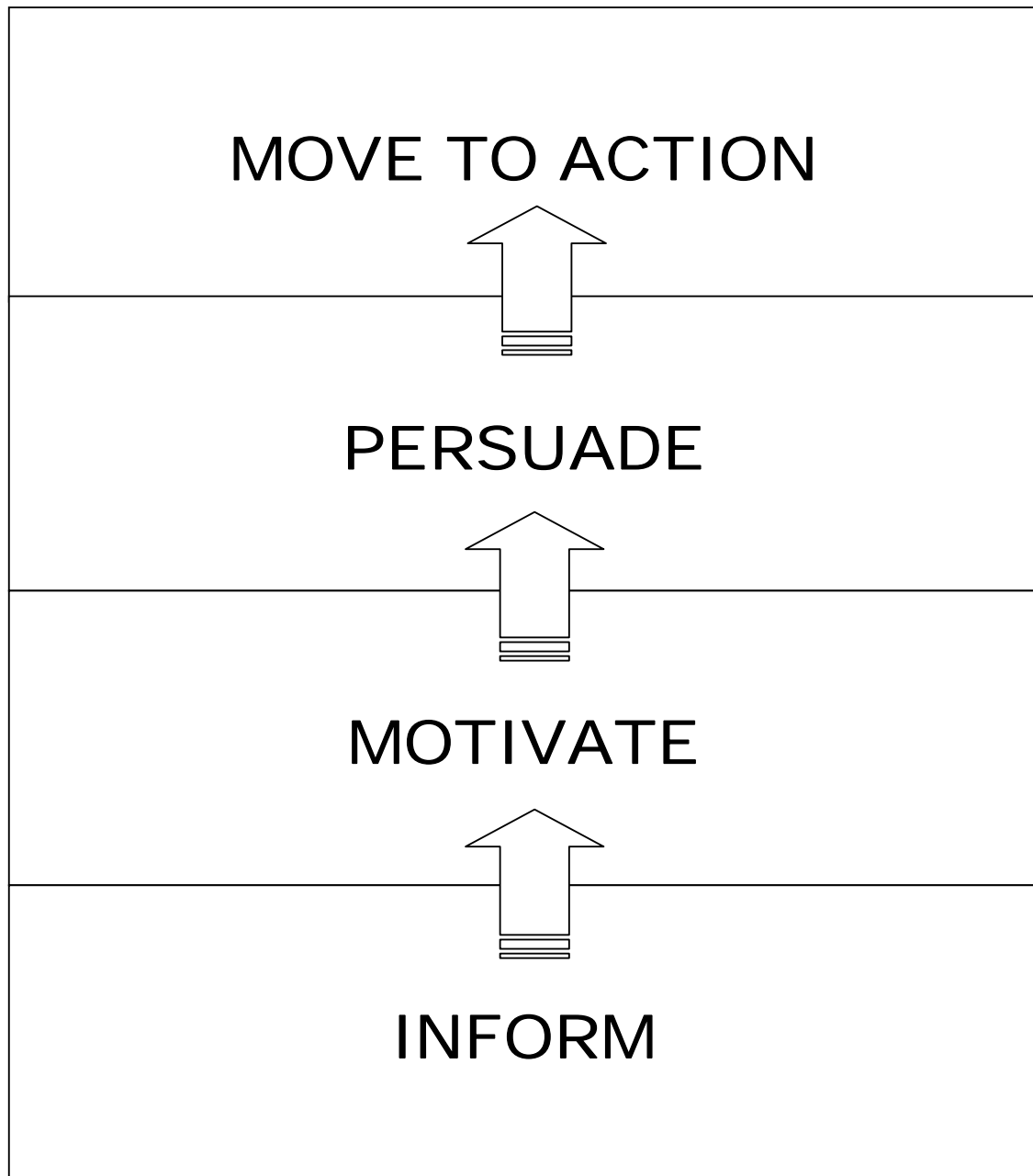
- Greater leverage with more organisations involved
- Different skills from different organisations make the effort more effective
- Access to a wider audience
- Access to greater resources
- Greater creativity with more organisations
- Higher profile with more participants
- Rapid achievement of goal from coordination
- Snowball effect –one thing leads to another

### **CHALLENGES:**

- Members of a coalition must be willing to give up their individual identity to a bigger group
- Not all of the priorities of each agency will be addressed
- Disagreements on who is the control may arise
- It is not always possible to assess and give credit to individual agencies
- Perceptions of time and priorities are not always consistent among member agencies
- Salaries or other forms of compensation are not always evenly distributed among coalition members, and this can be a source of conflict and tension within the coalition

## SLIDE 5.1: ADVOCACY COMMUNICATION MODEL

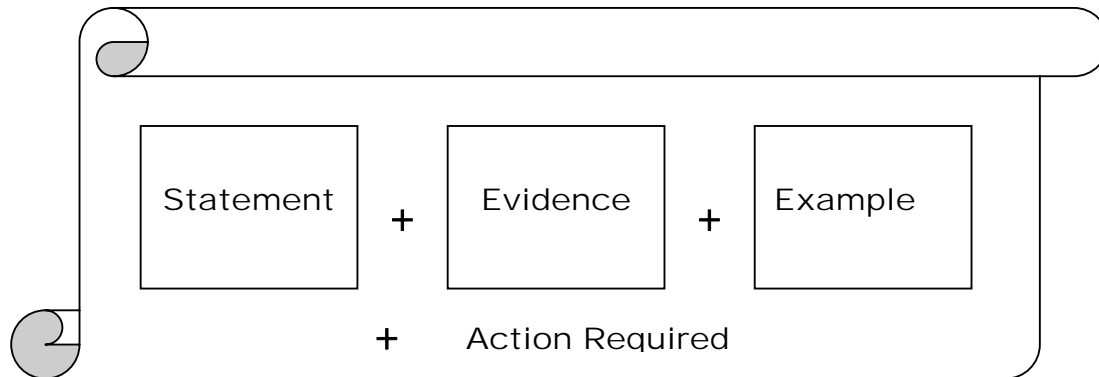
Advocacy communication is any planned communication strategy that seeks to move an audience through the following stages:



*Source: Centre on Development and Population Activities (CEDPA)*

## SLIDE 5.2: ADVOCACY MESSAGE FORMULA

SEE ACTION



### **Statement**

This is the central idea of the message which is the essence of the advocacy in 2 to 3 strong sentences.

### **Evidence**

Support the statement or central idea with some facts. Use data that the audience can relate to. For example: *Only 2 out of 5 adults of reproductive age have access to FP services.* This would be more effective than saying: *4,253,800 adults of reproductive age have access to FP services.*

### **Example**

After providing the facts, the advocate should add a human face to the story. Using an anecdote based on one's own experience that personalises the facts and figures.

### **Action required**

Specify what action the audience should take.

## **SLIDE 5.3: FIVE ELEMENTS OF ADVOCACY MESSAGES**

### **1. Content / Ideas**

The content should be easy to understand. It should say what will be achieved, why, how and what action the target audience should take – what action the advocate wants to see. Selection of appropriate message content is important.

### **2. Language**

To get the message across, it is important to choose words and phrases that are clearly understood by the target audience. The language used should be clear, concise and free of jargon.

### **3. Source / Messenger**

The source or messenger is someone who delivers the message. It may be a person that delivers it face-to-face to the target group, or a newspaper that carries information about the campaign. If the source is well known and credible, it is more likely that the audience will respond to the message.

### **4. Format**

The format that will give the maximum impact should be carefully selected. The format could include face-to-face discussions, brochures, pamphlets, leaflets, posters, television spots or websites.

### **5. Time and Place**

The time and place where a message is delivered can influence its impact. Select the time and place of message delivery carefully.

## **SLIDE 5.4: DIFFERENT TYPES OF ADVOCACY MESSAGES**

Emotional vs. Rational Appeals

Positive vs. Negative Appeals

Mass vs. Individual Appeals

Humorous vs. Serious Appeals

One-sided vs. Two-sided Arguments

Definite Conclusion vs. Open Conclusion

Repetitive vs. On-time Appeals

## **SLIDE 5.5: MOST COMMONLY USED ADVOCACY MEDIUMS**

- Fact sheets
- Question and answer sheets
- Issue background sheets
- Briefing kits
- Policy papers
- Brochures
- Case studies and success stories
- Press releases
- Media advisories
- Visual images: videos, films, photos, etc.

## **SLIDE 5.6: CRITERIA FOR CHOOSING APPROPRIATE MEDIA**

**Audience:** Some formats are more effective and more appropriate for specific audiences. For example, high-level policy makers have little time and many constituents. The message needs to give them the facts and move them into action quickly. Always leave information for them to read later. Effective media for policy makers include briefing packets, fact sheets, face-to-face meetings and policy forums.

**Cost:** Using mass media such as radio or television can be extremely costly. Advocates should seek out any free or low-cost media support.

**Risk:** When an advocate faces the public with an advocacy issue, especially a controversial one, risk is always involved. Certain advocacy tactics entail more risk than others. Public debates and live forums highlighting both sides of an issue can turn into “heated” events. Nevertheless, risk can be minimised through careful planning, selection of speakers, rehearsals, etc.

**Visibility:** The advocates may choose one medium over another if it can make use of a contact or connection to raise the visibility of an event. Perhaps a celebrity or high-ranking public official is willing to pay a site visit to a project or make the opening speech at a meeting. Such an event may provide an excellent opportunity to recruit other decision makers and promote a particular advocacy objective.

**Time and place:** When and where will the message be delivered? Some advocacy groups connect their advocacy activities with events such as International Women’s Day or World AIDS Day.

## **SLIDE 5.7: ADVOCACY TACTICS**

Advocacy tactics consist of lobbying, petitioning, letter-writing campaigns, debating, negotiation, sensitisation and pressuring.

- **Lobbying**
- **Petitioning**
- **Debating**
- **Negotiation**
- **Sensitisation**
- **Pressuring**

## SLIDE 6.1: ADVOCACY IMPLEMENTATION PLAN

<b>ADVOCACY IMPLEMENTATION PLAN</b>			
<p><b>Advocacy Objective:</b> Within 2 years (Time frame) the local Committee on Population, Family and Children (Decision Maker) will increase the awareness of the public and policy makers on child rights and better enforce the fulfilment of these rights (the action required by the Decision Maker) in order to reduce illegal child trafficking among girls by 80 percent (quantitative measure to indicate desired degree of change).</p> <p><b>Key Stakeholder:</b> Committee on Population, Family and Children</p> <p><b>Main Activity:</b> To sensitise local community leaders, NGOs and the Committee on Population, Family and Children on the gravity of the situation with regards to girl trafficking</p>			
<b>SUB-ACTIVITIES</b>	<b>PERSON (S) RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>MONITORING &amp; EVALUATION INDICATORS</b>
1. Conduct meeting with partner agencies to develop a work plan, and assign roles and responsibilities	Youth Union	1 <sup>st</sup> Q, 05	<ul style="list-style-type: none"> <li>▪ Work plan</li> <li>▪ Roles and responsibilities are developed in consultation with all partners</li> </ul>
2. Develop IEC materials consisting of: <ul style="list-style-type: none"> <li>▪ Briefing notes to explain the situation</li> <li>▪ Information materials for media and local leaders</li> </ul>	CARE Youth Union	2 <sup>nd</sup> Q, 05 2 <sup>nd</sup> Q, 05	<ul style="list-style-type: none"> <li>▪ Briefing notes distributed to key stakeholders</li> <li>▪ Information materials are widely used</li> </ul>
3. Hold a press conference	Youth Union	3 <sup>rd</sup> Q, 05 4 <sup>th</sup> Q, 05 1 <sup>st</sup> Q, 06	<ul style="list-style-type: none"> <li>▪ Quantity and quality of media coverage</li> </ul>
4. Conduct a half-day awareness raising seminar for decision makers, NGOs and community leaders at: <ul style="list-style-type: none"> <li>▪ National level</li> <li>▪ Provincial level</li> </ul>	Youth Union and NGO partners	4 <sup>th</sup> Q, 05 2 <sup>nd</sup> Q, 06	<ul style="list-style-type: none"> <li>▪ Number of local leaders and NGOs contributing resources (time, money, facilities, etc) in support of the issue</li> <li>▪ Number of local leaders who try to persuade others to support the issue</li> <li>▪ Number of NGOs willing to become active advocacy partners</li> </ul>

## **SLIDE 7.1: KEY CONCEPTS OF MONITORING AND EVALUATION**

### **MONITORING**

Regular collection, analysis and use of periodic information about an activity, project or program. A description of how the activity, project or program is being implemented.

### **EVALUATION**

Careful and systematic assessment of the progress, achievements, results in relation to objectives. Measuring the change that results from an activity or program intervention. The interpretation of results or change over time. An evaluation can be thought of as an assessment at a critical period or a process of looking at impacts or achievements.

## **SLIDE 7.2: DEFINITION OF INDICATORS**

- Indicators show the process, results or state of each project or program activity during implementation. Indicators are often related to outputs. They are measurable and practical.
- Indicators often show the quantity (how many/how much), process (slow or fast), scope (how wide/far/much) and quality (good or bad).

## **SLIDE 7.3: THREE TYPES OF INDICATORS**

**Input indicators:** these concern human and financial resources devoted to a campaign, project or program:

- Amount of money spent on events
- Number of publications or flyers produced and distributed
- Number of television and other mass media spots or interviews
- Number and types of organisations planning and collaborating

**Process indicators:** these monitor achievements during implementation, serving primarily to track progress towards the intended results:

- Number of rallies and events held
- Number, type and attitudes of people attending the rallies
- Number of service providers trained in ASRH counselling and change in their attitudes
- Number of people reached via mass media
- Number of key stakeholders reached and showing positive behaviour
- Number of young people coming to clinics as a result of increasing supportive and non-judgment attitudes of key stakeholders

**Outcome indicators:** these relate directly to the long-term results of the campaign after implementation is complete and show a change in policy or program:

- Increase in resource allocation for ASRH services
- Formulation of specific legislation for the provision of information and services on reproductive health for young people
- Increase in access and quality of ASRH services

## **SLIDE 7.4: METHODOLOGIES FOR COST-EFFECTIVE DATA COLLECTION**

**Focus group discussions** with the same group of people at several points in a campaign

**Random interviews** with “target” audience before, during and immediately after the campaign

**In-depth interviews** with a small group of stakeholders and decision makers who are directly or indirectly involved in the campaign

**Observation** of activities and conducting debriefing meetings with advocates and partners of coalitions and alliances

**Documentation** of activities indicating the results of such activities

## SLIDE 7.5: EXAMPLE OF MONITORING AND EVALUATION PLAN

<b>Objective 2:</b> To increase support and encouragement from influential community leaders for adolescents to utilise ASRH services at the 22 Youth Friendly Corners (YFCs) and to have more active participation in outreach activities by end of the 2nd quarter of 2005. (All output project 1 partners are in charge of this objective).					
Indicator	Agencies/ Organisations	Time of Evaluation	Location	Resources	Challenges
80% of school principals and leaders of the parents associations where YFCs are located have supportive attitude and disseminate positive information about ASRH activities to adolescents and community people	Youth Union (YU) at all levels, IAs, SA,* YFCs, CARE	Quarterly M&E trips, end of project evaluation	7 provinces	- Monitoring reports - Quarterly reports - Final evaluation reports - Informal interviews with parents, teachers and adolescents	Community leaders, parents and school principals still keep conservative attitudes toward ASRH issues
Number of adolescents utilise services at YFCs and other ASRH services of the RHIYA program increased by 10% every 6 months	YFCs, YU at all levels, IAs, SA, WPF**, VINAFFA***, CARE	Every 6 months	7 provinces, 22 YFCs	-YFC's client records - 6 month reports of YFC - Informal interview with adolescents - Final evaluation report	Community leaders, parents and school principals still keep conservative attitudes toward ASRH issues. Limited capacity of health services providers at YFCs.
Number of vulnerable young people (People Living With HIV/AIDS (PLWHA), Injecting Drug Users (IDUs), sex workers, street children and migrant workers) make up to 20% of total outreach workers	YFCs, YU at all levels, IAs, SA, VINAFFA, CARE, WPF	Quarterly M&E trips	7 provinces	- Outreach activities reports - Peer education records - Quarterly reports - M&E reports	Peer educators cannot approach vulnerable young people and persuade them to involve in outreach activities. Vulnerable people do not receive support from project staff and community leaders when doing outreach activities.
80% of trained peer educators can deliver communication and information on ASRH topics to other adolescents in the community	YU at all level, IAs, SA, WPF, CARE, YFCs, VINAFFA	Quarterly M&E trips, end of project evaluation	7 provinces	- Outreach activities reports - Peer education records - Quarterly reports - M&E reports	Capacity of peer educators is limited, partly due to a lack of sufficient support and refresher training from project staff and health service providers.

IA – Implementing Agency, SA – Sub-contract Agency. \*\* WPF – World Population Foundation. \*\*\* VINAFFA Vietnam Family Planning Association

## **PART IV: HANDOUTS**

## **HANDOUT 1: OBJECTIVES OF THE WORKSHOP**

The purpose of this training is to develop basic the skills of advocates in planning and implementing ASRH advocacy efforts at various levels in their own communities, districts and countries.

Specifically the workshop objectives are as follows:

- To enhance the participants' knowledge on ASRH issues
- To sensitise participants on the advocacy strategies developed to address ASRH issues
- To enhance participants' advocacy skills by giving them appropriate advocacy techniques and tactics.

## HANDOUT 2: TRAINING AGENDA

<b>Activities</b>	<b>Time</b>
<b>DAY 1</b>	
SESSION 1: INTRODUCTION	45
SESSION 2: UNDERSTANDING ADVOCACY CONCEPT AND PROCESS	120
Lunch	
SESSION 3: ISSUES IN ASRH	150
<b>DAY 2</b>	
SESSION 4: BUILDING PARTNERSHIP	75
SESSION 5: MESSAGE FORMULATION AND INFORMATION PACKAGING	270
Lunch	
SESSION 5: MESSAGE FORMULATION AND INFORMATION PACKAGING continued	
<b>DAY 3</b>	
SESSION 6: DEVELOPING AN ADVOCACY PLAN	60
SESSION 7: MONITORING AND EVALUATION	60
Lunch	
Wrap-up and Workshop Evaluation	
Closing Ceremony	

### **HANDOUT 3: WORDS ASSOCIATE WITH ADVOCACY**

DEFENDING  
CHANGE  
EXPOSURE  
PROVIDING SOLUTION  
INTERVENING  
SELLING AN IDEA  
ATTRACTING ATTENTION

SENSITISING  
PERSUASION  
COMMUNICATION  
INFLUENCE  
DECISION MAKING  
LOBBYING

## **HANDOUT 4: DEFINITIONS OF ADVOCACY**

### **Definition 1:**

Advocacy is the act or process of supporting a cause or issue. An advocacy campaign is a set of targeted actions in support of a cause or issue. We advocate a cause or issue because we want to:

- Build support for that cause or issue
- Influence others to support it
- Try to influence or change legislation that affects it

*International Planned Parenthood Federation (IPPF)*

### **Definition 2:**

Advocacy is speaking up, drawing a community's attention to an important issue and directing decision makers towards a solution. Advocacy is working with other people and organisations to make a difference.

*Centre for Development and Population Studies (CEDPA)*

### **Definition 3:**

Advocacy involves attempts to influence the political climate, public perceptions, policy decisions and funding determinations. Advocacy simply means supporting a cause and trying to get others to support it.

*Advocates for Youth*

### **Definition 4:**

Advocacy is promoting or reinforcing change in policy, program or legislation. Rather than provide support directly to clients or users of services, advocacy aims at winning support from others, i.e. creating a supportive environment. Advocacy relies on IEC strategies to accomplish its purpose.

*United Nations Population Fund (UNFPA)*

### **Definition 5:**

Public policy advocacy is the effort to influence public policy through various forms of persuasive communication. Public policy includes statements, policies or prevailing practices imposed by those in authority to guide or control institutional, community and sometimes individual behaviour.

*Johns Hopkins University/Centre for Communication Programs (JHU/CPP)*

## **HANDOUT 5: GOAL AND OUTCOME OF ADVOCACY AND IEC**

### **ADVOCACY**

The **goal of advocacy** is to introduce a change in policy, program or legislation, or to shift the position of influential individuals or organisations on a specific issue.

The **outcome of an advocacy program** is a change in a specific legislation, policy, program orientation or position of individuals or groups on a specific issue.

### **INFORMATION, EDUCATION AND COMMUNICATION (IEC)**

The **goal of IEC** is to change awareness, attitudes, beliefs, values, behaviour or norms within individuals or groups.

The **outcome of an IEC program** is a change in awareness, attitudes and behaviour of individuals as well as a change in beliefs, values and social cultural norms of a community.

**HANDOUT 6: ADVOCACY PROCESS (CEDPA MODEL)**  
(CEDPA – Centre on Development and Population Activities)

**DATA  
COLLECTION**

- **Issue**
- **Goal and objectives**
- **Target audience**
- **Message development**
- **Channels of communication**
- **Building support**
- **Fund raising**
- **Implementation**

**MONITORING  
AND  
EVALUATION**

**ISSUE:** The problem that requires a policy action

**GOAL AND OBJECTIVE**

- **Goal** – A statement of the general result you want to achieve
- **Objective** – Incremental steps towards achieving your goal that are Specific, Measurable, Achievable, Realistic, Time-Bound (SMART)

**TARGET AUDIENCE:** The policymakers you are trying to influence to support your issue e.g. parliamentarians, local officials and ministry officials

**MESSAGE DEVELOPMENT:** Statements tailored to different audiences that define the issue, state solutions, and describe the actions that need to be taken

**CHANNELS OF COMMUNICATION:** The means by which a message is delivered to the various target audiences, e.g. radio, television, flyers, press conferences and meetings

**BUILDING SUPPORT:** Building alliances with other groups, organisations, or individuals who are committed to support the issues

**FUND RAISING:** Identifying and attracting resources (money, equipment, volunteers and space) to implement the advocacy program

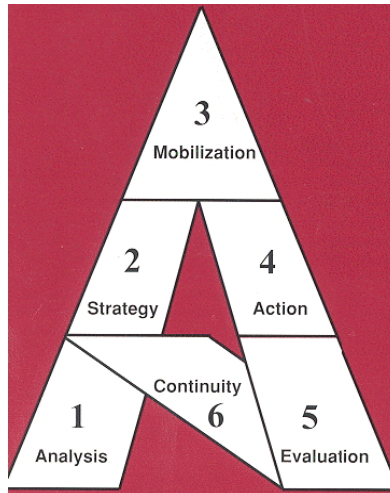
**IMPLEMENTATION:** Carrying out a set of planned activities to achieve the advocacy objectives (in accordance with an action plan)

**DATA COLLECTION:** Gathering, analysing and using appropriate quantitative and qualitative information to support each step of the program

**MONITORING AND EVALUATION**

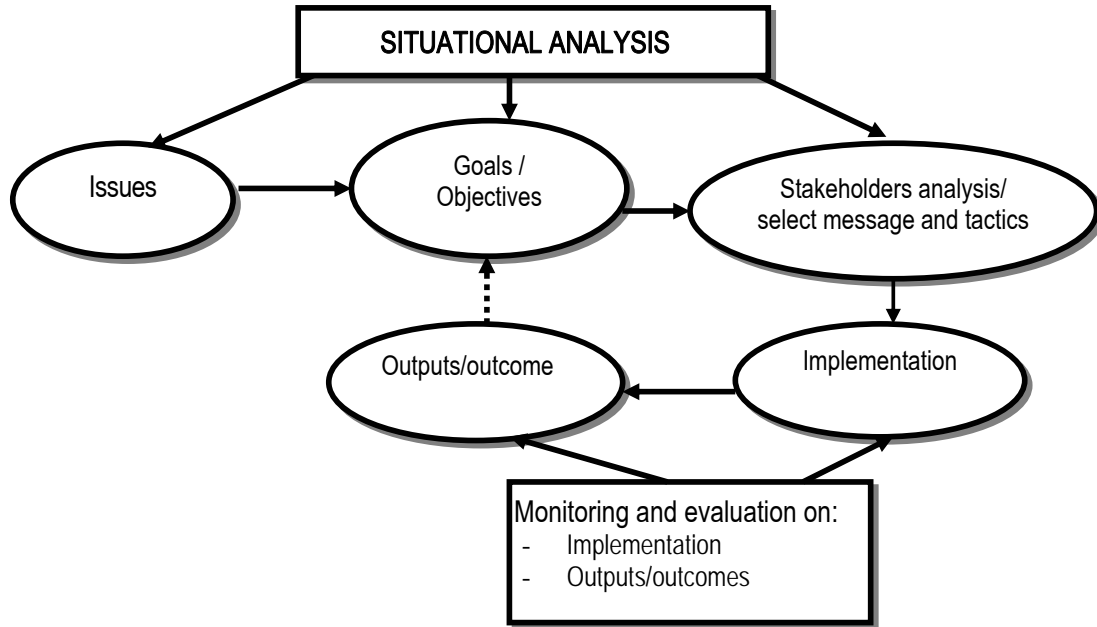
- **Monitoring** – A process of gathering information to measure progress towards the advocacy objectives
- **Evaluation** – A process of gathering and analysing information to determine if the advocacy objectives have been achieved

**HANDOUT 7: ADVOCACY PROGRESS (JHU/CCP MODEL)**  
(JHU/CCP – John Hopkins University/Centre for Communication Program)



- 1. ANALYSIS:** Analysis of the problem, and type of policy and program change needed.
- 2. STRATEGY** Setting goals and objectives, identifying audiences, developing messages and determining communication channels.
- 3, MOBILISATION** Building partnerships and support, networking to enlarge coalitions and rally grassroots support.
- 4. ACTION** Carrying out planned activities, maintaining support of coalitions, partners and media, and recording successes and failures.
- 5. EVALUATION** Measures regularly what has been accomplished.
- 6. CONTINUITY** Reviewing and adjusting the strategy and actions in line with the changing situation.

**HANDOUT 8: ADVOCACY STRATEGIC PLANNING (UNFPA CST MODEL)**  
 (UNFPA – United Nations Population Fund, CST – Country Support Team)



**SITUATION ANALYSIS:** Research conducted before starting a project / program

**ISSUES:** What is the problem that requires a policy or program

**GOALS/OBJECTIVES:**

- Goal – long term result to be achieved
- Objectives – steps towards achieving the goal

**STAKEHOLDER ANALYSIS/SELECT MESSAGES AND TACTICS:** Target audience that the advocacy will influence through selected messages and advocacy techniques

**MONITORING & EVALUATION (M&E):** The process of careful and systematic assessment of progress, achievements and results in relation to objectives.

**OUTPUTS/OUTCOMES:** The results of the advocacy activities

## **HANDOUT 9: EXERCISE: EARLY MEMORIES OF BEING YOUNG**

- Take a few minutes for individual reflection. Recall the most significant and meaningful experience related to discovering reproductive health issue when you were young.
- After a few minutes, share this experience with other members of your group.
- After all members of the group have shared their memories, work together to develop a five-minute drama, role play, poem, song, picture, story or dance that depicts the memories shared within the group. Prepare to present it to the larger group.

## **HANDOUT 10: DEFINITION OF YOUTH PEOPLE**

**Adolescence** is the period of psychological and social transition between [childhood](#) and [adulthood](#). As a transitional stage of [human development](#) it represents the period of time during which a juvenile matures into adulthood, 10 to 19 years old.

**Youth** is the time of life between childhood and maturity, 15 to 24 years old.

**Young People** as a group encompasses both adolescents and youth, 10 to 24 years old.

Source: <http://www.answers.com/topic/youth>

## HANDOUT 11: CHECKLIST FOR CHOOSING AN ADVOCACY ISSUE

<b>Criteria</b>	<b>Issue 1</b>	<b>Issue 2</b>	<b>Issue 3</b>
1. Is this issue of interest to many people?			
2. Is addressing this issue widely supported?			
3. Is it supported by sound data?			
4. Is it achievable?			
5. Does it help to build alliances with other groups?			
6. Is it consistent with the network's values and mission?			

*High – Always or almost always meets the criterion*

*Medium – Often meets the criterion*

*Low – Rarely or never meets the criterion*

## **HANDOUT 12: DEFINITIONS OF ADVOCACY GOAL AND OBJECTIVE**

**AN ADVOCACY GOAL** is the long-term result (three to five years) of an advocacy effort. It is the vision for change of the advocacy campaign.

**AN ADVOCACY OBJECTIVE** is the short-term target (one to two years) that contributes towards the goal.

## **HANDOUT 13: EXAMPLES OF AN ADVOCACY ISSUE, GOAL AND OBJECTIVE**

- **ADVOCACY ISSUE:** Accessibility to ASRH information
- **ADVOCACY GOAL:** Guaranteed access to reliable and accurate information on ASRH for young people in schools.
- **ADVOCACY OBJECTIVE:** Secure a commitment from the Ministry of Education that they will allocate sufficient funding to train teachers to provide ASRH information in schools.

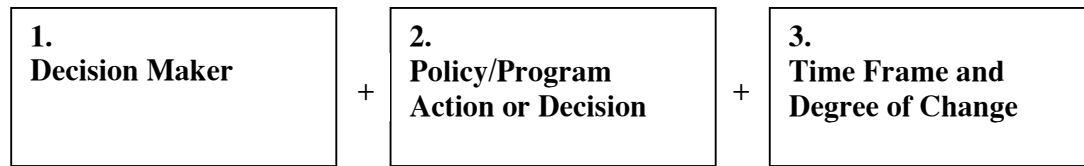
## **HANDOUT 14: SMART OBJECTIVE**

Advocacy objectives need to be SMART:

- **S – SPECIFIC**
- **M – MEASURABLE**
- **A – ACHIEVABLE**
- **R – REALISTIC**
- **T – TIME-BOUND**

## HANDOUT 15: ELEMENTS OF AN ADVOCACY OBJECTIVE

The three elements of an advocacy objective package are:



- **Decision Maker (or key stakeholder):** the person who has the power to achieve the objective (example: Minister of Health, Minister of Finance, Parliamentarian, etc).
- **Policy/Program Action or Decision:** identify the specific policy, program action or decision required by the Decision Maker to achieve the objective (example: adopt certain policy, allocate funds, etc).
- **Time Frame:** describes when the objective will be achieved. Advocacy objectives should be achievable in a 1 to 2 year period.
- **Degree of Change:** indicate the quantitative measure of change needed (example: percentage of funds allocated, number and type of ASRH services, etc).

Example of an advocacy objective package:

Within 2 years (*Time frame*) the local Committee on Population, Family and Children (*Decision Maker*) will increase the awareness of the public and policy makers on child rights and better enforce the fulfilment of these rights (*the action required by the Decision Maker*) in order to reduce illegal child trafficking among girls by 80 percent (*quantitative measure to indicate desired degree of change*).

Make sure when you formulate an advocacy objectives that you have included ALL the elements of the advocacy objective package.

## **HANDOUT 16: DEFINITION OF COALITION, ALLIANCES AND NETWORKS**

- **COALITIONS:** are more formal and structured groupings held together by an institutional arrangement with rules and guidelines to regulate its operations.
- **ALLIANCES:** are more informal partnerships of individuals and organisations that share a common vision, but retain autonomy of action.
- **NETWORKS:** link individuals or groups through communication and information sharing. Networks are more organised than alliances, but not as structured as coalitions.

## **HANDOUT 17: EFFECTIVE COALITIONS**

### **Effective coalitions should be able to:**

- Set a common agenda based on a shared vision and philosophy
- Agree on a common set of membership rules (e.g. meeting attendance, fees, etc.)
- Foster networks and partnerships
- Develop leadership at the community and national levels
- Build a sense of community
- Work with the media
- Organise events
- Monitor and evaluate activities
- Manage conflict within the coalition
- Communicate well within the coalition and to others outside of the group

## **HANDOUT 18: BUILDING EFFECTIVE COALITIONS**

### **Six key questions:**

- 1) Who should constitute the coalition?
- 2) Who should chair the coalition and what should be the role of the chairperson?
- 3) How will coalition resources be accounted for?
- 4) How big should the coalition be?
- 5) How many coalitions should be there in a national program?
- 6) Should the coalition's activities be limited to the national level?

## **HANDOUT 19: ESSENTIAL ELEMENTS OF A COALITION**

- Clearly define the issue, purpose and outputs of the coalition
- Define criteria for membership
- Establish clear guidance for leadership and decision making
- Reach decisions through consensus
- Ensure continual communication with all members
- Involve all members in planning and implementation

## **HANDOUT 20: ADVANTAGES AND CHALLENGES OF WORKING IN A COALITION**

### **ADVANTAGES:**

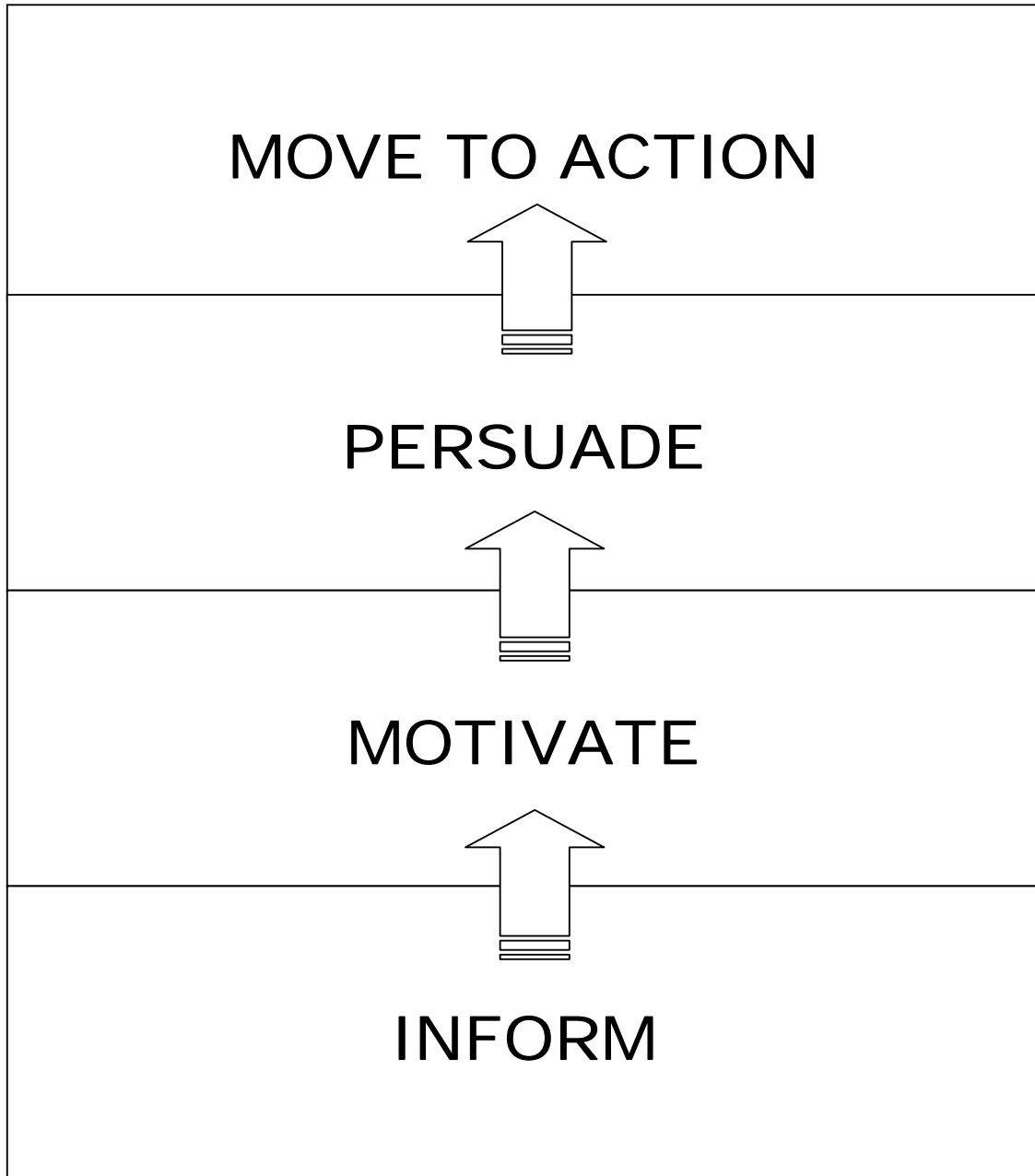
- Greater leverage with more organisations involved
- Different skills from different organisations make the effort more effective
- Access to a wider audience
- Access to greater resources
- Greater creativity with more organisations
- Higher profile with more participants
- Rapid achievement of goal from coordination
- Snowball effect –one thing leads to another

### **CHALLENGES:**

- Members of a coalition must be willing to give up their individual identity to a bigger group
- Not all of the priorities of each agency will be addressed
- Disagreements on who is the control may arise
- It is not always possible to assess and give credit to individual agencies
- Perceptions of time and priorities are not always consistent among member agencies
- Salaries or other forms of compensation are not always evenly distributed among coalition members, and this can be a source of conflict and tension within the coalition

## HANDOUT 21: ADVOCACY COMMUNICATION MODEL

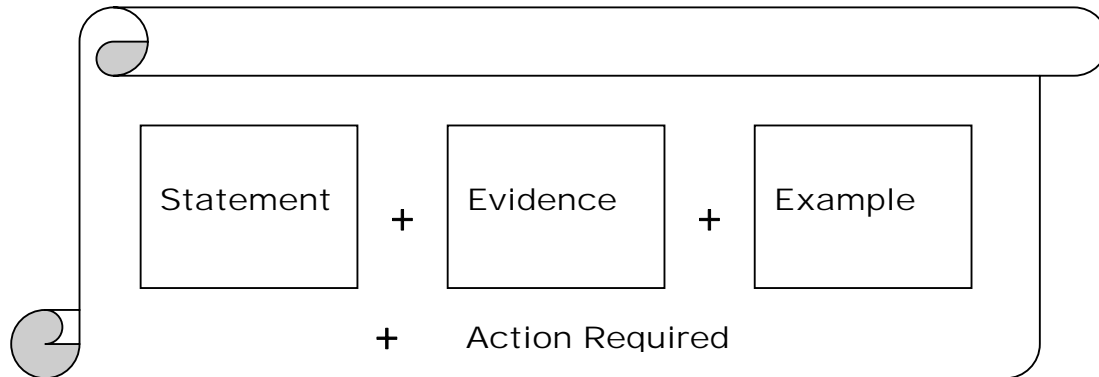
Advocacy communication is any planned communication strategy that seeks to move an audience through the following stages:



*Source: Centre on Development and Population Activities (CEDPA)*

## HANDOUT 22: ADVOCACY MESSAGE FORMULA

### SEE-Action



#### **Statement**

This is the central idea of the message which is the essence of the advocacy in 2 to 3 strong sentences.

#### **Evidence**

Support the statement or central idea with some facts. Use data that the audience can relate to. For example: *Only 2 out of 5 adults of reproductive age have access to FP services.* This would be more effective than saying: *4,253,800 adults of reproductive age have access to FP services.*

#### **Example**

After providing the facts, the advocate should add a human face to the story. Using an anecdote based on one's own experience that personalises the facts and figures.

#### **ACTION required**

Specify what action the audience should take.

## **HANDOUT 23: EXERCISE “SEE ACTION” ADVOCACY MESSAGE**

### ***Advocacy Objective:***

To lobby for support from parliamentarians for the inclusion of HIV/AIDS and Reproductive Health Education into the school curriculum for 10 to 12 year olds by the end of 2004.

### **Advocacy Message:**

Prevention that starts early is the best way to protect young people from HIV/AIDS. Studies have shown that people who have received accurate information on HIV/AIDS prevention and responsible sexual behaviour as preteens are less likely to be infected with HIV/AIDS later in life. In Vietnam, young people who have received correct information about HIV/AIDS in early grades have the best knowledge and skills to protect themselves. Please help to protect our young people by supporting the bill to include HIV/AIDS and Reproductive Health Education into school curriculum for the 10 to 12 year olds by the end of 2004.

***Please identify the “SEE Action” elements in terms of: Statement, Evidence, Example and Request for Action***

## **HANDOUT 24: FIVE ELEMENTS OF ADVOCACY MESSAGES**

### **1. Content / Ideas**

The content should be easy to understand. It should say what will be achieved, why, how and what action the target audience should take – what action the advocate wants to see. Selection of appropriate message content is important.

### **2. Language**

To get the message across, it is important to choose words and phrases that are clearly understood by the target audience. The language used should be clear, concise and free of jargon.

### **3. Source / Messenger**

The source or messenger is someone who delivers the message. It may be a person that delivers it face-to-face to the target group, or a newspaper that carries information about the campaign. If the source is well known and credible, it is more likely that the audience will respond to the message.

### **4. Format**

The format that will give the maximum impact should be carefully selected. The format could include face-to-face discussions, brochures, pamphlets, leaflets, posters, television spots or websites.

### **5. Time and Place**

The time and place where a message is delivered can influence its impact. Select the time and place of message delivery carefully.

## HANDOUT 25: DIFFERENT TYPES OF ADVOCACY MESSAGES

**Emotional vs. Rational Appeals:** Emotional appeals stimulate human emotions such as love, hate, fear, anxiety and comfort. Rational appeals build strong arguments based on logic and supporting evidence. Emotional appeals draw attention to the issue through connecting with people's emotions. However rational appeals may be more convincing as they provide evidence. People tend to remember emotional appeal messages better than those using rational appeal. Campaigns combining both emotional and rational appeals are considered the most effective.

**Positive vs. Negative Appeals:** A negative or threatening message is a form of emotional appeal as they incite fear and anxiety. These messages convey that if the advice or recommendations given in the message are not followed, unfavourable consequences will follow. These messages are often not very effective as people generally do not take the threats seriously and ignore the potential consequences. This is due to a psychological tendency to regard oneself as being personally exempt from potential dangers.

**Mass vs. Individual Appeals:** Mass appeals use social pressure and in effect claim that "Everybody is doing it, why don't you?" This appeal is best suited for issues where social pressure influences an individual's behaviour. Individual appeal is more suitable for issues where social approval is not as important and for issues considered to be personal such as personal habits, personal finance and communication between partners.

**Humorous vs. Serious Appeals:** Humour can increase the effectiveness and impact of the message, if the use of humour is consistent with the basic message. The humour should not violate any group or cultural norms. The message is more likely to be remembered favourably, if it is more interesting. However, humour should be used sparingly in an advocacy campaign. The overall advocacy message should convey an image of the messenger as a serious and knowledgeable advocate on the issue.

**One-sided vs. Two-sided Arguments:** One-sided arguments tend to be more effective with target groups who are initially in favour of the issue. Two-sided arguments are more effective with those who initially are opposed to the idea. Better-educated people tend to find messages that present two-sides of the argument more appealing.

**Definite Conclusion vs. Open Conclusion:** Some target audiences may object to having the obvious conclusion pointed out to them, whereas other audiences may miss the point if the message does not draw a clear conclusion. The more knowledgeable the target audience is, the more they prefer open conclusions.

**Repetitive vs. One-time Appeals:** Repetition increases the amount and detail of the information the audience can absorb. However, too frequent repetition can lead to boredom, desensitisation to the issue and disregard for the information. Variation in form, style, and expression, together with repetition of the major points is an effective solution.

## **HANDOUT 26: MOST COMMONLY USED ADVOCACY MEDIUMS**

- Fact sheets
- Question and answer sheets
- Issue background sheets
- Briefing kits
- Policy papers
- Brochures
- Case studies and success stories
- Press releases
- Media advisories
- Visual images: videos, films, photos, etc.

## **HANDOUT 27: CRITERIA FOR CHOOSING APPROPRIATE MEDIA**

- **Audience**

Some formats are more effective and more appropriate for specific audiences. For example, high-level policy makers have little time and many constituents. The message needs to give them the facts and move them into action quickly. Always leave information for them to read later. Effective media for policy makers include briefing packets, fact sheets, face-to-face meetings and policy forums.

- **Cost**

Using mass media such as radio or television can be extremely costly. Advocates should seek out any free or low-cost media support.

- **Risk**

When an advocate faces the public with an advocacy issue, especially a controversial one, risk is always involved. Certain advocacy tactics entail more risk than others. Public debates and live forums highlighting both sides of an issue can turn into “heated” events. Nevertheless, risk can be minimised through careful planning, selection of speakers, rehearsals, etc.

- **Visibility**

The advocates may choose one medium over another if it can make use of a contact or connection to raise the visibility of an event. Perhaps a celebrity or high-ranking public official is willing to pay a site visit to a project or make the opening speech at a meeting. Such an event may provide an excellent opportunity to recruit other decision makers and promote a particular advocacy objective.

- **Time and place**

When and where will the message be delivered? Some advocacy groups connect their advocacy activities with events such as International Women’s Day or World AIDS Day.

## HANDOUT 28: ADVOCACY TACTICS

Advocacy tactics consist of lobbying, petitioning, debating, negotiation, sensitisation and pressuring.

**Lobbying:** Lobbying is a technique where you try to gain face-to-face access to a policy maker or to policy making groups, who are in a position to have a significant impact on your cause. Start by identifying the key policymaker or legislator dealing with your selected issue that you want to reach; they may be individuals or a committee. If you get an audience with them be brief, succinct and refer specifically to the law or policy related to your issue. Personalise your message by referring to real life experiences in order to win over your target audience. When sending a letter, make sure it is hand delivered in order to ensure that it is received by the right person. Follow up with a call or letter to affirm your message and draw their attention to it. Find out when the vote or debate will take place and send a reminder about your position.

### Key things to remember:

- Be focused. Focus on just one issue for each communication.
- Do your homework. Find out the decision maker's position and background on the issue.
- Make a personal connection. If you know anyone close to the decision maker, inform them of your intentions.
- Tell the truth. You will lose credibility by giving false or misleading information.
- Do research and let the decision maker know who is for and against the issue.

**Petitioning:** A petition is a written and formal way of making your point by trying to exert collective pressure on decision makers. It usually states in a very short and clear statement what the issue is and what action you would like to see taken. There is usually space provided below the statement for individuals to sign their names and provide addresses. The more people you can get to sign your petition (especially celebrities or influential people), the more support you can demonstrate for the issue or proposed action. Organising a letter-writing campaign can also be a good way to bring your advocacy issue to the attention of the key decision makers. You can conduct it as a separate activity or in conjunction with a petition. Individually written letters are more powerful than a ready-made letter format.

An advantage of this technique is that it represents a collective perspective and not just that of your particular campaign group. However it may require time and effort to gather sufficient signatures before you present the petition. Another disadvantage is that you are providing a preview of your tactics and strategy, thereby giving your adversaries an opportunity to interfere or prevent you from gaining more support.

**Debating:** A public debate is a way of bringing different points of view on a particular issue to the attention of an audience. The media may have an interest in following the debate if the topic is newsworthy, controversial or if the debaters are well-known personalities.

**Negotiation:** Negotiation takes place when two or more people with differing views, come together in an attempt to reach an agreement on an issue. It may be a one off event or be part of an on-going relationship. Negotiation is about getting the best possible deal. It is a process of identifying, debating, arranging and agreeing to terms.

You may find yourself negotiating with other advocates. In the process, it is important to focus on understanding the point of view of the other party. Negotiations can be turned into a relationship building tool and assist to find a solution that everyone is happy with.

Four essential rules of negotiation:

- **Aim high.** Aim for the best possible deal. It is easier to trade down but more difficult to negotiate up.
- **Get the other person's 'shopping list'.** The more information you have about what the other side wants, the better your position will be. Try to understand what is motivating them and what their objective is.
- **Keep the whole package in mind.** You need to keep all the elements of the issue in mind all the time.
- **Be realistic.** Never agree to something you do not want, but be willing to compromise to get the best deal.

Before you begin to negotiate, you must be prepared. Successful negotiators do their homework.

**Sensitisation:** Sensitisation is a process where you try to generate more awareness about your issue. It may be used to introduce an entirely new idea or it can be used to draw people's attention to an issue they are already familiar with, but may not have thought it was relevant to them.

**Pressuring:** Pressuring is where you demand change, but this assumes that you are in a strong position. You need to an advantage, such as information or a large group of supporters, to give you the leverage you need to place strong pressure on your target group.

## **HANDOUT 29: EXERCISE: SAMPLE OF ROLE PLAY SCENARIOS**

### **▪ Scenario 1**

You represent a NGO network comprised of organisations that seek to protect the reproductive rights of girls and young women. Through ongoing monitoring of the parliamentary record, your organisation learns that the Committee on Population, Family and Children is considering a draft legislation. After reviewing the legislation, you determine that the content is consistent with your vision and advocacy goal. You were able to secure a meeting with the Chair and Vice-Chair of the Committee on Population, Family and Children. Prepare a 10-minute role play depicting your meeting with the committee members where you try to persuade them to include some issues in the legislation that you consider very important.

### **▪ Scenario 2**

Your organisation works to promote reproductive health care for young people in a rural community. It has come to your attention that an international agency has planned to setup a reproductive health and family planning clinic for one of the communities where your organisation works. Through conversation with the agency, you learn that there are no plans to incorporate reproductive health services for young people. Your organisation sees the project's potential value, but feels that the project would be more meaningful if it could expand its services to young people. The People's Committee is holding a special hearing to address the issue. Your organisation has been invited to present your views. Prepare a 10-minute role play depicting the special hearing and your efforts to convince the council and the community of the importance of providing reproductive health services to young people.

### **▪ Scenario 3**

Your organisation works to promote reproductive health education to adolescents. In the past years, the Ministry of Education and Training (MOET) initiated a small scale, pilot project that introduced a sexuality and reproductive health module into the secondary school curriculum. Your initial inquiries suggest that the MOET does not intend to mainstream the education program due to perceived opposition from religious groups. To build public support and persuade MOET officials to expand the program, your organisation is hosting a public debate about the advantages and disadvantages of providing sexuality and reproductive health education to young people. Prepare a 10-minute role play dramatising the debate, including how you managed the participation of TV and newspaper journalists.

### **▪ Scenario 4**

Your organisation works to promote the use of condom for HIV/AIDS prevention among young people. During the campaign you found that you received strong opposition from religious groups. To promote the use of condom for HIV/AIDS prevention, your organisation is holding a meeting with religious leaders to explain about the benefits of your program. Prepare a 10-minute role play dramatising the meeting and your efforts to convince the religious leaders to support your program.

## HANDOUT 30: ADVOCACY IMPLEMENTATION PLAN

<b>ADVOCACY IMPLEMENTATION PLAN</b>			
<p><b>Advocacy Objective:</b> Within 2 years (<i>Time frame</i>) the local Committee on Population, Family and Children (<i>Decision Maker</i>) will increase the awareness of the public and policy makers on child rights and better enforce the fulfilment of these rights (<i>the action required by the Decision Maker</i>) in order to reduce illegal child trafficking among girls by 80 percent (<i>quantitative measure to indicate desired degree of change</i>).</p> <p><b>Key Stakeholder:</b> Committee on Population, Family and Children</p> <p><b>Main Activity:</b> To sensitive local community leaders, NGOs and Department of Women's Affairs on the gravity of the situation with regards to girl trafficking</p>			
<b>SUB-ACTIVITIES</b>	<b>PERSON (S) RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>MONITORING &amp; EVALUATION INDICATORS</b>
Conduct meeting with partner agencies to develop a work plan, and assign roles and responsibilities.	Youth Union	1 <sup>st</sup> Q, 05	Work plan roles and responsibilities are developed in consultation with all partners
Develop IEC materials consisting of: Briefing notes to explain the situation Information materials for media and local leaders	CARE  Youth Union	2 <sup>nd</sup> Q, 05  2 <sup>nd</sup> Q, 05	Briefing notes distributed to key stakeholders Information materials are widely used
Hold a press conference	Youth Union	3 <sup>rd</sup> Q, 05 4 <sup>th</sup> Q, 05 1 <sup>st</sup> Q, 06	Quantity and quality of media coverage
Conduct a half-day awareness raising seminar for decision makers, NGOs and community leaders at: - National level - Provincial level	Youth Union and NGO partners	4 <sup>th</sup> Q, 05 2 <sup>nd</sup> Q, 06	Number of local leaders and NGOS contributing resources (time, money, facilities, etc) in support of the issue. Number of local leaders who try to persuade others to support the issue number of NGOs willing to become active advocacy partners

## **HANDOUT 31: KEY CONCEPTS OF MONITORING AND EVALUATION**

### **MONITORING**

- Regular collection, analysis and use of periodic information about an activity, project or program. A description of how the activity, project or program is being implemented.

### **EVALUATION**

- Careful and systematic assessment of the progress, achievements, results in relation to objectives. Measuring the change that results from an activity or program intervention. The interpretation of results or change over time. An evaluation can be thought of as an assessment at a critical period or a process of looking at impacts or achievements.

## **HANDOUT 32: DEFINITION OF INDICATORS**

- Indicators show the process, results or state of each project or program activity during implementation. Indicators are often related to outputs. They are measurable and practical.
- Indicators often show the quantity (how many/how much), process (slow or fast), scope (how wide/far/much) and quality (good or bad).

## **HANDOUT 33: THREE TYPES OF INDICATORS**

**Input indicators:** these concern human and financial resources devoted to a campaign, project or program:

- Amount of money spent on events
- Number of publications or flyers produced and distributed
- Number of television and other mass media spots or interviews
- Number and types of organisations planning and collaborating

**Process indicators:** these monitor achievements during implementation, serving primarily to track progress towards the intended results

- Number of rallies and events held
- Number, type and attitudes of people attending the rallies
- Number of service providers trained in ASRH counselling and change in their attitudes
- Number of people reached via mass media
- Number of key stakeholders reached and showing positive behaviour
- Number of young people coming to clinics as a result of increasing supportive and non-judgment attitudes of key stakeholders.

**Outcome indicators:** these relate directly to the long-term results of the campaign after implementation is complete and show a change in policy or program.

- Increase in resource allocation for ASRH services
- Formulation of specific legislation for the provision of information and services on reproductive health for young people
- Increase in access and quality of ASRH services

## **HANDOUT 34: METHODOLOGIES FOR COST – EFFECTIVE DATA COLLECTION**

- **Focus group discussions** with the same group of people at several points in a campaign
- **Random interviews** with “target” audience before, during and immediately after the campaign.
- **In-depth interviews** with a small group of stakeholders and decision makers who are directly or indirectly involved in the campaign.
- **Observation** of activities and conducting debriefing meetings with advocates and partners of coalitions and alliances
- **Documentation** of activities indicating the results of such activities

## HANDOUT 35: EXAMPLE OF MONITORING AND EVALUATION PLAN

<b>Objective 2:</b> To increase support and encouragement from influential community leaders for adolescents to utilise ASRH services at the 22 Youth Friendly Corners (YFCs) and to have more active participation in outreach activities by end of the 2nd quarter of 2005. (All output project 1 partners are in charge of this objective).					
Indicator	Agencies/ Organisations	Time of Evaluation	Location	Resources	Challenges
80% of school principals and leaders of the parents associations where YFCs are located have supportive attitude and disseminate positive information about ASRH activities to adolescents and community people	Youth Union (YU) at all levels, IAs, SA,* YFCs, CARE	Quarterly M&E trips, end of project evaluation	7 provinces	<ul style="list-style-type: none"> <li>- Monitoring reports</li> <li>- Quarterly reports</li> <li>- Final evaluation reports</li> <li>- Informal interviews with parents, teachers and adolescents</li> </ul>	Community leaders, parents and school principals still keep conservative attitudes toward ASRH issues
Number of adolescents utilise services at YFCs and other ASRH services of the RHIYA program increased by 10% every 6 months	YFCs, YU at all levels, IAs, SA, WPF**, VINAFFA***, CARE	Every 6 months	7 provinces, 22 YFCs	<ul style="list-style-type: none"> <li>-YFC's client records</li> <li>- 6 month reports of YFC</li> <li>- Informal interview with adolescents</li> <li>- Final evaluation report</li> </ul>	Community leaders, parents and school principals still keep conservative attitudes toward ASRH issues. Limited capacity of health services providers at YFCs.
Number of vulnerable young people (People Living With HIV/AIDS (PLWHA), Injecting Drug Users (IDUs), sex workers, street children and migrant workers) make up to 20% of total outreach workers	YFCs, YU at all levels, IAs, SA, VINAFFA, CARE, WPF	Quarterly M&E trips	7 provinces	<ul style="list-style-type: none"> <li>- Outreach activities reports</li> <li>- Peer education records</li> <li>- Quarterly reports</li> <li>- M&amp;E reports</li> </ul>	Peer educators cannot approach vulnerable young people and persuade them to involve in outreach activities. Vulnerable people do not receive support from project staff and community leaders when doing outreach activities.
80% of trained peer educators can deliver communication and information on ASRH topics to other adolescents in the community	YU at all level, IAs, SA, WPF, CARE, YFCs, VINAFFA	Quarterly M&E trips, end of project evaluation	7 provinces	<ul style="list-style-type: none"> <li>- Outreach activities reports</li> <li>- Peer education records</li> <li>- Quarterly reports</li> <li>- M&amp;E reports</li> </ul>	Capacity of peer educators is limited, partly due to a lack of sufficient support and refresher training from project staff and health service providers.

IA – Implementing Agency, SA – Sub-contract Agency. \*\* WPF – World Population Foundation. \*\*\* VINAFFA Vietnam Family Planning Association

## **PART V: APPENDIX**

## APPENDIX 1: WORKING EFFECTIVELY WITH CHALLENGING PARTICIPANTS

Challenging Participants	Why are they challenging	Your response
<b>“Know it all”</b>	- Know a lot of information about the topic, but they can still benefit from the experience and perspective of others	- Acknowledge that the participants have a wealth of information. At the same time, express your concern that you want to encourage everyone to participate and enlist their help in getting others to join in.
<b>“I am only here because I have to be”</b>	- No particular personal interest in the topic as they may have been required to attend the workshop	- Acknowledge that you know that some participants are present because they have to be - Ask for their assistance and suggestions in making the training a meaningful and relevant experience.
<b>“Nay Sayers”</b>	- Find it difficult to accept others points of view due to past experience. These type of participants have negative responses to others views because “They tried that and it did not work”	- Do not put these participants down or make them feel isolated. Keep them involved if possible. Present their view to the group by questions or example. Try to get the group to help them see the alternative - “I hear what you are saying. It is true that different strategies work for different people. Perhaps some of the other participants’ ideas will work better for you” - Explain that time is limited and you would be glad to discuss their issues with them individually. Ask them to accept the views of the group or your view for a moment.
<b>“Talkers”</b>	- “Eager behaviour” or show offs They may be well informed and are anxious to show it or just naturally talkative - May need to be “heard” because they are working through some emotional issues or because they are trying to prove themselves in the group - May take time away from other participants in the group	- Slow them down by asking difficult questions or assigning difficult tasks (such as group leader) - Avoid eye contact - Interrupt usefully with some thing like: “That’s an interesting point. Now let’s see what the rest of the group thinks of it” - Make a quick interruption – move to them and put your hand on his or her shoulder. - Paraphrase what they say and move on - Acknowledge that their stories are important and that you and others would love to hear them later after the workshop.

<b>Challenging Participants</b>	<b>Why are they challenging</b>	<b>Your response</b>
<b>“Questioners”</b>	<ul style="list-style-type: none"> <li>- May be genuinely curious</li> <li>- May be “testing” you by putting you on the spot</li> <li>- May have an opinion but are not confident enough to express it</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledge that they seem to have a lot of questions about this particular topic.</li> <li>- If the questions seem to be legitimate and an attempt to gain information that other members of group are already familiar with, tell them that you will be happy to work with them later to fill in the gaps or put the questions on a list to address later.</li> <li>- Reframe or refocus. Ask the questions back to the questioner.</li> <li>- Establish a buddy system (i.e. ask for volunteers who would be willing to meet with them to help them learn)</li> </ul>
<b>“Arguers”</b>	Disagree with all the ideas	<ul style="list-style-type: none"> <li>- Keep your own temper and frustrations firmly in check. Do not let the group get frustrated either</li> <li>- Try to find merit in one of their points (or get the group to do it), then move on to something else</li> <li>- Use phrases like: “That was a good point” or “We have heard a lot from [person name], who else agrees or has an idea?”</li> <li>- If the facts are mistaken, ask the group for their thoughts. Let them turn the idea down</li> <li>- Talk with them in private. Find out what is going on and ask for their cooperation. For example say “Let’s talk at the break/end of session, how can we be on the same team”</li> <li>- Give them a role in the group.</li> </ul>

*Source: Adapted from Trainers Guide for Centre Education  
National Institute of Health and National Career Institute*

## APPENDIX 2: EVALUATION FORM - TRAINING OF ADVOCATES

### 1. Do you think this Training was able to achieve its objectives?

Scale: 3 = Completely achieved, 2 = Partially achieved, 1 = Not achieved

OBJECTIVES	3	2	1
a. To enhance the participants' knowledge on ASRH issues			
b. To sensitise participants on the advocacy strategies developed to address ASRH issues			
c. To enhance participants' advocacy skills by giving them appropriate advocacy tactics.			

### 2. How would you rate the following Sessions?

Sessions	4 = Excellent	3 = Good	2 = Fair	1 = Poor.
Session 1				
Session 2				
Session 3				
Session 4				
Session 5				
Session 6				
Session 7				

### 3. Please circle the following words that best describe how you would rate the following:

a. Overall, the usefulness of the Training was:

Excellent    Good    Fair    Poor

b. Overall, the methods (activities, presentations, group work, etc) were:

Excellent    Good    Fair    Poor

c. The materials (handouts, training aids, etc) were:

Excellent    Good    Fair    Poor

d. The facilitation of the workshop by trainers was:

Excellent    Good    Fair    Poor

### 4. Circle three words that best sum up your overall opinion of this training:

Interesting; Informative; Inspiring; Just right; Meaningless; Boring;  
 Innovative; Difficult; Nothing new; Complicated; Clear;  
 Relevant; Irrelevant; Confusing; Practical; Non-participatory;  
 Participatory; Enjoyable; Comprehensive; Over-ambitious; Valuable;  
 Exhausting; Waste of time; Superficial; Thorough; Tedious;  
 Coherent; Unfocused; Thought-provoking; Simple;  
 Changed my professional life; did not give me anything; too theoretical.

**5. What are your suggestions to help us improve similar training in the future?**

---

---

**6. Is the duration (3 days) of this training:**

Too long   Too short   Right amount of time

If not too long or too short, please indicate the optimal duration: \_\_\_\_\_ days

**7. Administrative Support**

Scale: 4 = Excellent, 3 = Good, 2 = Fair, 1 = Poor

1. Venue and facilities 4   3   2   1

2. Secretarial support 4   3   2   1

### APPENDIX 3: ADVOCACY CARDS

Photocopy, then cut each of these boxes out to make separate cards. Three sets of these cards are needed for Session 2 – Activity 3

<b>SITUATION ANALYSIS</b> (including analysis of policy environment)	<b>IDENTIFICATION OF STAKEHOLDERS</b>	<b>SELECTION OF ADVOCACY TACTICS</b>
<b>IDENTIFICATION OF ADVOCACY ISSUES</b>	<b>FORMULATION OF OBJECTIVES</b>	<b>IMPLEMENTATION OF ADVOCACY STRATEGY</b>
<b>PRIORITISATION OF ADVOCACY ISSUES</b>	<b>CREATION OF CORE MESSAGES</b>	<b>MONITORING AND EVALUATION</b>