



Developing Policy Advocacy Strategies

Facilitator's Manual

ADVANCING PARTNERS & COMMUNITIES



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About the Local Capacity Initiative

The LCI was established by the U.S. Government in 2013. Its goal is to strengthen the sustainability of national HIV and AIDS responses by increasing the capacity of civil society organizations (CSOs) to conduct advocacy that helps local health systems more effectively address HIV. The LCI is implemented through two funding mechanisms—direct funding of CSOs and funding of capacity-building technical assistance.

Organizations were funded in Botswana, Cameroon, the Caribbean, Central Asian Republics, Dominican Republic, Ghana, Guyana, India, Mozambique, Papua New Guinea, Rwanda, Thailand (including partners in Laos and Vietnam), Uganda, and Zimbabwe. Grants are three-year awards running from 2013/14 to 2016/17 and made by USAID and CDC. The focus of many of the grants is addressing policy barriers that impede access to HIV and other health services among key populations (KPs).

Two USAID-funded projects, the Health Policy Project (HPP) and Advancing Partners & Communities (APC), work with country LCI teams to assess and strengthen the organizational development and advocacy capacity of LCI grantees. Technical assistance supports grantees to implement the program and enhances their policy and advocacy programming with a focus on organizational sustainability.

This learning package was developed to support the work of several LCI consortia implementing LCI programs and focusing on policy advocacy. These LCI-funded consortia, led by the LCI grantees Cameroon Baptist Convention Health Board, Raks Thai Foundation, and Botswana Family Welfare Association, work in Botswana, Cameroon, Laos, Thailand, and Vietnam. Under the APC project, FHI 360 provided technical assistance to these organizations to strengthen their advocacy and organizational capacity.

Acronyms

AIDS	acquired immunodeficiency syndrome
APC	Advancing Partners & Communities
ARV	antiretroviral
BCC	behavior change communication
CBO	community-based organization
CDC	U.S. Centers for Disease Control and Prevention
CEO	Chief Executive Officer
CSO	civil society organizations
FBN	faith-based network
HHS	U.S. Department of Health and Human Services
HIV	human immunodeficiency virus
HPP	Health Policy Project
HR	human resources
HRSA	Health Resources and Services Administration
IEC	information, education, and communication
IMF	International Monetary Fund
KP	key population
LCI	Local Capacity Initiative
M&E	monitoring and evaluation
MOH	Ministry of Health
NAC	National AIDS Council
NGO	nongovernmental organization
OGAC	Office of the Global AIDS Coordinator
PATH	Program for Appropriate Technology in Health
PLHIV	people living with HIV
PMP	performance monitoring plan
PR	public relations
SOP	standard operating procedure
TWG	technical working group
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
USAID	U.S. Agency for International Development
USG	United States Government
WHO	World Health Organization

Overview

The LCI created this learning package for face-to-face workshops focused on developing an advocacy strategy, specifically to advocate for policy change to address barriers to HIV prevention, care, and treatment services. Although it was designed for local organizations that are working on HIV and AIDS advocacy issues, the activities and examples could be adapted by subject matter experts to address other health or social welfare issues. The learning package consists of this facilitator's manual, PowerPoint slides, and participant handouts to use during the sessions and as job aids after the workshop concludes.

This five-day workshop builds upon numerous existing curricula (see Annex 1) and is tailored to meet the specific needs of LCI grantees. Based on experiences and feedback gathered from field-testing this workshop in three countries, the LCI team developed this adaptable learning package that organizations can use with staff to enhance knowledge around policy advocacy and develop a policy advocacy strategy.

Workshop Goals and Objectives

The goals of this workshop are to introduce participants to the components of a policy advocacy strategy and to show them how to apply what they have learned to their work.

After completing this workshop, participants will be able to:

- Define key concepts such as policy, advocacy, and policy change and differentiate between policy advocacy and other similar concepts
- Describe the basic steps of policy development and highlight when advocacy activities may be incorporated to influence the process
- Define a policy issue to explore during the workshop and determine the most appropriate policy solution using a root-cause analysis technique
- Review the differences between goals and objectives and develop appropriate goals and objectives for a draft advocacy strategy
- Define primary and secondary target audiences, use a power map to illustrate stakeholders and their positions related to a policy advocacy objective, identify target audiences, and apply audience analysis techniques to specific target audiences
- Describe the reasons to form partnerships and the various types of partnerships available for conducting policy advocacy; identify potential partnerships for the draft policy advocacy strategy
- Identify the steps required to develop and deliver an effective advocacy message and create an advocacy message based on the draft strategy
- Describe the types of activities that can be used to support advocacy objectives and identify specific activities to support an objective in the draft advocacy strategy
- Identify types of resources needed to implement an advocacy strategy and plan how to obtain the necessary resources
- Describe basic principles of monitoring and evaluation (M&E) and the use of M&E to demonstrate progress toward accomplishing advocacy goals and objectives
- Create and present the draft advocacy strategy developed during the workshop and provide constructive feedback to other participants

During the workshop, participants will use their own policy issues to practice applying the steps required to develop a policy advocacy strategy, and by the end of the workshop, they will have completed a draft advocacy strategy that they can refine and strengthen after the workshop.

A compilation of the purpose and objectives for each session can be found in Annex 2. Consider using the compilation as a participant handout for easy reference and to open and close each session.

Who Can Benefit from This Workshop

This workshop is ideally suited to staff members of community-based organizations (CBOs) that are considering or currently implementing policy advocacy activities. Participants should have a working knowledge of their policy area. They do not need to be experts, but they should be familiar with the overall issue they hope to address, stakeholders who influence the policies, the policy process for the issue of interest, potential barriers to policy change, and the current political landscape in their region.

Training Approach

This workshop embraces adult learning principles and is designed to build on the knowledge, curiosity, and active engagement of participants. It is critical that participants come to the workshop prepared to focus on a real-life advocacy issue that they have described in a prework assignment, embrace the processes and concepts introduced, engage fully in the activities, and use the participant handouts and materials supplied.

The 15 sessions include presentations by the facilitators and participants, discussions to encourage deeper understanding of the concepts, and activities in which participants work in small groups and practice using tools and worksheets designed to develop skills and support the advocacy strategy development process. To encourage maximum participation, we recommend no more than 15 to 20 participants per training event with two experienced co-facilitators. When participants are engaged in small group work, we suggest no more than four to five people per group. Ideally, the venue will provide chairs and small tables that can be easily moved to accommodate the various activities. Each session has an accompanying PowerPoint presentation to introduce concepts, encourage participant interaction, and structure the activities.




Introduction to the Facilitator’s Manual

This facilitator’s manual provides the guidance and materials that facilitators need to deliver a comprehensive training. It contains guidance on how to:

1. Use this document and other associated materials (e.g., sample agenda, PowerPoint slides, session plans, participant handouts/tools)
2. Connect with participants before and after the training
3. Organize the event (speakers, venue, etc.)
4. Evaluate whether the participants learned and continue to use their new skills

For ease of use, each session plan follows the same template and includes:

- The purpose of the session
- The objectives of the session
- The session preparations to complete in advance of the session and suggestions for how to arrange the room
- A list of materials needed for the session
- The total time allocated for the session
- Step-by-step instructions describing how to conduct the session
- Information to convey to participants in your own words (highlighted in orange text)
- Questions to ask participants to encourage discussion and appropriate responses to “probe for”
- Slide miniatures to cue facilitators about which slide to project
- Guidance about possible adaptations included in the activity descriptions; look for italicized notes in highlighted text boxes that say *Notes:*
- Photos of activities/flip charts from other training events to serve as models
- Icons to cue facilitators about the type of activity or material needed:

 indicates a flip chart prepared (in advance)	 indicates a group discussion	 indicates a participant handout
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Preparing for the Workshop

Although there are many resources that provide detailed guidance on how to conduct a training/learning intervention, we provide below a few of the key steps that will help ensure success. These steps have been organized by when they should be conducted, in advance of the workshop.

Three months in advance

- Agree on the goals and objectives of the workshop with sponsors, the organization’s administrators, and intended participants and decide how “success” will be evaluated (see guidance on page 6).
- Agree on a budget and set aside the necessary funds.
- Decide on dates, procure a venue (see room set-up diagram in Annex 3), a caterer, equipment supplier (e.g., computer, projector, screen, flip chart stands), translation services, and other vendors as needed. (If your training venue does not have the capacity to project the PowerPoint

slides, we recommend transferring the content of the slides onto flip charts and/or providing the participants with handouts of the slide miniatures on note-taking sheets.)

Two months in advance

- Select a team of facilitators (see *Role of the Facilitator* on page 7) and participants. Ideally, the workshop would have no more than 20 participants.
- Agree on roles and responsibilities for facilitators, administrative staff, and participants.
- Send invitations with a summary agenda to participants and confirm their attendance for the workshop dates.
- Interview participants and their supervisors to learn about their organization, their situation, and their challenges and expectations for the workshop. Ensure that participants have the necessary organizational support before, during, and after the workshop to gain maximum benefit from the organization's investment in the workshop.
- Develop/adapt the curriculum to address the knowledge and skills deficits of the participants, and finalize the agenda and timing for sessions based on participants' needs (see guidance on page 5). While reviewing/adapting the session plans, use the white space in the margins to make your own notes. Some facilitators may prefer to print handouts/slide miniatures from the PowerPoint presentations to capture their session/activity notes.

One month in advance

- Make travel/lodging arrangements as needed for facilitators and participants.
- Make arrangements with guest speakers. The speakers may include the program's donor, a local well-respected advocate, or the executive director of the organization sponsoring the workshop.
- Share the prework assignment (Annex 4) with participants at least three weeks prior to the start of the workshop; collect and review prework assignments at least one week before the workshop.
- Procure ample supplies to have available as needed during every session:
 - Pens and blank paper for notetaking
 - Flip chart paper
 - Tape, mounting putty, or tacks for posting flip charts on walls
 - Colored markers
 - Post-it Notes (i.e., sticky notes, in various sizes/colors)
 - Scissors
- Procure/print the materials needed for each session (listed on the first page of each session plan).
- Prepare flip charts in advance as noted in the session plans. If translation is required, ensure that all participant materials, including the content of prepared flip charts, are translated.
- Confirm venue and start times and remind participants of workshop expectations—especially the importance of completing the prework assignment—several days before the workshop.

Connecting with Participants before the Workshop

Confer with participants before the workshop to gain a full appreciation of their knowledge and skills, strengths and deficits, and other factors that may support or hinder their success in developing and implementing a policy advocacy strategy. The better a facilitator understands participants and their situations before the workshop, the more effectively the workshop can be tailored to their needs.

Share with the participants the workshop objectives, agenda, and prework assignment (see Annexes 2, 5, and 4) at least two weeks before the event and request that the assignment be submitted to facilitators at least a week before the workshop. Through the prework, initiate a discussion with participants about the issues they would like to address through advocacy. When feasible, determine how they can work in a small group before, during, and after the workshop to complete their prework assignment, develop a policy advocacy strategy, and implement their strategy, respectively. The information gathered through these initial connections with participants is invaluable when deciding how to adapt the workshop to suit their needs and tailor sessions and examples to the participants' context.

Grouping the Participants

An important aspect of tailoring the workshop is ensuring that participants are organized into small groups that allow them to apply what they are learning before, during, and after the workshop. These group members should share the same advocacy goals and objectives. While it is not absolutely necessary to establish the small groups before the workshop, facilitators must decide in advance how they will structure the small groups—keeping in mind that small groups established in advance will provide a richer learning opportunity. There are several options for organizing participants into groups:

- **Option One.** All the participants attending the workshop are from one organization and wish to develop a single advocacy strategy. Consider in advance the roles and responsibilities for developing and carrying out the strategy, and organize participants into small groups so that each small group can focus on a single component of the overall strategy.
- **Option Two.** The participants are from multiple organizations and each organization will be developing an advocacy strategy of its own. In this situation, participants should convene in organizational teams to complete small group activities.
- **Option Three.** The participants are from multiple organizations but are part of a joint coalition working on the same advocacy goal and objectives. Participants might undertake the activities as mixed small groups (representation from each organization in each small group) with each group focusing on a different objective after the goals and objectives session. Or, each small group could be composed of participants from a single organization with each small group/organization focusing on an objective(s). The small groups will be presenting and sharing their ideas/plans throughout the workshop to ensure that they form a cohesive strategy.

Regardless of how these fixed small groups are configured, limit the total number of groups to five or fewer. If there are more than five small groups, the report-out period after small group activities will be too long. Also, if there are more than five people in a small group, the group as a whole will be less engaged/productive. For some of the workshop activities, it may be desirable to organize participants at random to encourage cross-pollination of ideas. However, many activities require the fixed small groups to continue working together to develop the various pieces of their advocacy strategy.

Adapting the Curriculum Based on Participants' Needs

Review the objectives for each session and modify the activities and time allocated with the needs and characteristics of the participants and the organizations they represent in mind. Modify the sample agenda included in Annex 5 to reflect any changes. If conducted as planned, the workshop is a five-day event of approximately 6.5 hours per day (eight hours with breaks and lunch), except the final day, which is a half day. When adapting the curriculum/agenda, be mindful of:

- Participants' knowledge of policy advocacy. For more advanced groups, less time may be needed to introduce new concepts. However, if participants are new to policy advocacy, ensure that sufficient time is allocated for them to reflect on and digest the new concepts.
- The amount of time allocated for group work. It is essential that participants are provided an opportunity to discuss and apply concepts. Take into account how much time participants might need to understand the instructions, discuss their strategy, address the questions, and also prepare any flip charts or requirements for reporting out. If translation is required, build in extra time for the simultaneous translation.
- The composition of the small groups and goals of the participants. If the group is a consortium coming together, they may wish to have additional time to consolidate activities into a cohesive strategy at the end of the process, or in between sessions.

Any of the materials (e.g., examples, case studies) can be adapted to make them relevant for the participants and their specific needs. Adaptations must be technically accurate and carried throughout the curriculum to maintain consistency.

Supporting Participants after the Workshop

If possible, arrange for the facilitators to provide ongoing support to participants as they complete their draft strategy and apply the concepts introduced during the workshop to their real-world work setting. For this to happen, it is helpful to speak with the funder or sponsor of the workshop in advance to make arrangements for follow-up support. Participants can send progress updates to facilitators as they finalize their strategies and implement them. Facilitators can provide timely guidance to participants as they work through challenging situations. This post-workshop interaction also increases the facilitators' understanding of how participants apply what they have learned in a range of circumstances and identifies where participants need additional practice to achieve mastery. Participants will likely appreciate the follow-up support.

If feasible, arrange for the participants to continue sharing lessons learned with each other as they implement their strategies. For participants from the same organization or consortium, this should happen naturally. If participants are from different organizations working on different policy issues, it may be possible to conduct a series of webinars where participants can share challenges and brainstorm possible solutions with other participants and the facilitators.

Evaluating the Workshop

A participant satisfaction survey form is included in the final session. This will help determine the degree to which the participants liked the training and found it relevant to their jobs.

A pre-/post-test and answer key are included in Annex 6 to measure the degree to which participants acquired the knowledge or skills the training intended to impart.

Depending on your goals for the workshop, additional formal evaluations could be developed (e.g., follow-up interviews or observations of participants, objective monitoring of the participants' implementation of their advocacy strategies). In addition to the formal assessments, facilitators are encouraged to conduct informal assessments during and after the workshop by observing the participants and noting where they excel and where they experience challenges so that the workshop can be improved.

Role of the Facilitator

Facilitator Qualifications

Facilitators for this workshop should know the subject area and have some breadth of experience in policy change, advocacy, and advocacy strategy development and implementation to help respond to questions and contextualize the materials. Ideally, facilitators will also have an understanding of the relevant content areas. Facilitators should have experience in training facilitation, particularly delivering training to participants of CBOs from resource-limited settings.

Facilitation Team

While one facilitator may be able to manage the training, because of the complexity and length of the workshop, a team of two facilitators is recommended. Sessions can be assigned to a particular facilitator based on expertise, familiarity with the issues, and background. Facilitators should decide in advance how they can share duties (e.g., one facilitator might write on the flip chart while the other brainstorms with participants, or they could assign themselves to distinct small groups whom they will monitor and help throughout the workshop).

For additional resources on facilitation, please see Annex 7.

Facilitator Responsibilities

Strong facilitation skills are needed to successfully conduct this workshop, and selection of the facilitators is key to the workshop's success. A facilitator's responsibilities include:

- Presenting key concepts clearly and concisely and ensuring that concepts are appropriately contextualized for participants
- Managing/redirecting and encouraging discussions to cover critical points and demonstrate participant understanding
- Eliciting pertinent experiences from participants' backgrounds and encouraging thoughtful reflection
- Encouraging and creating an atmosphere conducive to participant interaction
- Engaging participants in meaningful activity that supports application of new knowledge and skills
- Supervising activities of small groups to ensure that expectations are understood and met
- Managing the time and logistics
- Allowing scheduling flexibility to address questions or spend additional time on confusing topics
- Ensuring that objectives/deliverables are completed for each session and for the workshop as a whole (including additional technical assistance after the workshop as indicated/feasible)

This workshop relies heavily on small group work, with each session building on concepts and drafts developed in previous sessions. During the small group activities, facilitators must work with each one to ensure that participants understand the concepts and can apply them during the activities or discussions. While working with small groups, the facilitators' primary responsibility is to ensure that participants understand the concepts, follow instructions for the small group activities, and apply concepts correctly to address the policy advocacy problem they identified. For consistency, each facilitator should work with the same small groups throughout the workshop to build trust and understanding of their advocacy goal and strategy.

During small group work, facilitators should follow these general guidelines:¹

- Allow teams to work independently before jumping in. Position yourself nearby while groups work and observe their interactions.
- Pay attention to the conversation. If the team is getting off track or members clearly do not understand a concept correctly, do not hesitate to redirect or clarify ideas.
- Encourage the group to think critically. If the team asks you a question, respond with another question to get them thinking.
- Watch the clock. Teams may get into vigorous discussions, easily lose track of time, and thus fail to complete an activity. Provide time reminders at the mid-point and five to 10 minutes before the activity ends.
- Encourage the group to assign roles. Teams can function in an efficient and effective manner if a timekeeper, recorder, and spokesperson are assigned at the beginning of an activity.

¹ [Stronger Health Advocates, Greater Health Impacts: A Workshop Curriculum on Policy Advocacy Strategy Development, Facilitator's Guide](#). Program for Appropriate Technology in Health (PATH); 2013.

Annexes

Annex 1: Policy Advocacy Resources

Annex 2: Compilation of Purpose and Objectives for Each Session

Annex 3: Room Set-up Diagram

Annex 4: Prewrite Assignment

Annex 5: Sample Agenda

Annex 6: Pre-/Post-test Answer Key

Annex 7: Additional Resources for Facilitators

Annex 1: Policy Advocacy Resources

Tilley H, Shaxson L, Young J, Rea J, and Ball L. [10 Things to Know About How to Influence Policy with Research](#). London: Overseas Development Institute; 2017.

[A² Advocacy Training Manual](#). Analysis and Advocacy (A²) Project; 2007.

[Advocacy Capacity Assessment Tool: Facilitator’s Guide](#). Initiatives Inc. and Program for Appropriate Technology in Health (PATH); 2017.

[Evidence-Informed Policy Making \(EIPM\) Toolkit](#). Oxford, UK: International Network for the Availability of Scientific Publications (INASP); 2016.

[Evidence-Informed Policy-Making Training Curriculum](#). Strengthening Capacity to Use Research Evidence in Health Policy (SECURE Health) program; 2017.

[Advocacy in Action—A Toolkit to Support NGOs and CBOs Responding to HIV/AIDS](#). International HIV/AIDS Alliance; 2003.

[Networking for Policy Change: An Advocacy Training Manual](#). The POLICY Project, Futures Group International; 1999.

[Stronger Health Advocates, Greater Health Impacts: A Workshop Curriculum on Policy Advocacy Strategy Development, Facilitator’s Guide](#). PATH; 2013.

West Slevin K, Green C. [Networking and Coalition Building for Health Advocacy: Advancing Country Ownership](#). Washington, DC: Health Policy Project, Futures Group; 2013.

Young J, Shaxson L, Jones H, Hearn S, Datta A, Cassidy C. [ROMA: A Guide to Policy Engagement and Policy Influence](#). London: Research and Policy in Development (RAPID), Overseas Development Institute; 2014.

Annex 2: Compilation of Purpose and Objectives for Each Session

Session 1. Introduction to the Workshop: Developing Policy Advocacy Strategies

Purpose:

Welcome the participants to the workshop; review expectations, the agenda, and ground rules; and set the tone for the remainder of the workshop.

Objectives:

By the end of this session, participants will:

- Identify their expectations for the Developing Policy Advocacy Strategies Workshop
- Recall the ground rules that all participants agree to abide by during the workshop
- Share their impressions of what “policy advocacy” is

Session 2. Key Concepts and Definitions

Purpose:

Introduce basic elements of policy advocacy, provide definitions of key concepts, differentiate advocacy from other similar concepts, and identify different types of policy change.

Objectives:

By the end of this session, participants will:

- Define policy and policy advocacy
- Differentiate between policy advocacy and other similar concepts such as activism
- Develop a working definition of policy advocacy for the workshop

Session 3. The Policy Development Process

Purpose:

Review several policy development frameworks and the basic steps to develop a policy, and highlight which advocacy activities to use during the steps in the policy development process.

Objectives:

By the end of this session, participants will:

- Describe common elements of the policy development process after reviewing several policy development frameworks
- Agree on a set of steps for a generic policy development process based on reviewed examples
- Describe the types of advocacy activities that occur during the steps in the policy development process

Session 4. Overview of Steps in Advocacy Strategy Development

Purpose:

Outline the steps to develop and implement an advocacy strategy.

Objectives:

By the end of this session, participants will:

- Identify the steps for developing and implementing an advocacy strategy
- Describe the common features observed in several frameworks for developing an advocacy strategy
- Summarize the components of each step for developing an advocacy strategy

Session 5. Define the Issue and Identify a Policy Solution

Purpose:

Introduce methods to help participants define a policy issue, including criteria to assess whether an issue is well suited for advocacy and questions to determine the most appropriate policy solution.

Objectives:

By the end of this session, participants will:

- Conduct a root cause analysis during an exercise using information from their prework assignment
- Assess problems to determine their strength as advocacy issues
- Evaluate policy issues against criteria to determine the strength of the issues
- Describe policy solutions for the stated issue

Session 6. Set Goals and Objectives

Purpose:

Introduce goals and objectives of policy advocacy, review examples of the differences between goals and objectives, and develop appropriate goals and objectives for advocacy strategies in assigned small groups.

Objectives:

By the end of this session, participants will:

- Differentiate between goals and objectives
- Use established criteria to compare example policy advocacy goals and objectives
- Develop goals and objectives for their advocacy strategy

Session 7. Identify Target Audiences: Decision-makers and Influencers

Purpose:

Clarify the definitions of target audience, decision-maker, and influencer; learn why it is important to know your primary and secondary target audiences; learn how to capture information about stakeholders in a power map; and document your target audiences' level of knowledge, support or opposition, and interest in your issue.

Objectives:

By the end of this session, participants will:

- Define primary and secondary target audiences
- Describe the key elements of a power map
- Use a power map to illustrate stakeholders and their positions related to a policy advocacy objective
- List four key areas to consider when conducting a target analysis
- Apply target analysis techniques to specific target audiences

Session 8. Engage in Partnerships

Purpose:

Explore the reasons to form partnerships and the various types of partnerships available for conducting policy advocacy. Consider the characteristics of successful teams with the goal of learning to create and maintain effective partnerships.

Objectives:

By the end of this session, participants will:

- Explain reasons to engage in partnerships for policy advocacy
- Name different types of partnerships and define their advantages and disadvantages
- Describe characteristics of effective coalitions

Session 9. Create Effective Advocacy Communication

Purpose:

Introduce the components of an effective advocacy message and the process to develop and deliver the message. Give participants an opportunity to design and deliver a sample message for their advocacy strategy.

Objectives:

By the end of this session, participants will:

- Identify the steps to develop and deliver an effective advocacy message
- Develop an advocacy message based on their draft strategy
- Deliver and provide feedback on a one-minute message

Session 10. Plan Advocacy Activities

Purpose:

Review the types of activities that can be used to support advocacy objectives and identify specific activities to support an objective in their advocacy strategy.

Objectives:

By the end of this session, participants will:

- Identify activities that could be effectively used for advocacy
- Decide which specific activities to include in their advocacy strategy

Session 11. Assess Resources

Purpose:

Identify the resources needed to implement an advocacy strategy and plan how to obtain them.

Objectives:

By the end of this session, participants will:

- Identify existing resources to implement their advocacy strategy
- Identify how to access the resources needed to implement the advocacy strategy that their organization lacks

Session 12. Monitor and Evaluate Policy Advocacy

Purpose:

Review basic principles of monitoring and evaluation (M&E) and the use of M&E to demonstrate progress toward accomplishing advocacy goals and objectives.

Objectives:

By the end of this session, participants will:

- Define methods used to track success and evaluate advocacy
- Use logic models as a tool to show progress toward advocacy goals and objectives
- Describe methods for evaluating advocacy
- Develop indicators for their advocacy strategy

Session 13. Draft the Advocacy Strategy

Purpose:

Compile the work completed during the workshop into a draft advocacy strategy.

Objectives:

By the end of this session, participants will:

- Describe the components of an advocacy strategy document
- Outline sections of their advocacy strategy based on work to date

Session 14. Present Advocacy Strategies

Purpose:

Each small group will present their draft strategy and receive constructive feedback from the participants and facilitators.

Objectives:

By the end of this session, participants will:

- Present the advocacy strategy developed during the workshop
- Provide constructive feedback to other groups on their draft strategies

Session 15. Closing

Purpose:

Close the workshop, ensure that expectations were met, complete final evaluations, and thank everyone for their time.

Objectives:

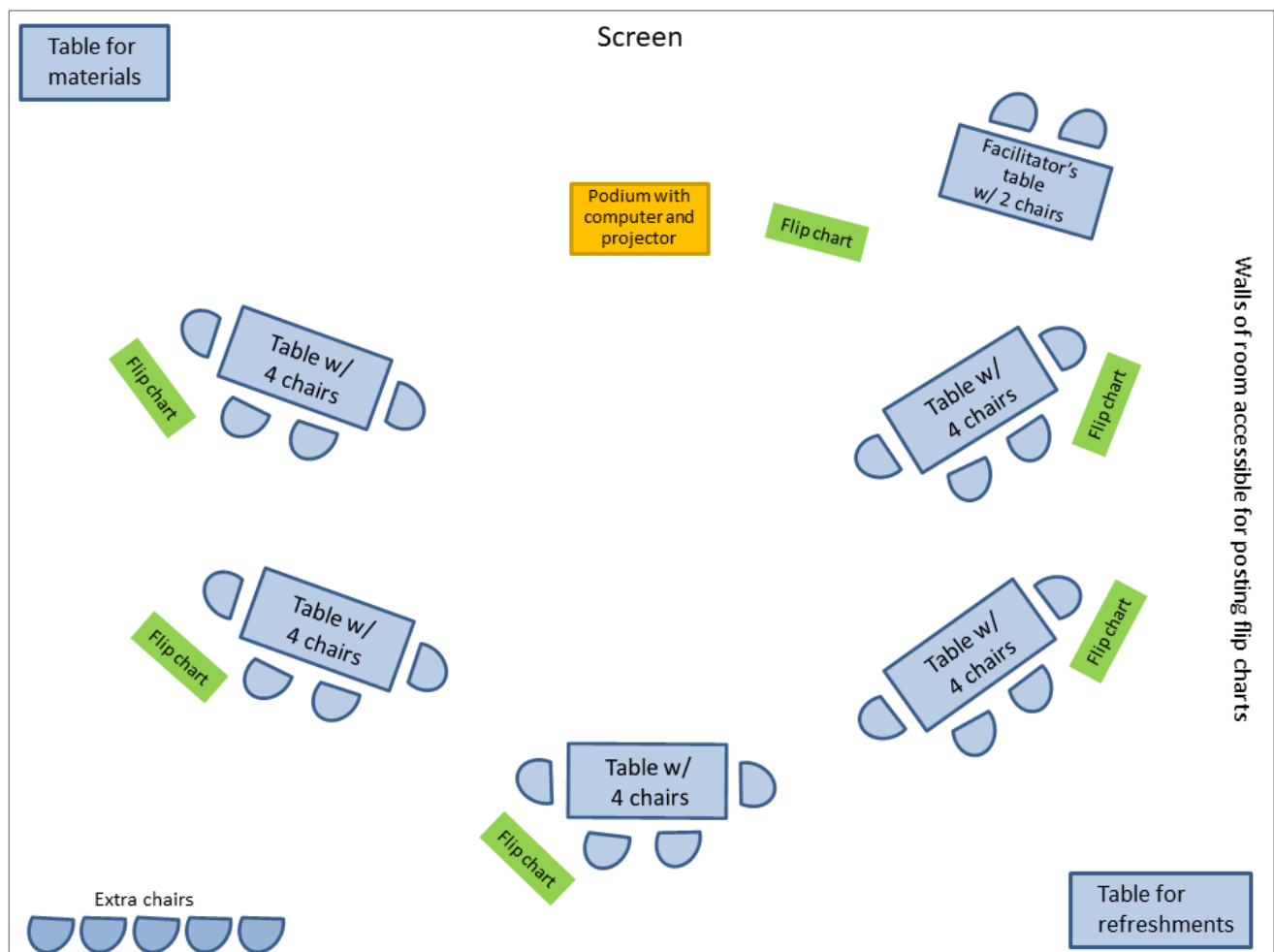
By the end of this session, participants will:

- Recap what they learned from the workshop
- Review workshop objectives to ensure that they have been met
- Share impressions of the workshop
- Complete final evaluations

Annex 3: Room Set-up Diagram

Share the diagram below with the venue organizers/vendors. Note the key features:

- Arrangement of tables and chairs facilitates both large and small group activities—the screen and main flip chart stand can be seen from everywhere in the room.
- Ample space around the tables allows small groups to work independently without disrupting nearby groups.
- Each small group has a flip chart stand adjacent to their table that can be moved into position as necessary during small group work.
- Walls of the room are accessible for posting flip charts.
- Ample electrical outlets and wireless Internet access (if available) throughout the space for laptop computers and electronic devices used at the tables and from the podium.
- Extra tables for materials and refreshments are available along with several extra chairs.



Annex 4: Pework Assignment

Pework Assignment: Preparation for the Developing Policy Advocacy Strategies Workshop

Instructions: Meet with your team (or teams) before the workshop and discuss the questions below. Note the team's responses/agreements. Send the completed assignment to the organizers one week before the start of the workshop.

- 1) What do you/your organization think is the most important policy issue (or problem) affecting key populations' (KPs') access to HIV prevention, care, and treatment services (or other target group/technical area)?
 - a. At the national level?
 - b. At the district level?
 - c. At the facility level?
 - d. At the community level?
- 2) What evidence do you have to support that these issues are problems? What additional evidence do you need to support these claims?
- 3) How could policy change (e.g., changes to policies, regulations, and standard operating procedures [SOPs]) positively affect the issue identified in Question 1?
- 4) List up to five policies, SOPs, or regulations that influence or affect the policy priority that your group has identified.
- 5) List the decision-maker(s) who oversee the policies you identified in Question 4; these can be individuals, institutions, or networks.
- 6) What people or organizations influence the decisions of your identified decision-makers? Please consider both positive and negative influence on decision-makers.
- 7) What role do you see your organization taking in conducting policy advocacy around this issue based on your experiences and organizational strengths? What could be the contribution of other local organizations?

Annex 5: Sample Agenda

Policy Advocacy Strategy Development Workshop

Dates:

Location:

Overall Goal:

The goals of this workshop are to introduce participants to the components of a policy advocacy strategy and to show them how to apply what they have learned to their work.

Objectives:

By the end of the workshop, participants will:

- Define key concepts such as policy, advocacy, and policy change and differentiate between policy advocacy and other similar concepts
- Describe the basic steps of policy development and highlight when advocacy activities may be incorporated to influence the process
- Define a policy issue to explore during the workshop and determine the most appropriate policy solution using a root-cause analysis technique
- Review the differences between goals and objectives and develop appropriate goals and objectives for a draft advocacy strategy
- Define primary and secondary target audiences, use a power map to illustrate stakeholders and their positions related to a policy advocacy objective, identify target audiences, and apply audience analysis techniques to specific target audiences
- Describe the reasons to form partnerships and the various types of partnerships available for conducting policy advocacy; identify potential partnerships for the draft policy advocacy strategy
- Identify the steps required to develop and deliver an effective advocacy message and create an advocacy message based on the draft strategy
- Describe the types of activities that can be used to support advocacy objectives and identify specific activities to support an objective in the draft advocacy strategy
- Identify types of resources needed to implement an advocacy strategy and plan how to obtain the necessary resources
- Describe basic principles of monitoring and evaluation (M&E) and the use of M&E to demonstrate progress toward accomplishing advocacy goals and objectives
- Create and present the draft advocacy strategy developed during the workshop and provide constructive feedback to other participants

AGENDA

Day 1—6.5 hours	
Time Allotted	Content
1.5 hours	<u>Session 1 – Introduction to the Workshop</u> Welcome the participants to the workshop; review expectations, the agenda, and ground rules; and set the tone for the remainder of the workshop.
1.5 hours	<u>Session 2 – Key Concepts and Definitions</u> Introduce basic elements of policy advocacy, provide definitions of key concepts, differentiate advocacy from other similar concepts, and identify different types of policy change.
1 hour	<u>Session 3 – The Policy Development Process</u> Review several policy development frameworks and the basic steps to develop a policy, and highlight which advocacy activities to use during the steps in the policy development process.
1 hour	<u>Session 4 – Overview of Steps in Advocacy Strategy Development</u> Outline the steps to develop and implement an advocacy strategy.
1.5 hours	<u>Session 5 – Define the Issue and Identify a Policy Solution</u> Introduce methods to help participants define a policy issue, including criteria to assess whether an issue is well suited for advocacy and questions to determine the most appropriate policy solution.
Day 2—6.5 hours	
2.5 hours	<u>Session 5 – Define the Issue and Identify a Policy Solution (continued)</u> Introduce methods to help participants define a policy issue, including criteria to assess whether an issue is well suited for advocacy and questions to determine the most appropriate policy solution.
1.5 hours	<u>Session 6 – Set Goals and Objectives</u> Introduce goals and objectives of policy advocacy, review examples of the differences between goals and objectives, and develop appropriate goals and objectives for advocacy strategies in assigned small groups.
2 hours	<u>Session 7 – Identify Target Audiences: Decision-makers and Influencers</u> Clarify the definitions of target audience, decision-maker, and influencer; learn why it is important to know your primary and secondary target audiences; learn how to capture information about stakeholders in a power map; and document your target audiences' level of knowledge, support or opposition, and interest in your issue.

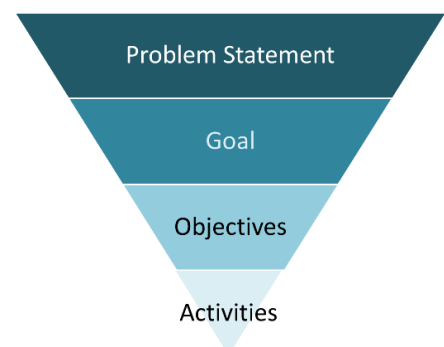
Day 3—6.5 hours	
1.5 hours	<u>Session 7 – Identify Target Audiences: Decision-makers and Influencers</u> <i>(continued)</i> Clarify the definitions of target audience, decision-maker, and influencer; learn why it is important to know your primary and secondary target audiences; learn how to capture information about stakeholders in a power map; and document your target audiences' level of knowledge, support or opposition, and interest in your issue.
1.5 hours	<u>Session 8 – Engage in Partnerships</u> Explore the reasons to form partnerships and the various types of partnerships available for conducting policy advocacy. Consider the characteristics of successful teams with the goal of learning to create and maintain effective partnerships.
3.5 hours	<u>Session 9 – Create Effective Advocacy Communication</u> Introduce the components of an effective advocacy message and the process to develop and deliver the message. Give participants an opportunity to design and deliver a sample message for their advocacy strategy.
Day 4—6.5 hours	
1.5 hours	<u>Session 10 – Plan Advocacy Activities</u> Review the types of activities that can be used to support advocacy objectives and identify specific activities to support an objective in their advocacy strategy.
1 hour	<u>Session 11 – Assess Resources</u> Identify the resources needed to implement an advocacy strategy and plan how to obtain them.
2.5 hours	<u>Session 12 – Monitor and Evaluate Policy Advocacy</u> Review basic principles of monitoring and evaluation (M&E) and the use of M&E to demonstrate progress toward accomplishing advocacy goals and objectives.
1.5 hours	<u>Session 13 – Draft the Advocacy Strategy</u> Compile the work completed during the workshop into a draft advocacy strategy.
Day 5—4 hours	
1.5 hours	<u>Session 13 – Draft the Advocacy Strategy</u> <i>(continued)</i> Compile the work completed during the workshop into a draft advocacy strategy.
2 hours	<u>Session 14 – Present Advocacy Strategies</u> Each small group will present their draft strategy and receive constructive feedback from the participants and facilitators.
30 minutes	<u>Session 15 – Closing</u> Close the workshop, ensure that expectations were met, complete final evaluations, and thank everyone for their time.

Annex 6: Pre-/Post-test Answer Key

Pre-/Post-test Answer Key: Developing Policy Advocacy Strategies Workshop

Instructions: Use the answers to evaluate the participants' responses to the test items. Ideally, facilitators will use the pre- and post-test results to identify areas where there are gaps in participants' knowledge so that the course can be adjusted accordingly. If appropriate, establish points for scoring the test and determine a "passing" score.

- 1) Define policy and policy advocacy.
policy: *a law, rule, regulation, or a set of guidelines, procedures, or norms from a higher-level authority to guide a course of action*
policy advocacy: *the deliberate process of informing and influencing decision-makers in support of evidence-based policy change*
- 2) Which of these steps are not included in the steps for developing a policy (policy development process)? *Strike through the items that are not part of the process.*
 - a. Problem identification
 - ~~b. Root cause analysis~~
 - c. Policy formulation
 - d. Placement on the policy agenda
 - ~~e. Policy analysis~~
 - f. Adoption of policy change
 - ~~g. Lobbying~~
 - h. Policy implementation
 - i. Outcome monitoring and evaluation
 - ~~j. Policy monitoring~~
- 3) What components need to be included in a problem statement?
Problem statements include the issue, who, where, and the amount.
- 4) What is a policy solution?
Policy solutions are policy changes that can be made to address a problem (e.g., eliminate a harmful policy, review or revise an existing policy, enforce an existing policy, develop a new policy, or fund a policy).
- 5) What are the relationships of a goal, objectives, and activities relative to the problem statement? Label the segments of the graphic by writing goal, objectives, and activities in the segment of the graphic where they belong.



6) What is the difference between a primary and secondary target audience?

Primary: decision-makers who have the authority to bring about the desired policy change

Secondary: people who have access to and are able to influence the primary audience

7) List two or three strategic reasons to work with partners to reach an advocacy goal.

a. Adds to the number of organizations actively working on the issue

b. Brings in new constituents to demonstrate wide-scale and diverse support for the issue

c. Improves ability to reach and persuade a wider set of policymakers and influencers

d. Helps to mitigate the influence of the opposition

e. Yields additional expertise, skills, and resources

f. Helps fill an organization’s advocacy gaps

g. Provides an element of protection or “safety in numbers”

h. May bring other benefits to any/all of the participating partners

8) What are the stages in the advocacy communication model?

Inform, persuade, move to action

9) Name one advocacy activity or product under each heading that could be done as part of an advocacy strategy.

Materials/Publications		
Report	Blog post	Peer-reviewed journal article
Fact sheet	Infographic	PowerPoint presentation
Policy brief	White paper	Newsletter
Brochure	Talking points	Photo/video library
Case study	Article	Poster
Video Clip		
Media/Communications		
Op-ed (opinion/editorial)	Interview	Press conference
Press release	Media advisory	Deskside briefing
Press briefing	Website	Installation art
Twitter account	YouTube channel	Google Hangout
Facebook account	Radio program	Letter to the editor
Webcast	Flickr	Talk show
Email, phone calls, letters	Petitions	Public awareness campaign
Poster	Billboard	Podcast

Meetings/Events		
Photo exhibit	Report launch	Task force/coalition meeting
Policy dialogue	Expert panel/debate	Cocktail reception
Private dinner	Symposium	Parliamentary briefings
Film festival	Science fair	Breakfast/luncheon meeting
Exhibit	Field/site visit	Meeting with decision-makers
Study tour	Gala	Stakeholder educational briefing
Demonstration	Summit	Advocacy training
Policy dialogue and forum	Engaging media to cover your issue/event	Mobilizing relevant groups (community members, public interest groups)
Generating data/Evidence for advocacy		
Disease transmission modeling	Data forecasting	Cost-effectiveness modeling
Budget impact modeling	Demonstration/pilot project	Review program data
Focus groups	Research studies	Pilot project

Adapted from: Stronger Health Advocates, Greater Health Impacts. PATH; 2013.

10) What is a resource?

A resource is an asset that can be used to complete an action.

Provide examples of two resources that may be required to implement an advocacy strategy.

Resources to complete an action may include contacts, skills, money, staff, and materials.

11) Name two or three methods used to evaluate advocacy.

Methods to evaluate advocacy include interviews, surveys, focus group discussions, event observation, polling, case studies, bellwether methodology, intense period debriefs, critical incident timelines, systems mapping, policymaker ratings, intercept interviews, champion tracking, media scorecards, 360-degree critical incident reviews, research panels, social media tracking, rapid response research.

Annex 7: Additional Resources for Facilitators

What is a Facilitator? Essential Skills for Effective Facilitation

<https://thetrainingclinic.com/articles/what-is-a-facilitator>

10 Tips for Effective Facilitation

http://www.globallearningpartners.com/downloads/resources/10_Tips_for_Effective_Facilitation.pdf

Tips for Effective Use of Flip Charts

http://www.globallearningpartners.com/downloads/resources/Tips_for_Effective_Use_of_Flip_Charts1.pdf

The Art of Co-Facilitating

http://www.globallearningpartners.com/downloads/resources/The_Art_of_Co-Facilitating_-_by_David_Bulger.pdf

14 Tips & Tricks Every Facilitator Should Know

<http://www.barryovereem.com/14-tips-tricks-every-facilitator-should-know/>

Learning for Performance: A Guide and Toolkit for Health Worker Training and Education Programs

https://www.intrahealth.org/sites/ihweb/files/attachment-files/learning_for_performance_guide.pdf

Presentation and eLearning Resources from the Experts at BrightCarbon

<https://www.brightcarbon.com/resources/>

Don Clarks' Collection of Tips for Instructional Design

<http://nwlink.com/~donclark/index.html>