SECTION III

III. The Advocacy Strategy

The Advocacy Strategy: Mobilizing for Action

"Two Diseases, One patient, One Community"

Global TB/HIV Working Group of the Stop TB Partnership

Introduction

As the process of harmonizing and merging the responses to HIV and TB is at an embryonic stage, galvanizing advocacy networks at global, national, district, community, and individual levels will be fundamental in having an effective response to HIV and TB.

Advocacy is both a science and an art. From a scientific perspective, there is no universal formula for effective advocacy. Nevertheless, experience shows that an advocacy campaign is most effective when it is planned systematically. Advocacy networks frame their issue, set an advocacy goal and measurable objectives, identify sources of support and opposition, research the policy audience, develop compelling messages, and mobilize necessary funds, and, at each step of the way, collect data and monitor their plan of action. Each of these steps requires distinct knowledge and skills to ensure effective and efficient implementation.

Advocacy is also an art. Successful advocates are able to articulate issues in ways that inspire others and motivate them to take action. They have a keen sense of timing and are able to recognize and act as opportunities present themselves. Successful advocates are skilled negotiators and consensus builders who look for opportunities to win modest but strategic policy gains while creating still other opportunities for larger victories. Artful advocates incorporate creativity, style, and even humor in their advocacy events in order to draw public and media attention to their cause. The art of advocacy cannot be taught through a training workshop; rather, it emerges from the network members themselves. Advocacy training provides the tools, but participants must add the spark.

Section III of the manual could alternatively be titled "Pulling It All Together: How to Manage an Advocacy Campaign." In Section I, the network learned about the characteristics of and practiced the skills that form the groundwork for a collaborative and trusting working relationship. In Section II, participants explored and gained a deeper understanding of the policy environment as the context within which their advocacy efforts will take place. Section III, the final section of the manual, is dedicated to the nuts and bolts of an advocacy campaign. The units in Section III correspond to the different steps of the advocacy process and help participants acquire and build the technical skills needed to implement each step successfully.

SECTION III
UNIT 1

III. The Advocacy Strategy 1. What Is Advocacy

What Is Advocacy?
Background Notes

A major challenge in continuing to harmonize the response to TB and HIV is how to attract and maintain attention for TB on the part of the AIDS community and vice versa. A key opportunity for the development of HIV/TB advocacy is at the biennial International AIDS Society (IAS) AIDS Conference and the annual conference of the International Union Against Tuberculosis and Lung Disease (IUATLD). Major global HIV and TB initiatives need to embrace TB and HIV as a key component of their activity.

There are as many definitions of advocacy as there are groups and networks advocating. However, each definition shares common language and concepts. Advocacy is first and foremost a process, occurring over unspecified amounts of time, sometimes brief and often lengthy. Advocacy is also strategic and targets well-designed activities to key stakeholders and decisionmakers. And lastly, advocacy is always directed at influencing policy, laws, regulations, programs, or funding—decisions made at the upper-most levels of public or private sector institutions.

Advocacy includes both single-issue, time limited campaigns as well as ongoing work undertaken around a range of issues. Advocacy activities may be conducted at the national, regional, or local level.

Within the TB/HIV policy arena, advocacy efforts might address such things as enactment of a national policy encouraging collaboration between TB and HIV control programs and integrating separate TB and HIV services. Operational TB/HIV policies—where specific resource allocation and service delivery guidelines are formulated—are also potential objects for advocacy campaigns.

In Unit 1, the network members define advocacy for themselves and gain a thorough understanding of the concept and the strategy by exploring the various steps involved in an advocacy campaign. In addition, the participants identify the characteristics of advocacy that distinguish it from the related concepts of information, education, and communication (IEC); public relations; and community mobilization.

> **Advocacy** is a set of targeted actions directed at decisionmakers in support of a specific policy issue.

OBJECTIVES
By the end of this unit, participants will be able to
- Define advocacy
- Identify the steps in the advocacy process
- Distinguish advocacy from related concepts.

TIME
4 hours and 5 minutes
MATERIALS/HANDOUTS
- Newsprint, markers, and tape
- Copies of handouts
  - III.1.1 Background Notes
  - III.1.2 Sample Definitions of Advocacy
  - III.1.3 Steps in the Advocacy Process
  - III.1.4 Advocacy and Related Concepts
- Card template, "Steps in the Advocacy Process"

PREPARATION
- Invite an expert who is knowledgeable about the importance of tackling HIV and TB through a joint integrated response to HIV/TB. This person could be a community leader, a practitioner, an NGO representative, or district or regional level health officer. You could also consider inviting HIV/AIDS or TB activists who have experience in lobbying the government on HIV/AIDS or TB issues. Ensure the speaker is knowledgeable about HIV/TB advocacy and can clearly articulate the importance moving towards an integrated care and treatment approach to addressing HIV and TB. Ask the presenter to speak for no more than 30 minutes; explain that there will be time for questions and discussion.
- For Activity 3, copy and cut three sets of "Steps in the Advocacy Process" cards using the template at the end of the unit. Each set of cards should be on a different color paper or card.
- For Activity 4, draw the chart "Advocacy and Related Concepts" on newsprint.

> Participants from the 3rd Global TB/HIV Working Group meeting (WHO) met in Montreux Switzerland in June 2003. The participants were struck by the extent to which there was common ground between the TB and HIV communities. The goal of addressing the HIV/TB epidemic, as one community was clear, particularly as there were broad representation of TB and HIV communities were present. A senior HIV official from the Ugandan National AIDS programme expressed great optimism in the joint action approach in Uganda. Also during the meetings, evidences of effectiveness of the joint action were shared. Modification in risky sexual behavior in Malawi, and six-fold increase in individuals getting HIV tested were reported. The participants left the meeting with the key lesson that "it is joint action that works, not TB or HIV programs working in isolation". This mobilization for joint action is an important milestone in achieving the goal of reducing the health burdens of HIV and TB in the world. [10]

[10] Extract from 3rd Global TB/HIV Working Group Meeting Notes. Montreux, Switzerland, June, 2003. http://www.who.int/docstore/gtb/publications/tb_hiv/2003_327/tbhiv_3rdwg03.pdf

ACTIVITY 1
What Is Advocacy?
Time: 1 hour and 5 minutes

Introduction (5 minutes)
Introduce the unit by reviewing the objectives and following major points:

- Advocacy is both a science and an art. From a scientific perspective, while there is no universal formula for effective advocacy, experience has shown that advocacy is most effective when it is planned systematically.
- Networks must follow and include specific steps when designing and implementing an advocacy campaign; each step requires distinct knowledge and skills.
- Advocacy is also an art. Successful advocates are able to articulate issues in ways that inspire and motivate others to take action. Successful advocates are skilled negotiators and consensus builders who look for opportunities to win modest but strategic policy gains while creating still other opportunities for larger victories.
- Artful advocates incorporate creativity, style, and even humor into their advocacy events in order to draw public and media attention to their cause.
- The art of advocacy cannot be taught through a training workshop; rather, it emerges from within network members themselves. Advocacy training provides the tools, but participants must add the spark.
- Section III of the manual is designed to teach both the science and the art of designing and implementing an advocacy campaign. The units in Section III correspond to the different steps of the advocacy process. Participants will learn how to use advocacy strategies and tools to influence decisionmakers and bring about more favorable TB/HIV policies and programs.

Expert Speaker (1 hour)

1. Introduce the speaker.
2. After the presentation, moderate a question-and-answer session for approximately 20 minutes.
3. Thank the presenter and conclude the activity.

Note to Facilitator: Constella Futures, through various projects, has conducted advocacy workshops in many non-English speaking countries, in languages that range from Arabic to Spanish, Russian, French, Turkish, Romanian, and Portuguese. In many instances, the concept of advocacy did not translate readily into the local language such that workshop participants spent considerable time finding the most accurate word or phrase. While it may be helpful to consult with local advocacy groups/experts to determine the most appropriate translation for "advocacy," it is the participants themselves who must select and agree on the word or phrase that most accurately conveys the local culture's concept of advocacy.

ACTIVITY 2
Defining Advocacy
Time: 1 hour

Brainstorming (15 minutes)

1. Write advocacy on the flipchart and ask participants to brainstorm words that come to mind when they hear the word advocacy.
2. Record everyone's responses and include all contributions. If words or phrases are repeated, simply add a tick mark (v) next to the repeated phrases
3. The brainstorming activity should elicit responses such as those below.

Advocacy

- ✓ Defending
- ✓ Sensitizing
- ✓ Change
- ✓ Persuasion
- ✓ Exposure
- ✓ Communication
- ✓ Providing a solution
- ✓ Influence
- ✓ Intervening
- ✓ Decisionmaking
- ✓ Selling an idea
- ✓ Lobbying
- ✓ Attracting attention

Small Groups (45 minutes)

1. Divide participants into small groups of four to five persons.
2. Instruct each group to draft a definition of advocacy. Encourage the groups to use the words on the flipchart to prepare their definitions. Allow 15 minutes.
3. Ask the groups to write their definitions on newsprint and post them on the wall.
4. Read each definition aloud and discuss the definitions by asking the group to identify the following:
   - Similarities among the definitions (i.e., words or phrases that appear in more than one definition). Circle the commonalties with a colored marker.
   - Elements that are unique to a definition (i.e., not repeated in any of the other definitions). Circle the unique words or phrases with a different colored marker.
5. Ask participants to decide whether one of the posted definitions should be the network's agreed-upon definition of advocacy or whether they want to craft a new definition by using the common elements and ideas represented in their definitions.
6. Using clean newsprint, help the group write a definition that reflects the full group's input; post the definition in a location where it can remain throughout the workshop.
7. Distribute Handout III.1.2 and review the definitions listed. The definitions come from a variety of sources, including international advocacy organizations and a POLICY partner network in Ghana.
8. Ask participants to review the definitions and identify points that are consistent with their own definition.

Transition

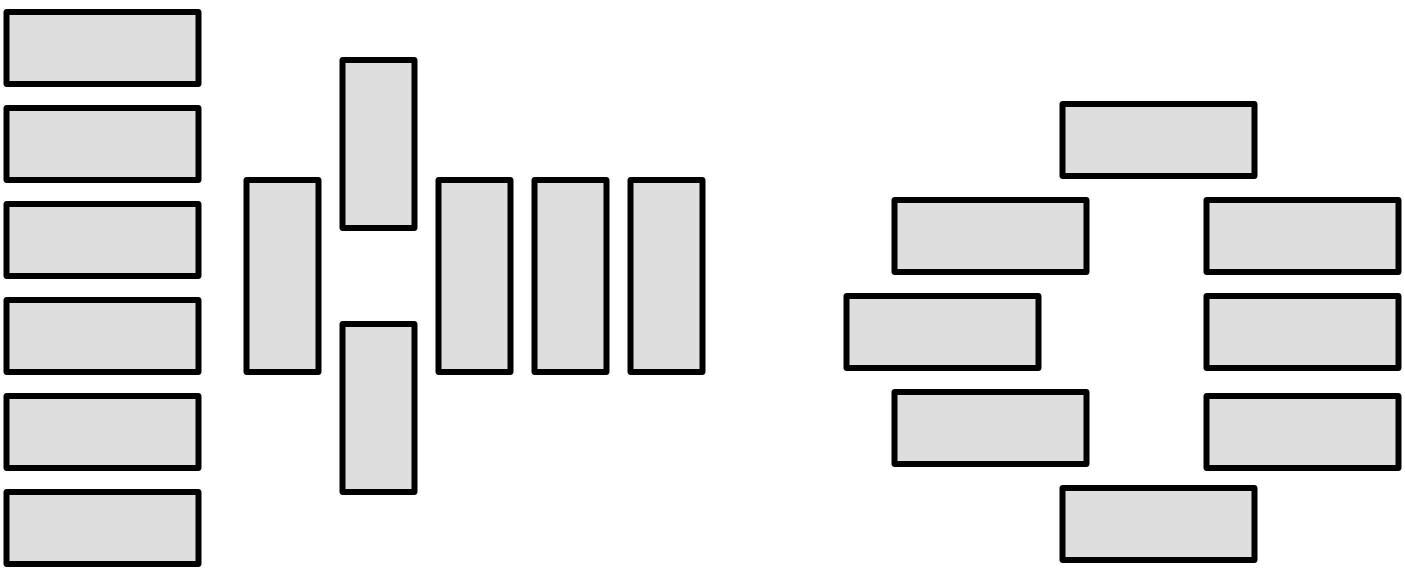
Now that participants have reached consensus on a working definition of advocacy, they will look at the different steps that comprise the advocacy process. Experience shows that advocacy is rarely an orderly, linear process. Some of the most successful advocacy efforts have resulted from rapid responses to needs and/or opportunities and have materialized amid chaotic environments. The ability to seize opportunities, however, does not replace the importance of a sound process and careful planning. The next activity demonstrates that looking at advocacy in a systematic way helps networks plan and implement effective advocacy campaigns.

ACTIVITY 3
Steps in the Advocacy Process
Time: 1 hour and 15 minutes

Sequencing the Steps (45 minutes)

1. Divide participants into three teams.
2. Distribute one set of advocacy cards to each team. Be certain that the cards are NOT in the correct order when you give the sets to the teams.
3. Explain that each card in the set has one step of the advocacy process written on one side and a brief definition/explanation of the step on the other side.
4. Ask each team to read the cards and reach consensus on the order that would be followed to plan and implement an advocacy campaign. Allow 20 minutes.

Note to Facilitator: Generally, the teams order their cards to look something like the following.



5. Ask the teams to post their cards on the wall or display them on the floor so they are visible to the full group. If possible, have all three sets of cards displayed near one another so that participants can make comparisons.
6. When each team has posted its cards, ask participants to gather around the three arrangements and to identify similarities and differences.
7. Refer to the first set of cards and ask Team 1 members the following:
   - Did everyone agree on the final order?
   - Where did group members disagree on the sequence of cards and what were the areas of debate?
   - Which, if any, steps did participants have difficulty understanding?
8. Ask the other participants if they have questions for the team.
9. Repeat the process for Teams 2 and 3.
10. When all three teams have presented their work, lead a general discussion structured around the following questions:
    - Did the teams all start with the same step? Did they have the same or different ending step?

- Were there any steps that were ordered concurrently in the process?
- Were any important steps left out of the process?

Presentation on the Advocacy Process (30 minutes)

1. Explain to participants that the purpose of the sequencing activity 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.
2. **Distribute Handout III.1.3**: Steps in the Advocacy Process or present it on an overhead transparency or flipchart.
3. Briefly explain each of the steps in the process by using the notes below as a guide. Write key words and phrases on newsprint as you go through each step. Explain that the remaining units in the workshop will address each of these steps in greater detail, but not in the same sequence as in the model. Some steps are combined in a unit (e.g., message development and channels of communication).

<u>Steps in the Advocacy Process</u>

I. Define the Issue. Advocacy begins with an issue or problem that the network agrees to support in order to promote a policy change. The issue should meet the network's agreed-upon criteria and support the network's overall mission (e.g., issue is focused, clear, and widely felt by network constituents). Ask participants to identify ways in which the network could identify issues. Include the following:

- Analysis of the external environment, including political, economic, social, and other factors;
- Organizing issue identification meetings;
- Collecting and analyzing data about the TB/HIV situation (DHS, district registry, population census, national MDR surveys, TB/HIV/STI clinic records, etc.); and
- Personal testimonies and stories

II. Set Goal and Objectives. A goal is a general statement of what the network hopes to achieve in the long term (three to five years). The advocacy objective describes short-term, specific, measurable achievements that contribute to the advocacy goal.

III. Identify Target Audience. The primary target audience includes the decisionmakers who have the authority to bring about the desired policy change. The secondary target audience includes persons who have access to and are able to influence the primary audience—other policymakers, friends or relatives, the media, religious leaders, etc. The network must identify individuals in the target audience, their positions, and relative power base and then determine whether the various individuals support, oppose, or are neutral to the advocacy issue.

IV. Build Support. Building a constituency to support the network's advocacy issue is critical for success. The larger the support base, the greater are the chances of success. Network members must reach out to create alliances with other NGOs, networks, donors, coalitions, civic groups, professional associations, women's groups, activists, and individuals who support the issue and will work with you to achieve your advocacy goals. How do you identify potential collaborators? Members can attend conferences and seminars, enlist the support of the media, hold public meetings, review publications, and use the internet.

V. Develop the Message. Advocacy messages are developed and tailored to specific target audiences in order to frame the issue and persuade the receiver to support the network's position. There are three important questions to answer when preparing advocacy messages: Who are you trying to reach with the message? What do you want to achieve with the message? What do you want the recipient of the message to do as a result of the message (the action you want taken)?

VI. Select Channels of Communication. Selection of the most appropriate medium for advocacy messages depends on the target audience. The choice of medium varies for reaching the general public, influencing decisionmakers, educating the media, generating support for the issue among like-minded organizations/ networks, etc. Some of the more common channels of communication for advocacy initiatives include press kits and press releases, press conferences, fact sheets, a public debate, a conference for policymakers, etc.

VII. Raise Funds. Advocacy campaigns can always benefit from outside funds and other resources. Resources can help support the development and dissemination of materials, cover network members' travel to meet with decisionmakers and generate support, underwrite meetings or seminars, absorb communication expenses, etc. Advocacy networks should develop a fundraising strategy at the outset of the campaign to identify potential contributors of financial and other resources.

VIII. Develop Implementation Plan. The network should develop an implementation plan to guide its advocacy campaign. The plan should identify activities and tasks, responsible persons/committees, the desired time frame, and needed resources.

<u>On-going Activities</u>

Collect Data. Data collection supports many of the stages of the advocacy process shown in the model. Advocacy networks should collect and analyze data to identify and select their issue as well as develop advocacy objectives, craft messages, expand their base of support, and influence policymakers. Data collection is an ongoing activity for the duration of the advocacy campaign.

Monitor and Evaluate. As with data collection, monitoring and evaluation occur throughout the advocacy process. Before undertaking the advocacy campaign, the network must determine how it will monitor its implementation plan. In addition, the group should decide how it will evaluate or measure progress and results. Can the network realistically expect to bring about a change in policy, programs, or funding as a result of its efforts? In specific terms, what will be different following the completion of the advocacy campaign? How will the group know that the situation has changed?

4. In closing, remind participants that advocacy activities are often carried out in turbulent environments. Frequently, networks do not have the opportunity to follow each step in the advocacy process according to the model presented here. Nevertheless, a systematic understanding of the advocacy process will help advocates plan wisely, use resources efficiently, and stay focused on the advocacy objective.

ACTIVITY 4
Advocacy and Related Concepts
Time: 45 minutes

Note to Facilitator: After reviewing the various definitions of advocacy and the steps in the advocacy process, participants should have a clear sense of the meaning of advocacy. Nevertheless, advocacy is often confused with other concepts that share common elements—IEC (information, education, and communication), public relations, community mobilization, and social marketing. It is helpful to describe these other concepts to reduce any remaining confusion.

1. Explain that Activity 4 is designed to compare and contrast advocacy with related concepts.
2. Show participants the chart you have prepared on newsprint.

Advocacy and Related Concepts

Concept/Approach	Target Audience	Objective	How Do You Measure Success?
IEC			
Public Relations			
Advocacy			
Community Mobilization			

3. Help participants fill in the chart, beginning with IEC. Ask the group the following questions:
   - Who has managed or implemented an IEC campaign?
   - Who is the target audience of an IEC campaign? (Possible responses include women, men, youth, residents of a predetermined geographic area, etc. While audiences vary from one IEC campaign to the next, they typically constitute a particular population defined by sex, age, geography, etc. Write participants' response in the appropriate box on the chart.)
   - What is the objective of an IEC campaign? (Responses should include "raise awareness or change behavior." Write behavior change in the appropriate box.)
   - How do you measure the success of an IEC campaign? In other words, what objective indicators of change will tell IEC campaign organizers that their campaign has succeeded? (Responses will vary according to the campaign's objective, but write several examples in the box, such as the number of condoms distributed, community perceptions of the link between TB and HIV, community perceptions of TB treatment in PLHA)
4. Continue to complete the chart for Public Relations (PR), adapting the questions listed above. Ask the group to think about a local business and to consider how the company uses public relations and advertising to promote its services or products. Using the local example, complete the PR row of the chart. An example from a workshop in Mexico follows:

Business	Aeroméxico, a large Mexican airline
Target Audience	Mexican consumer
Objective	To promote company image and boost sales
Measure of Success	Increased ticket sales; percent increase of new passengers

5. Now, help the group think about an advocacy campaign. Repeat the same questions and fill in the answers on the chart. Common answers for the advocacy questions follow:

Target Audience	Policymakers (the decisionmakers with the authority to affect the advocacy objective)
Objective	To change policies, programs, or the allocation of public resources
Measure of Success	Adoption of a new or more favorable policy/ program; percent shift in resource allocation; new line item in a public sector budget, integration of TB/HIV services etc.

6. Finally, ask the group to think about the concept and practice of community mobilization and then complete the chart. Use the following example to help guide the discussion:

Target Audience	Community members and leaders
Objective	Build a community's capacity to rank its needs and take action
Measure of Success	Increased participation in and ownership of the problem-solving process. Increased contribution in form of time and resources.

7. Summarize the activity by moderating a discussion organized around the following questions:
   - What characteristics do all four of these approaches share? Among the range of answers, participants might note that all four approaches include strategies for promoting change and are most effective when planned systematically.
   - How does advocacy stand apart from the other approaches? Advocacy always seeks to change a policy, resource allocation, or operational policy. Advocacy efforts usually include an IEC component to raise the awareness of key audiences, but advocacy does not stop with awareness rising. The advocacy process is complete when a policymaker implements the prescribed policy action. While the general public may be one of the audiences for an advocacy campaign, the public is targeted to engender support and pressure policymakers. If the network focuses on the objective of its approach, it will be able to distinguish advocacy from related concepts.

SUMMARY

Advocacy must be defined within each national or regional context, particularly when the term is translated into another language. With its focus on policy change, however, advocacy is universal and easily distinguishable from related concepts such as IEC, public relations, community mobilization, etc. Furthermore, networks must approach an advocacy campaign as they would any strategic exercise, by systematically addressing key steps and activities. **Distribute handouts for Unit 1**.

MOVING AHEAD

The first step in the advocacy strategy is selecting the issue. In the next unit, participants will carry out a brief analysis to identify and rank their own TB/HIV issues for advocacy as a prerequisite to developing goals and objectives.

SECTION III
UNIT 2

III. The Advocacy Strategy 2. Issues, Goals, and Objectives

Issues, Goals, and Objectives: Building the Foundation
Background Notes

This unit should be approached with emphasis on decreasing the burden of TB/HIV. Consider the national, subnational, and community level policy environment that would allow collaborative effort to combat TB/HIV.

The first two steps in any advocacy campaign are selecting the advocacy issue and developing the goal and objective. These pieces of the advocacy process make up some of the most challenging, analytic work facing an advocacy network. Completing these steps requires an ability to analyze complex environments and interrelated problems, discern a policy solution for a selected problem, envision a long-term result, and articulate a short-term objective. The quality of the network's efforts in these areas will have an important bearing on the success of the steps that follow. These elements provide the foundation for an effective advocacy campaign. Without a clear, articulated issue and well-defined goal and objective, the remaining steps of the campaign will lose focus.

An advocacy issue is the problem or situation that an advocacy group seeks to rectify. Through advocacy, WHO has raised awareness on the following issues: devastating impact TB is having on women; the dramatic role it plays in the HIV epidemic; and new developments in the TB epidemic, such as the emergence of new strains, new outbreaks, and successful initiatives to control the disease. In this unit, participants will select an issue that is widely felt by their constituency and begin to build an advocacy campaign around that issue.

In various settings, the terms goal and objective are used interchangeably. In some instances, an objective is broad and a goal is narrow; in others, the meanings are reversed. For the purpose of the advocacy workshop, an advocacy goal is the long-term result (three to five years) that the network is seeking. Participants should envision how the policy environment will be changed as a result of their advocacy efforts. An example of policy goal is to decrease the burden of tuberculosis and HIV in population affected by both diseases. An NGO network may not be capable of achieving its goal single-handedly, but the goal statement can orient an advocacy network over the long term.

An **advocacy objective** is a short-term target (one to two years) that contributes toward achievement of the long-term goal. A sound objective is specific, measurable, achievable, and time-bound. Often, networks work on two or more objectives simultaneously in their efforts to achieve a single goal. It is important that an advocacy objective identify the specific policy body with the authority to fulfill the objective as well as the policy decision or action that is desired. Three examples of advocacy objectives in support of the policy goal mentioned above are: (1) By (insert date), MOH will establish the mechanisms for collaboration between tuberculosis and HIV/AIDS programs; (2) By (insert date), District Council will conduct activities to decrease the burden of tuberculosis in PLHAs; and (3) By (insert date), District Council will conduct activities to decrease the burden of HIV in patients with tuberculosis.

OBJECTIVES

By the end of this unit, participants will be able to

- Select an issue as the focus of their advocacy campaign;
- Develop a long-term advocacy goal for the issue;
- Set a short-term advocacy objective to contribute to the broader goal.

TIME

2 hours and 45 minutes

MATERIALS/HANDOUTS

- Newsprint, markers, and tape
- Copies of handouts
  - III.2.1 Background Notes
  - III.2.2 Developing an Advocacy Goal and Objective
  - III.2.3 Checklist for Selecting an Advocacy Objective

PREPARATION

- Write the definitions of advocacy goal and objective on the flipchart for Activity 2.

ACTIVITY 1

Key TB/HIV Issues

Time: 1 hour

Identifying Issues (30 minutes)

Note to Facilitator: If participants have completed Section I of this advocacy manual, they have likely agreed on a TB/HIV issue for their advocacy action. Assuming that the network has clear agreement on the issue, you can skip Activity 1 and move directly to Activity 2.

1. Review the objectives for Unit 1 and explain that participants will identify priority issues in TB/HIV; select an advocacy issue; set a clear, relevant advocacy goal; and develop objectives.
2. Lead participants in a brainstorming exercise to identify the TB/HIV issues in their country. Ask participants to think about the issues they face in their daily work and the principal concerns and problems of the clients and communities they serve. Some examples are shown below.

TB/HIV Issues in ________________

- ✓ Increased international political commitment
- ✓ Clarified roles and responsibilities of National AIDS Control Program and National TB Program
- ✓ Stronger country level support
- ✓ Lack of package of care for PLHA
- ✓ Lack of communication between TB and HIV programs
- ✓ Lack of awareness of the link between TB and HIV
- ✓ Inequitable distribution of resources
- ✓ Need to develop a well-defined package of TB and HIV care/prevention package

Ranking Issues (30 minutes)

1. Review the list of TB/HIV issues with participants to clarify ambiguity and eliminate duplications. Be certain that everyone has the same understanding of each of the issues listed.
2. Explain that participants are going to rank the issues.
3. Ask each participant to come up to the list on the flipchart and tick (v) the three issues that he/she feels are most urgent and/or most relevant to his/her work.
4. Allow sufficient time for each participant to approach the board and tick off his/her issues.

Note to Facilitator: Before participants make their choices, ask them to take a minute to think about the issues listed on the flipchart and to try to define a policy solution for each issue. Use increased international commitment as an example. One strategy to increase the attention of TB/HIV collaborative efforts is to create a Global Working Group on TB/HIV and have representatives at the national and international levels from both HIV and TB sectors. Another strategy is to have the executive directors from UNAIDS and WHO Stop TB Department give press releases or speeches on the advantages of linking TB and HIV programs. This can equally be done at national level by asking the minister of health to give a press release on the magnitude of TB/HIV problem and the importance of implementing TB/HIV activities. If any of the participants is confused or has difficulty thinking in terms of a policy response for the issues listed, refer to Handout III.1.4: Advocacy and Related Concepts.

5. At the end of the voting process, tally the ticks (v) for each issue and write the total next to the issue. Some issues will emerge as especially important to the group.
6. Circle the three issues that received the largest number of votes.
7. Explain that the next step is for participants to choose ONE of the three issues as their highest priority for an advocacy strategy.
8. Discuss each of the three issues in detail by using the following questions as a guide and writing some of the responses on the newsprint:
   - Why is this issue important to the network at this time?
   - What are some examples of policy solutions for this issue?
   - What exactly does the issue encompass?
   - How easy or difficult will it be to build support around the issue?
   - What else is happening with respect to this issue in the external environment?
   - How does it coincide with the group's analysis of "burning issues" in the policy arena (Section II, Unit 2)?
9. Explain that the process is not intended to determine scientifically which is the most important TB/HIV issue. Instead, the purpose is to determine which issue is most crucial to the work and lives of the network and its constituents. Advocates are most successful when they feel a deep concern or passion for their advocacy issue.
10. After each issue has been discussed, help the group reach consensus on a single issue as the focus of its advocacy campaign. Remind the group that it will have the opportunity to take on other issues in the future.

Transition

Now that the network has selected an advocacy issue for its first campaign, participants will work together to develop the advocacy goal and set the advocacy objectives.

ACTIVITY 2

Developing an Advocacy Goal

Time: 45 minutes

1. Introduce the topic of advocacy goals and objectives by sharing the definitions on newsprint or on an overhead transparency. Read the definitions aloud and make the following points:
   - It is important, at this stage, to differentiate between an advocacy goal and an objective because the definitions often vary from one country to another and from one network to another.
   - For the purpose of this workshop, the following definitions are used:

> **An advocacy goal** is the long-term result (three to five years) of your advocacy effort; it is your vision for change.
>
> **An advocacy objective** is the short-term target (one to two years) that contributes toward your goal.

2. Share the following examples from WHO to clarify the differences and relationship among an advocacy issue, goal, and objective. Write it on newsprint.

Example 1:
Advocacy Issue: Need for promotion of safer sexual practices and condoms to TB patients
Advocacy Goal: Safer sexual practices among TB patients promoted. Package of care for PLHAs available and disseminated
Advocacy Objective: By (insert date), district authority allocates funds for capacity building of TB officers to discuss sexual issues with TB patients and promote condoms when appropriate.

Example 2:
Advocacy Issue: Need for intensified TB case-finding in HIV/AIDS and outreach services.
Advocacy Goal: Early diagnosis and treatment of TB in high-risk groups intensified; increased number of TB cases detected and treated.
Advocacy Objective: By (insert date), district council put in place a program to train HIV/AIDS service providers and other NTP partners about TB diagnosis and referral.

Example 3:
Advocacy Issue: Lack of Cotrimoxazole preventive treatment (CPT) to reduce the morbidity and mortality of PLHAs and HIV-positive patients with TB.
Advocacy Goal: Cotrimoxazole available for PLHAs and HIV positive patients with TB.
Advocacy Objective: By (insert date), MOH to procure adequate cotrimoxazole through the central system and distribute it through existing channels.

3. Ask participants to highlight the difference between the goal and the objective. Include the following points:

- The advocacy goal is a long-term result. It is unlikely that the network can achieve the goal on its own; therefore, the goal can be considered external to the network. In other words, the network will not hold itself accountable for achieving the goal, even though the goal is the ultimate, desired result.
- The advocacy objective, on the other hand, is achievable by the network on its own. It is a short-term target that is achievable—according to the network's assessment—within the next one to two years. Success can be measured easily—either the MOH allocates the funds or not. In a sense, the objective is the network's internal target. The network plans to effect the change with its own resources, energy, and action. The advocacy objective clearly contributes to the broader goal.

4. Divide participants into three working groups.
5. Ask each group to draft an advocacy goal for the advocacy issue selected by the full group. The goal statement should describe a long-term, desired change related to the issue. Allow 20 minutes and ask the groups to write their goals on newsprint.
6. Ask each group to share its goal statement.
7. Review each goal statement by using the following questions to guide the discussion:
   - Is the goal achievable through a series of policy decisions or changes? If policy change cannot contribute to achieving a particular goal, it is probably not an advocacy goal. Often, a goal calls for policy action as well as for public awareness raising. In that case, an advocacy strategy can be used to bring about the necessary policy changes while an IEC/public awareness campaign can focus on changing public behavior or norms.
   - How are the three goal statements similar or different? Help participants combine the goals into one statement or select the one goal they like the best. If none of the statements is an acceptable advocacy goal, return to the definition and the example you shared earlier and work with participants to develop an acceptable advocacy goal.

Note to Facilitator: Before moving on to the next activity, participants must agree on a single advocacy goal as the focus of their campaign.

ACTIVITY 3
Setting Advocacy Objectives
Time: 1 hour

1. Ask participants if anyone has experience in establishing programmatic objectives. Explain that such experience is helpful in setting advocacy objectives. Sound objectives are essential to any planning process—whether planning a TB or HIV health program or an advocacy campaign. Clear and concisely written objectives can bring clarity and direction to the rest of the planning process.
2. Ask participants to list the criteria or characteristics they generally use to develop programmatic objectives and write their responses on the flipchart. Many groups mention the SMART criteria for objectives as shown below, but others may be listed as well.

Criteria for Setting Objectives

S – Specific
M – Measurable
A – Achievable
R – Realistic
T – Time-bound

3. Now ask participants the following questions:
   - Do the SMART characteristics also apply to advocacy objectives?
   - What, if any, other criteria or elements should be included in an advocacy objective?
4. Explain that an advocacy objective should be SMART but that it should also include several other elements. Write the following on the flipchart and give a brief description of each element:

Elements of an Advocacy Objective

Policy **"actor"** or decisionmaker + Policy **"action"** or decision + **Timeline** and **degree** of **change**

   - Policy actor or decisionmaker is the individual with the power to convert the advocacy objective into action (i.e., Minister of Health, Parliamentary Finance Committee, etc.).
   - Policy action or decision is the action required to achieve the objective (i.e., adopt a certain policy, allocate funds to support a specific program or initiative, etc.).
   - Timeline describes when the objective will be achieved. Advocacy objectives should be achievable within one to two years. Some advocacy objectives also indicate the **degree of change**—or a quantitative measure of change—desired in the policy action. For example, degree of change could be expressed as redirecting 25 percent of the regional HIV/AIDS budget to target TB prevention and treatment services.
5. Divide participants into three working groups and ask each group to draft an advocacy objective that
   - Responds to the advocacy issue
   - Contributes toward achieving the advocacy goal
   - Meets the criteria and elements listed on the flipchart (SMART, etc.)
6. When the groups have completed the exercise, **distribute and review Handout III.2.3**: Checklist for Selecting an Advocacy Objective. Ask the groups to assess their draft objectives according to the nine criteria listed on the handout.
7. Invite each group to read its objective and present the results of its analysis. Ask the full group for comments or suggestions and be sure that the policy actor and policy action are clearly identified in each objective.
8. After the presentations and discussion of each objective, encourage the three groups to refine their objectives if they would like. Explain that the three objectives will be the basis of the upcoming work on audience analysis and message development.

SUMMARY

An advocacy campaign coalesces around an issue or problem that responds to the interests of the network and is of concern to members' constituents. The network, in turn, develops a long-term goal that addresses the issue and sets advocacy objectives that define the policy actions sought to support achievement of the goal. The issue, goal, and objective form the foundation of the network's advocacy campaign and provide the framework within which to design advocacy activities. **Distribute handouts for Unit 2.**

MOVING AHEAD

The advocacy process is off to a sound start. Participants begin to design and tailor strategies for advocacy actions in the next unit as they identify and analyze their target audiences through power mapping.

SECTION III
UNIT 3

III. The Advocacy Strategy 3. Target Audience

Target Audiences: Identifying Support and Opposition
Background Notes

To increase the chances of success, advocacy networks must identify and study all of the individuals and groups that may support the network's issue and goal as well as those that may oppose the issue and goal. The advocacy campaign's target audiences are determined for each advocacy objective and include the primary target audience—persons and/or institutional bodies that themselves have decisionmaking authority—as well as the secondary target audience—persons and institutional bodies that can influence the decisionmakers. Documenting information on these audiences helps the network target its advocacy activities, develop effective messages, and select appropriate channels of communication.

While the categories of people in the target audience are not identical in every setting, the TB/HIV policy target audience is likely to include political leaders, national (i.e. NTP and NACP) and local government officials, private and public sector service providers, the media, religious and traditional leaders, NGOs, women's organizations, PLHA, professional associations, and business and civic groups. In some places and for some issues, the range of audiences is even wider and may encompass groups that are unlikely ever to meet each other, such as foreign donors and traditional healers.

Once the target audiences are identified, the network must determine the level of support or opposition to be expected from those representing the primary and secondary target audiences. For many reasons—lack of political commitment at both international and local levels, differences in culture and philosophy between HIV and TB, inequitable distribution of resources—TB/HIV issues are often controversial. People on both sides of the issue feel strongly that their position is the right one; therefore, they are willing to devote considerable resources to supporting that position.

Whether opposition is mild or strong, advocacy networks should be prepared to address it in ways that are most beneficial to their own efforts. The best advice is to be as informed as possible about the opposition's specific issues and base of support and to preempt oppositional efforts with messages that anticipate and refute the opposition's arguments.

On the other side of the coin, advocacy networks often dedicate themselves to broadening their base of support. The larger the number of persons or groups working to achieve the advocacy objective, the greater are the chances of success. Networks can create coalitions with other networks or formal groups, expand their own membership, create alliances with commercial or private sector entities, and/or generate public and community support to enlarge their support base.

Finally, advocacy networks cannot afford to forget the "undecided" or neutral parties. In some cases, the best investment of time and energy is to appeal to the neutral public. Public opinion can exert powerful pressure on decisionmakers. In other cases, the network may find policymakers and public officials who appear neutral but in fact hesitate to voice an opinion due to the challenges faced in unifying TB and HIV activities; they may support the advocacy efforts in private but prefer to appear neutral. The network may direct its efforts to convincing these influential "neutrals" to join and publicly support the campaign.

Several decisions are based on a thorough and sound analysis of the advocacy campaign's target audience. This unit provides an opportunity for participants to identify both primary and secondary audiences for their specific advocacy objectives and to begin assessing the audiences' level of knowledge and support before turning to the task of message development.

OBJECTIVES

By the end of this unit, participants will be able to

- Use a power map to identify support and opposition around a particular advocacy issue;
- Identify primary and secondary target audiences and analyze their interest in an advocacy issue.

TIME

2 hours and 45 minutes

MATERIALS/HANDOUTS

- Newsprint, markers, and tape
- Three to four pairs of scissors, glue, colored paper, and old magazines that can be cut up for making the power map
- Copies of handouts
  - III.3.1 Background Notes
  - III.3.2 Power Map for Audience Analysis
  - III.3.3 Primary and Secondary Audience Analysis Form
  - III.3.4 Barriers and Opportunities for TB and HIV/AIDS Program Interaction

PREPARATION

- For Activity 1, copy Handout III.3.2 on overhead transparency or draw it on newsprint.
- For Activity 1, write the task on newsprint.
- Place the scissors, tape, colored paper, or magazines on a centrally located table.

ACTIVITY 1
Identifying Support and Opposition
Time: 1 hour and 30 minutes

Introduction (15 minutes)

1. Give a brief introduction to Unit 3 by reviewing the objectives and covering the following major points:
   - To increase the chances of success, advocacy networks must identify and study all the individuals and groups that may support the network's issue and goal as well as those that may oppose it. These people constitute the target audience. Discuss the types of opposition one might expect TB and HIV/AIDS efforts and the reasons for such opposition.

- A target audience is determined for each advocacy objective. The audience includes the primary target audience—persons and/or institutional bodies that themselves have decisionmaking authority—as well as the secondary target audience—persons and/or institutional bodies that can influence the decisionmakers.
- The network should document information on these audiences as a means of targeting advocacy activities, developing effective messages, and selecting appropriate channels of communication.
- The categories of people in the target audience are not identical in every setting. In the TB/HIV policy context, however, the target audience is likely to include political leaders, national (i.e. NTP and NACP) and local government officials, private and public sector service providers, the media, religious and traditional leaders, NGOs, women's organizations, PLHA, professional associations, and business and civic groups.
- Once these persons/bodies are identified, the network assesses the level of support or opposition to be expected from those in the primary and secondary target audiences.
- For many reasons—lack of political commitment at both international and local level, differences in culture and philosophy between HIV and TB, inequitable distribution of resources—TB/HIV issues are often controversial. People on both sides of the issue feel strongly that their position is the right one; therefore, they are willing to devote considerable resources to supporting that position. Identifying potential opposition is as important as identifying potential allies.
- The network can address the opposition by becoming as informed as possible about the opposition's specific issues and base of support. It can preempt opponents' efforts with messages that anticipate and address their arguments.
- On the other hand, advocacy networks often dedicate themselves to broadening their base of support. The larger the number of persons or groups working to achieve the advocacy objective, the greater are the chances of success.
- Creating broad-based support can be achieved through coalitions with other networks or formal groups, membership expansion, alliances with the commercial or private sector, or public awareness.
- Advocates cannot afford to forget the "undecided" or neutral parties. In some cases, the best investment of time and energy is to appeal to the neutral public. Public opinion can exert powerful pressure on a decisionmaker.
- In other cases, the network may find policymakers and public officials who appear neutral but in fact hesitate to voice an opinion due to the challenging nature of TB/HIV issues; they may support the advocacy efforts in private but prefer to appear neutral. The network may direct its efforts to convincing these influential "neutrals" to join and publicly support the campaign.
- There are many decisions that are based on a thorough analysis of the target audience. In this unit, participants identify primary and secondary audiences for their specific advocacy objectives and begin to assess the audiences' level of knowledge and support for the issue and objective.

Transition
In this unit, participants continue to develop the advocacy strategy around their issue, goal, and objectives. The participants create power maps to identify members of the target audience as sources of support or opposition for each advocacy objective.

Power Maps (1 hour and 15 minutes)
1. Present the blank power map that you drew on the flipchart or overhead transparency.
2. Explain that participants will work in the same groups as for the advocacy goals and objectives.
3. The task for each group is to create a "power map" that visually depicts the target audience—support, opposition, and neutral actors—for its own advocacy objective.
4. Distribute newsprint and markers to the groups and show them the scissors, colored paper, magazines, glue, etc., that they can use to create their power maps.
5. Review the task that you have written on newsprint by using the blank map as a model.

Task for Power Maps

Step a. Prepare the newsprint. Write your group's advocacy objective on the top and divide the newsprint into two sides, one labeled support and the other opposition. The middle line depicts neutrality.

Step b. Brainstorm a list of all institutions and individuals with interest in your issue/objective—supporters, opposition, undecided, or unknown.

Step c. For each institution or individual, cut a symbol or picture out of paper/magazine and label it.

Step d. Tape the symbols on the map in the appropriate place—support, opposition, neutral.

6. As you review the task, elaborate on several steps as follows:
   - Step b. Participants should think of traditional as well as nontraditional "actors" in the policy process, including community leaders, celebrities, business leaders, relatives of the target audience, etc.
   - Step c. Groups should be as creative as possible in selecting a symbol or magazine image to depict the different actors. If the actor has broad power or influence over the issue, groups should create a large symbol. If the actor is interested in the issue but has little influence over the target audience or general public, groups should use a small symbol.
   - Step d. If the actor is highly supportive of the issue/objective, the symbol should be placed on the left side of the map. If the actor represents strong opposition, the symbol should be placed on the right side. The line of neutrality is in the center of the map, and those actors who are undecided or whose opinion is unknown should be placed closer to the center line. If any actor is closely linked to another actor, their symbols can overlap or touch to reflect the interrelationship.
7. Use the following example to review the steps in the mapping process:
   - **Advocacy Objective:** With the next 2 years, a more effective interaction between TB and HIV/AIDS programs will be in place.

Target Audience: Representatives from WHO, UNAIDS, The Stop TB Partnership, NTP, and NACP, TB health providers, HIV/AIDS health providers, and PLHA. These would be placed on the left of the map in proper relation to one another. Those opposed to this program might include public health officials who feel the program might take away existing resources. These would be placed on the right side of the map. Encourage participants to think of other specific examples.

8. Allow the groups 45 minutes to complete their power maps.

Note to Facilitator: If you have a camera or photographer at the workshop, this exercise offers a good photo opportunity. Following the presentations, you can take photos of each group with its power map.

9. Ask each group to present its map. Moderate a discussion of each map with the full group. Use the following questions:
   - Are there any additional allies that belong on the map? Who are they?
   - Are there any additional opponents? Who are they?
   - Does the map capture the interrelationships or connections between and among different "actors"?
   - Where on the map do most of the power and influence reside?

ACTIVITY 2
Analyzing the Target Audience
Time: 1 hour and 15 minutes

1. Ask participants to continue working in the same groups as for the power map activity.
2. Distribute and review Handout III.3.3: Target Audience Analysis.
3. Explain that the form is a planning tool that will help the advocacy campaign assess the positions of various actors in the target audience in order to design effective advocacy activities and messages.
4. Ask each group to refer to the actors they identified on their power map. Identify which of those actors are the Primary Audience, the person(s) and/or bodies with the power to achieve the advocacy objective directly; and the Secondary Audience, the person(s) and/or bodies that can influence the Primary Audience. The groups should transfer these names to the appropriate box on the form and complete the remaining columns as follows:
   - Level of Knowledge about the Advocacy Issue. Is the audience well informed or does it lack accurate information? How much does the audience know about the issue?
   - Level of Demonstrated Support for the Issue. Has the audience actively and/or publicly supported the issue? Rank and describe evidence of support.
   - Level of Demonstrated Opposition toward the Issue. Has the audience actively and/or publicly opposed the issue? Rank and describe evidence of opposition.
   - Undecided or Unknown. Has the audience failed to declare its position on the issue, or are you uncertain of its position at this time?
   - Potential Benefits to the Audience. How might the audience benefit from supporting the network's issue and objective? Might the audience realize political, personal, or professional benefits? Describe any benefits.
5. Remind participants to think broadly when identifying the secondary audience. Influential persons often extend beyond professional circles and include personal relationships. For example, a relative, spouse, or friend of a high-level decisionmaker can be a great intermediary.

6. Allow 45 minutes for the groups to complete their Target Audience Analysis forms.
7. When the groups have completed the forms, invite each group to summarize its work. Moderate a discussion with the full group. Sample questions follow:
   - What are the general observations about the audience analysis, e.g., need more information on actors, the opposition is more vocal/public than supporters, etc.?
   - Overall, do the target audiences evidence more support or opposition?
   - Based on the analysis, how might you focus your advocacy effort? Would you build on the support, neutralize the opposition, or try to convert the "undecided"?
   - Why is it important to identify potential benefits? How might these be used to the network's advantage?
   - What, if any, additional information is needed for an accurate assessment of the target audience? Where will you get the information?
8. Conclude the activity by reminding participants that the network should continue to collect information on its target audiences and add it to the form. Information on the various audiences will help define the overall strategy and tailor messages.

SUMMARY

Knowing the target audience or actors for each of the advocacy objectives is a critical component of a successful advocacy strategy. The completed power maps and audience analysis forms are road maps for future actions and should be updated as more information about particular individuals is acquired. **Distribute handouts for Unit 3.**

MOVING AHEAD

The next step in designing the advocacy strategy is message development. Each advocacy message is crafted with its audience and purpose clearly articulated.

SECTION III
UNIT 4

III. The Advocacy Strategy 4. Messages

Messages: Informing, Persuading, and Moving to Action
Background Notes*

In today's society, we are bombarded by messages every day. The intent of the message may be to sell us a product, inform or educate us in some way, or change our opinion about an issue. An advocacy communication strategy follows many of the same principles as an advertising or social marketing campaign. It is essential to know your audience thoroughly and to deliver a concise, consistent message that is tailored to your audience's interests.

Most people shape their messages to the needs and interests of a particular audience as a matter of common sense. In other words, the message communicated to a PLHA groups about access to ART would differ from the message transmitted to officials in the Ministry of Health.

Audience research—particularly qualitative research such as focus group discussions and in-depth interviews—helps identify appropriate messages for various policy audiences. Whoever the target audience may be, it is important to remember three other points about advocacy message development.

First, there should ideally be only one main point communicated or, if that is not possible, two or three at the most. It is better to leave people with a clear idea of one message than to confuse or overwhelm them with too many.

Second, messages should always be pretested with representatives of the target audience to ensure that the message sent is the one received. When a network develops an advocacy message directed toward the Minister of Health, for example, it is always useful to practice delivering the message to a supportive Ministry official as a test run. The ministry official may offer valuable feedback about how the message is interpreted.

Third, the message should not only persuade through valid data and sound logic, but it should also describe the action the audience is being encouraged to take. The audience needs to know clearly what it is you want it to do, e.g., include TB in the national HIV/AIDS strategy, and support an advocacy campaign by attending a rally on the steps of Parliament.

This unit addresses the essential components of a message—content, language, messenger/source, format, and time/place of delivery. Participants are asked to apply what they know about advocacy message development through role-play scenarios with decisionmakers.

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* Background notes adapted from Elaine Murphy. 1994. Communicating Population and Family Planning Information to Policymakers. Washington, DC: The Futures Group Int'l.

OBJECTIVES

By the end of this unit, participants will be able to

- Identify the elements of an effective advocacy message;
- Tailor a message to the interests of a particular target audience; and
- Develop and deliver an advocacy message in a variety of scenarios.

TIME

6 hours and 15 minutes

MATERIALS/HANDOUTS

- Newsprint, markers, and tape
- Four to five advertising messages cut out of local magazines or newspapers
- Copies of handouts
  - III.4.1 Background Notes
  - III.4.2 Message Development Worksheet
- Video camera (if possible) to tape the role-plays and play for group feedback
- Sample role-play scenarios (for adaptation)

PREPARATION

- For Activity 1, write each of the following on a sheet of newsprint: Strongly Agree, Strongly Disagree, and Undecided.
- For Activity 1, write down two controversial statements related to TB/HIV. See Activity 1 for examples.
- For Activity 2, write the definition of advocacy communication on newsprint.
- For Activity 3, cut out four or five examples of advertising messages from magazines or newspapers. Each message should have a simple, promotional phrase such as "Tropical Airways gets you there on time!" as well as pictures/graphics and supplemental text. (Commercial messages work better than social marketing advertisements. If participants are too familiar with the subject matter, they might lose their objectivity.) Paste each message to a sheet of newsprint and post each newsprint page on a different wall in the training room so that all are visible.
- For Activity 5, read the role-play scenarios and adapt them to fit the advocacy objectives developed in Unit 2. Ideally, each scenario should depict a different medium for message delivery (e.g., face-to-face meeting, press conference, public debate). Copy the scenarios to distribute to each working group.

ACTIVITY 1
Techniques of Persuasion

Time: 45 minutes

1. Post one newsprint page (Strongly Agree) at one end of the longest wall in the training room, post the second newsprint page (Strongly Disagree) at the other end of the same wall, and post the third newsprint page (Undecided) in the middle of the wall.

2. On a slip of paper, write two controversial statements that will elicit both strongly positive and strongly negative responses from participants. You should develop these statements according to the local environment. Past workshops have used the following successfully:

- Sexuality education should be incorporated into the formal curriculum of primary school (grades one through six).
- You are the director of emergency (or trauma) services for a local hospital. You learn that one of your nurses is HIV-positive and therefore you dismiss her from post.

3. Explain that this activity is designed as a warm-up to the topic of message development. Participants will engage in an exercise on public opinion and persuasive techniques.
4. Point out the three sheets of newsprint on the wall and explain that they represent a continuum of public opinion, ranging from "strongly agree" to "strongly disagree." Participants should imagine that they are participating in a quick public opinion survey. Tell participants that you will read a statement aloud and that they will express their opinion by standing at the point on the continuum that best reflects their viewpoint. They need not stand precisely under any of the signs but rather may choose to position themselves at any point along the continuum as appropriate. The participants must react to the statement exactly as you read it—they may not alter or question it.
5. Be certain that everyone understands the instructions before you read the first statement.
6. Read the first statement slowly and clearly so that everyone hears the same words. Read the statement slowly a second time. Ask all participants to stand up and position themselves along the continuum according to their opinion.
7. Once each participant has taken a position, explain that the purpose of the activity is to practice the skill of persuasion. Participants standing under "strongly agree" or "strongly disagree" will try to convince the "undecided" to move over and support their position. If any participant changes his/her opinion during the exercise, he/she should move to the appropriate point on the continuum.
8. Turn first to those standing under "strongly agree." Invite one or two participants to explain their position in an effort to persuade the "undecided." Check to see if any "undecided" feel persuaded to move.
9. Next, invite one or two participants who "strongly disagree" to articulate their position in an effort to persuade the "undecided."
10. Finally, ask the remaining "undecided" why they did not move and whether they feel inclined to change their minds.

Note to Facilitator: Try to manage the group in such a way that a heated argument does not develop. If the discussion gets too heated, simply remind participants that the objective of the activity is not to debate the issue but rather to convince an undecided audience.

11. After 5 to 10 minutes have elapsed for the first statement, stop the discussion and read the second statement. Follow the instructions as for the first statement.
12. After 5 to 10 minutes have elapsed for the second statement, stop the discussion and ask participants to return to their seats.
13. Moderate a discussion about what the participants learned from the exercise. Discussion questions and possible responses follow:
    - As you stood along the continuum, which persuasive techniques influenced you to change your position? (Try to pinpoint the specific argument or communication technique that led them to change their opinion.)
        - Use of facts and figures
        - Use of real-life, human examples
        - Appealing to individuals on a personal level
        - Listening to the speaker's viewpoint

- Did the speakers use any techniques that alienated you?
  - Loud/aggressive voice
  - Exaggeration of the facts
- When the objective is to build support for your cause or issue, which is more effective—to debate with your adversaries or to persuade neutral parties?
  - The response may vary from one advocacy campaign to another; however, in many cases, an attack on the opposition simply heats up the debate. At times, an attack approach alienates a neutral public.
- If any of the "undecided" failed to change their opinion, why were the arguments unappealing and unpersuasive?

Transition

As demonstrated in the activity, advocacy communication often involves the ability to persuade a policymaker, an influential person, or the public to support the network's position and to take action. This type of communication demands messages that are tailored to the specific audience the network is trying to reach. The communication could seek to inform an audience about an issue in order to generate support, persuade an audience to join and support the advocacy effort, or move the audience to take action and implement the desired policy change.

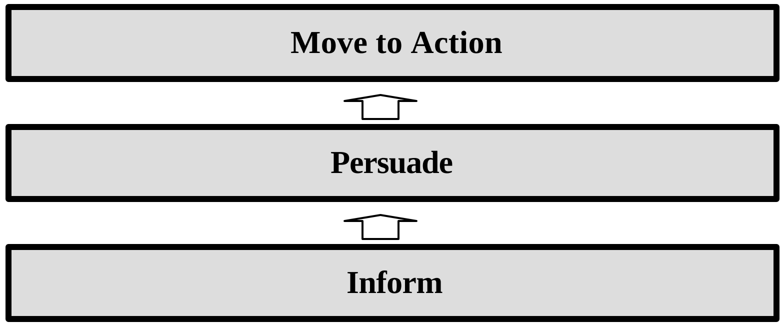
ACTIVITY 2
Advocacy Communication
Time: 1 hour and 30 minutes

1. Review the definition of advocacy communication on newsprint.

> **Advocacy Communication** is any **planned** communication activity that seeks to achieve one of the following communication goals: inform, persuade, or move to action.

2. Draw the Advocacy Communication Model on newsprint and use the following notes to guide a discussion of communication:

Advocacy Communication Model*



- One necessity for effective communication is a clear understanding of the audience and the ability to see the issue from the audience's perspective. This is a tremendous challenge—the ability to put yourself in your audience's shoes and see how the audience members will benefit from supporting your cause.
- During the audience analysis, each working group identified the potential benefits to the target audience from supporting the advocacy objective/issue. In other words, how will each individual in the target audience benefit professionally, politically, or personally from supporting the issue (or conversely, what does each risk)? The answers to these questions should be considered and incorporated into the advocacy messages directed to each member of the target audience.
- Look at the model and note that advocacy communication (as well as IEC campaigns) often focuses on the first level—to inform a target audience. To move the audience along to higher stages, audience members need information to develop a thorough understanding of the issue, the situation, and the desired policy change.
- Once the audience is informed, the communication strategy moves to achieve the next higher-level objective to produce greater impact. That level seeks to persuade the audience to feel as strongly as the network does about the issue and to adopt the desired position.
- Once audience understanding and support are achieved, communication moves to the highest level, the point at which advocacy messages move the audience to act in support of the issue.
- Every advocacy communication effort should seek to reach the highest possible level—that is, to move the audience to action. As participants prepare to develop advocacy messages, they will determine the desired action for each audience and how to move the audiences to action through the advocacy messages.

Transition

The next few activities focus on developing persuasive advocacy messages by looking at the characteristics and elements of messages and practicing message development.

ACTIVITY 3
Elements and Characteristics of a Message

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* Adapted from a model developed by CEDPA consultant Thomas Leonhardt

Time: 1 hour and 15 minutes

Warm Up (30 minutes)

1. Point out the four or five advertising messages that are posted around the room.
2. Read each message aloud and ask participants to stand next to the message that most appeals to them. Give the participants a minute or two to review each of the messages before they make their selection.
3. After everyone has selected a message, ask participants to talk with the others standing in their group to identify the characteristics of the message that make it appealing. Ask each group to write those appealing characteristics (or why the group likes the message) on the newsprint surrounding the message.
4. Invite each group to share its list of appealing characteristics. While the groups are reading their lists, capture the key characteristics on the flipchart. Be certain to include the characteristics shown below:

Characteristics of Effective Messages

- ✓ **Simple**
- ✓ **Concise**
- ✓ **Appropriate language**
- ✓ **Content consistent with format**
- ✓ **Credible messenger (spokesperson)**
- ✓ **Tone and language consistent with the message (i.e., serious, humorous)**

5. Conclude by reminding participants to keep these characteristics in mind when they begin developing TB/HIV advocacy messages. It is important to remember that not everyone understands TB/HIV issues or considers them priorities and that messages must be kept simple and precise in order to inform, persuade, and move audiences to act.

Elements of a Message (45 minutes)

1. Write the following elements of a message on newsprint:

Five Elements of Messages

- ✓ **Content/ideas**
- ✓ **Language**
- ✓ **Messenger/source**
- ✓ **Format/medium**
- ✓ **Time/place**

2. Review each element of a message using the following notes:
   - **Content/ideas.** The content refers to the central idea of the message. What is the main point you want to communicate to your audience? What single idea do you hope the audience will take away after receiving your message?
   - **Language.** Language consists of the words you choose for communicating your message. Is the language appropriate for your target audience? Is the word choice clear, or could it be interpreted differently by various audiences? Is it necessary to use a local dialect or vernacular to communicate the message?
   - **Messenger/source.** Source refers to the person or people delivering the message. Is the messenger credible to your target audience? Is it possible to include beneficiaries as spokespersons or messengers? For example, you might invite a community or religious leader to join you for a high-level meeting with a policymaker, you might ask a pregnant teen who has dropped out of school to speak to youth groups, etc. Advocacy networks can send a powerful and more meaningful message to policymakers by letting the message come from a member of the affected population.
   - **Format/medium.** The format or medium is the communication channel you choose for delivering the message. What is the most compelling format to reach your target audience? Different channels are more effective for certain audiences.

Brainstorming: Ask the group to brainstorm a list of communication media for advocacy messages. Record the responses on the flipchart and be certain to include the following:

Message Medium

- ✓ **Face-to-face meetings**
- ✓ **Executive briefing packe**
- ✓ **Public rallies**
- ✓ **Fact sheets**
- ✓ **Policy forums**
- ✓ **Poster, flyers in public places**
- ✓ **Petition**
- ✓ **Public debate**
- ✓ **Press release**
- ✓ **Press conference**
- ✓ **Contests to design posters, slogans**

After the participants have brainstormed an exhaustive list of ways to deliver messages, ask them to think about the criteria they would use when choosing an appropriate medium. Possible responses may include the following:

—**Audience.** Some formats are more effective and more appropriate for specific audiences. For example, high-level policymakers have little time and many constituents. The message needs to give them the facts and move them to action quickly; also, always leave information for them to read later. Effective media for policymakers 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. The advocacy network should seek out any free or reduced-cost opportunities if the mass media is the medium of choice.

—**Risk.** When a network goes 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 minimized through careful planning, selection of speakers, rehearsals, etc.

—**Visibility.** The advocacy network 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 decisionmakers and promote a particular advocacy objective.

—**Time/place.** When and where will the message be delivered? Are there other political events that you can link up with to draw more attention to the issue? Some advocacy groups connect their advocacy activities with events such as International HIV/AIDS Conference or World AIDS Day or World TB Day. Is there an electoral campaign underway that might make policymakers more receptive than normal to your message?

Transition

By now, participants should have a basic understanding of the characteristics and elements of effective advocacy messages. The next activity provides an opportunity for the participants to practice developing and delivering advocacy messages to members of their target audiences.

ACTIVITY 4
Developing Advocacy Messages

Time: 1 hour

1. Ask participants to return to their audience analysis teams.
2. Distribute and review Handout III.4.2: Message Development Worksheet.
3. Instruct each team to select one of the individuals or institutions from its target audience analysis form and complete the Message Development Worksheet for that audience.
4. Allow 30 minutes to complete the task.
5. Invite each group to present a summary of its worksheet.
6. After each presentation, ask the other participants for their comments, questions, or suggestions. Use the following questions as a guide for the discussion:

    - What was the central idea of each message? Was it clear?
    - Was the content appropriate for the message’s audience? Why or why not?
    - What additional information should be included? Omitted?
    - Were data used effectively?
    - Was the desired action clearly articulated? Was it appropriate?
    - Do participants agree with the choice of format, spokespersons, time, and place?

ACTIVITY 5
Delivering Advocacy Messages
Time: 1 hour and 45 minutes

The One-Minute Message (15 minutes)

Note to Facilitator: The final activity involves participants in delivering advocacy messages to decisionmakers. This learning exercise is most effective if the facilitator has had a chance to adapt the role-play scenarios to each of the advocacy objectives developed by the network. If possible, provide each team with a distinct scenario that reflects the team's objective and target audience. Sample role-play scenarios are provided for adaptation.

1. Introduce the activity by reminding participants of the importance of presenting messages that are clear and concise.
2. Draw the "one-minute message" on newsprint. Use the following notes to provide an overview:
   - A critical component of advocacy campaigns is media attention. Advocacy networks may invite journalists to attend selected events to increase the visibility of the issue and to ensure that their message reaches a wider audience. Media presence usually means that someone from the network will be interviewed about the event and the issue. In any interaction with mass media, it is vital that the spokesperson communicate both the main idea and the desired action of the advocacy message in 30 to 60 seconds.
   - Mass media coverage of events and interviews is normally distilled into a 30- to 60-second tape for use on the television or radio news. To ensure that the central points of the message are communicated during this brief transmission, spokespersons must be skilled at delivering "the one-minute message." This simple model will help focus the speaker on constructing or tailoring a message for a television or radio interview.
   - The "one-minute message" includes four components as follows:

     —Statement. The statement is the central idea of the message (as defined on the Message Development Worksheet). The spokesperson should be able to present the "essence" of his/her message in several strong sentences.

     —Evidence. The evidence supports the statement or central idea with facts and/or figures. The message should include limited data that the audience can easily understand—such as "Eleven million adults living with HIV/AIDS are estimated to be co-infected with Mycobacterium tuberculosis, with 71 percent of those co-infected living in sub-Saharan Africa and 22 percent living in South-East Asia".

     —Example. After providing the facts, the spokesperson should add a human face to the story. An anecdote based on a personal experience can personalize the facts and figures.

     —Action Desired. The desired action is what you want the audience to do as a result of hearing the message. The advocacy objective should be stated clearly to the target audience as an invitation for action!

The One-Minute Message

Statement	+	Evidence	+	Example	+	Action Desired

Role-Plays (1 hour and 30 minutes)

1. Distribute the related role-play scenario to each group. Give participants time both to read the scenario and ask questions for clarification.
2. Explain that each group is going to develop a 10-minute role-play demonstrating how it chose to develop and deliver its message described in the scenario.
3. Encourage participants to refer to the "one-minute message" if they are going to be interviewed by the mass media during their role-play
4. Allow 45 minutes to develop the message and design the role-play and assign parts.
5. Encourage participants to use any materials or props they may need.
6. When the groups are ready to present their role-plays, arrange the chairs theatre-style. Invite each group to introduce its role-play by summarizing the scenario.
7. Following each role-play, ask the full group for feedback. Use the following questions to guide the discussion:
   - Was the central advocacy message clear? What was it?
   - Put yourselves in the place of the target audience. Were you informed, persuaded, and moved to act?
   - Which communication techniques pushed the audience up the advocacy communication scale?
   - What was the most effective part of the message?
   - What, if anything, would you add or do differently?

SUMMARY

Developing and delivering effective advocacy messages require a basic understanding of communication, knowledge of what makes an effective message, skill in crafting messages that include the essential elements, and the ability to select the most appropriate medium based on a variety of criteria. **Distribute handouts for Unit 4.**

MOVING AHEAD

The next unit looks at different techniques of data collection and analysis. Whether the network involves itself in data collection activities or relies on secondary analyses, the qualitative and quantitative data collected will enhance and support each step in the advocacy process.

Sample Role-Play Scenarios

Scenario 1

Your country is one of those countries severely affected by the HIV epidemic and where the HIV epidemic fuels the TB epidemic. Although the country is implementing the DOTS strategy, the TB epidemic was not abated. Your NGO is convinced that the country should carry out collaborative TB/HIV activities to address the epidemic. You discussed among yourselves and decided as a first step you need to press for the establishment of a national TB/HIV Working Group that in turn will facilitate the formulation of the national TB/HIV policy. To discuss this you arranged an appointment with the Minister of Health of your country. Prepare a 10 minute role play.

Scenario 2

You are working in a district based NGO that is working to promote the quality of life for PLHAs. TB is a leading cause of death among PLHAs and up to 70 percent of the TB patients are also HIV positive. TB patients receive TB diagnosis, treatment and care in the district health center. The health center has a laboratory technician and clinical officer, who are able to do HIV testing. The provincial health department recently started antiretroviral provision program but limited it only to the provincial hospital that is 150 km away from your district, the main reason being lack of HIV testing in the health center. The provincial health department head is keen to decentralize ART services. As member of the NGO you arranged a meeting with the provincial health department head. Prepare a 10 minute role-play.

Scenario 3

The stand alone VCT center in your city is run by an NGO and well staffed with nurses. About 200 patients are tested for HIV every day. There is evidence in your city that up to 5 percent of all those attending such centers and up to half of all those HIV positive may have previously undiagnosed active TB. You as a member of the TB/HIV advocacy network are convinced that this stand alone center needs TB screening and referral services. You arranged a meeting with the head of the center to discuss this. Prepare a 10 minute role play.

SECTION III
UNIT 5

III. The Advocacy Strategy 5. Data Collection

Data Collection: Bridging the Gap between Communities and Policymakers
Background Notes

Data, quantitative and qualitative, are fundamental for TB/HIV advocates as it plays a role in moving the agenda forward in providing TB and HIV joint services.

Listening to What People Are Saying*

Key informant study of senior staff at WHO and UNAIDS, national TB and HIV program managers, clinicians working in the fields of HIV and TB, technical experts, senior academics, and representatives from NGOs, international development agencies, and global financing institutions were interviewed to examine how TB and HIV programs can work together to address the two epidemics. The following information was gathered during the interview:

- Historical interaction of TB and HIV programs
- Perception of barriers to TB/HIV interaction
- TB and HIV/AIDS program support of the general health service provider response
- Identification of mechanisms for effective collaboration between TB and HIV programs
- Identification of the strengths of particular organizations to promote collaboration
- Suggestions on how WHO should engage international agencies in promoting effective TB and HIV program collaboration

To be effective advocates for TB/HIV issues, networks must understand and accurately represent the needs, priorities, and interests of their constituencies. Knowing the community means finding out what people think about TB/HIV issues and how they are personally affected by the policies governing the provision of TB/HIV services. It doesn't make sense, for example, to organize an advocacy campaign in support of adolescent reproductive health services if the community considers TB/HIV as its primary concern.

At the **national level,** the first step is to develop a TB/HIV policy and strategic plan. In developing the effective plan, TB/HIV networks can play a fundamental role as the intermediary in promoting the translation of data into policy. The fundamental issues to be addressed for the strategic plan are: recognizing the burden of the overlapping TB/HIV epidemics, recognizing the strengths and weaknesses of the NTP and NACP, and lastly defining the opportunities that exist between the NTP and NACP at the central and district levels.

At the **district level,** TB/HIV networks can also play a crucial role in promoting the integration of TB and HIV services. Translating the following type of data into policy statements is one of the ways TB/HIV networks can contribute to the TB/HIV joint effort: baseline TB/HIV statistics,

* WHO, 2003. An Analysis of Interaction Between TB and HIV/AIDS Programs in Sub-Saharan Africa. Pg 13..

identifications of groups at particular risk of TB and/or HIV infection, and survey of existing district TB and HIV/AIDS service providers.

By collecting and disseminating data on community needs, a network demonstrates the importance it places on both listening to the people and gathering the information needed to substantiate its advocacy actions. The more information and data a network possesses, the more realistic and representative its policy demands will be. Furthermore, data-based advocacy messages enhance the professionalism and credibility of the network in the eyes of decisionmakers and other influential persons.

When initiating a data collection activity, the network should consider its own information needs and those of the relevant policymakers. It is also important to estimate the time and costs involved in the data collection effort as well as the human resources required to design the methodology and collect, analyze, and present the data. Selection of the actual data collection technique or techniques depends on the type of data required.

Data collection can involve qualitative or quantitative techniques or a combination of both. Qualitative data are descriptive or narrative and convey impressions or opinions. They provide information on what people think, feel, and do and are helpful in identifying issues of importance to a particular target group or community.

Quantitative data can be counted or quantified to give numeric estimates and generate conclusive findings. They can tell us how many people of different demographic characteristics live in the target area, verify the number of times something happens, or document differences between things that can be measured in numbers, for example, the annual risk of developing TB in a PLHA who is co-infected with *M. tuberculosis* ranges from 5 to 15 percent. This unit focuses on selected qualitative and quantitative data collection techniques and their applications in developing a better understanding of community needs and priorities and communicating these needs and priorities to policymakers. Participants will explore baseline surveys, conversational interviews, focus group discussions, and secondary data analysis and determine how to use the results to advance the work of the advocacy network.

OBJECTIVE

By the end of this unit, participants will be able to

- Distinguish between qualitative and quantitative data and different data collection techniques
- Understand the components of a baseline assessment
- Prepare topic guides for conversational interviews and focus group discussions
- Use information from secondary data sources.

TIME

4 hours and 40 minutes

MATERIALS/HANDOUTS

- Newsprint, markers, and tape
- Copies of handouts

Handout III.5.1 Background Notes

Handout III.5.2 TB/HIV Internet Resources

Handout III.5.3	Interview Topic Guide
Handout III.5.4	Types of Research
Handout III.5.5	Comparison of Qualitative and Quantitative Methods
Handout III.5.6	Description of Selected Methods
Handout III.5.7	Baseline Assessment Process—Card Template
Handout III.5.8	Data sets for Activity 7

- Research scenarios

PREPARATION

- For Activity 2, copy the research scenarios.
- For Activity 4, copy and cut three sets of the Baseline Assessment Process—Card Template. Use different color paper for each set of cards.
- For Activity 7, copy the data sets at the end of the unit.

ACTIVITY 1
Introduction
Time: 10 minutes

Introduce Unit 5 by reviewing the objectives and making a brief presentation on data collection. Key points to include in your overview follow:

- Data, quantitative and qualitative, are fundamental for TB/HIV advocates as it plays a role in providing evidence of TB and HIV linkage.

- To be effective advocates for TB/HIV issues, networks must understand and accurately represent the needs, priorities, and interests of their constituencies.

- At the **national level**, the first step is to develop a collaborative TB/HIV strategic plan. In developing the effective plan, TB/HIV networks can play a fundamental role as the intermediary in promoting the translation of data into policy.

- At the **district level**, TB/HIV networks can also play a crucial role in promoting the establishment of TB/HIV services. Translating the following type of data into policy statements is one of the ways TB/HIV networks can contribute to the TB/HIV joint effort: baseline TB/HIV statistics, identifications of groups at particular risk of TB and/or HIV infection, and survey of existing district TB and HIV/AIDS service providers.

- By collecting, analyzing, and disseminating data on community needs, the network demonstrates the importance it places on both listening to the people and gathering the information needed to substantiate its advocacy actions.

- The more information and data a network possesses, the more realistic and representative its policy demands will be. Furthermore, data-based advocacy messages will enhance the network's credibility in the eyes of decisionmakers and other influential persons.

- When planning a data collection activity, the network should consider the following:
  — What are the network's information needs?
  — What are the information needs of the relevant policymakers?

— What are the time and costs involved in data collection?
— What human resources and skills are needed to design the methodology and collect, analyze, and present the data?

- Selection of the actual data collection technique or techniques depends on the answers to the above questions.

- Data collection can involve qualitative or quantitative techniques or a combination of both. There are advantages and disadvantages to the various data collection methods, and each method produces different results.

- This unit helps participants understand and appreciate the need for data to define and support their TB/HIV advocacy issue. It explores selected data collection techniques, including baseline assessments, conversational interviews, focus group discussions, and secondary data analysis.

ACTIVITY 2
Research Scenarios

Time: 20 minutes

1. Divide participants into four groups. Distribute copies of one scenario to each group.
2. Ask the small groups to read the scenario and discuss the question that follows it.
3. Instruct each group to select a presenter to read the scenario and report on the group's discussion.
4. Invite the other participants to share their opinions.
5. Conclude the activity by asking participants to share some of their own experiences with effective and ineffective uses of data.

DATA COLLECTION SCENARIO #1

A network decided to focus its advocacy efforts on selecting and education community based health educators on the combined issues of TB/HIV. Network members believed that the community would trust other community members to give them the correct information about prevention and treatment. However, a community survey revealed that 75 percent of community members, for reasons of confidentiality, would prefer to get this information from people from surrounding villages. It was reported that this is how the existing home based care program was operating.

Question: What are the implications of this finding for the network's advocacy strategy?

DATA COLLECTION SCENARIO #2

While working to formulate the new combined TB/HIV policy, network members were startled about the high rates of TB among HIV+ clients in the country's central hospital.

Question: What additional qualitative and quantitative data are needed to help the network identify a policy issue?

DATA COLLECTION SCENARIO #3

In a preliminary outreach meeting about forming a joint TB/HIV coordinating body, a nurse from a VCT clinic questions the appropriateness of combining effort for TB/HIV. Her reasoning is that AIDS is much more important because it is lethal, and resources should be spent on HIV/AIDS, instead of on TB, a curable disease with much lower death rates.

Question: What type of data does the network need to answer the nurse's question? How could it obtain the data?

DATA COLLECTION SCENARIO #4

The first press release from the new TB/HIV advocacy network reads, "The Joint Committee to Fight TB/HIV Warns of TB Risk to People Living with HIV/AIDS!" A recent survey revealed a high percentage of HIV+ patients at district hospitals are becoming infected with TB. TB control programs report that (20%) of TB patients stop taking their medication before they are completely cured, increasing the risk of resistant TB, especially among HIV+ populations.

Question: As a policymaker, what message is the network sending in the press release? How can it be improved for clarity?

ACTIVITY 3
Data Collection Techniques
Time: 15 minutes

1. Write Qualitative and Quantitative as sub-headings under each of the columns.
2. Ask one or two participants to explain briefly the differences between the two types of data.
3. Ask the full group to identify data collection tools for each category of data. Write the various responses under the appropriate heading.
4. Ask participants if there is a difference in these data collection techniques for TB and HIV. Are some appropriate for one but not the other?
5. Conclude by asking participants which techniques they have had experience with, which techniques they think the network could undertake most easily, and what they should take into consideration before selecting a technique(s). For example, what are the group's data needs? Does data already exist? What is the best technique for the network's needs? How much time is involved? How costly is it? Does the network have the skills to design and carry out the data collection activity?
6. Make sure participants are aware of the specific quantitative and qualitative data resources available to them. In the area of TB/HIV, some of resources are listed In Handout III.5.2 TB/HIV Internet Resource List.

QUALITATIVE	QUANTITATIVE
✓ **Surveys** ✓ **Questionnaires** ✓ **Focus Groups** ✓ **Interviews** ✓ **Observation**	✓ **Surveys** ✓ **Questionnaires** ✓ **Census** ✓ **DHS** ✓ **KAP (Knowledge, Attitude, Practice)**

ACTIVITY 4
Baseline Assessment
Time: 45 minutes

1. Ask participants to describe a baseline assessment and to write their definition on the flipchart. Ask the group to discuss the following: What types of information could a baseline assessment yield in an advocacy campaign? Why is this information important?

> **A baseline assessment is…**
>
> The collection of data before an activity begins. The data are used to measure change after an activity has been implemented.

2. Divide participants into three small groups.
3. Distribute one set of Baseline Assessment Process cards to each group. Be certain that the cards are NOT in the correct order when they are distributed.
4. Instruct each group to discuss and reach agreement on the correct sequence of steps. The groups should place their cards on the floor or the wall in the order they agree on.
5. Review the three arrangements and briefly discuss each of the steps to ensure the participants' full understanding. The steps involved in performing a baseline assessment follow:
   1. Determine purpose and objective of the assessment
   2. Identify and organize research team
   3. Select data collection method(s)
   4. Identify data topics and questions
   5. Design data collection tool(s)
   6. Pretest and finalize tool
   7. Determine sample size and select sample
   8. Organize logistics and workplan
   9. Conduct data collection activity
   10. Analyze data
   11. Prepare final report
   12. Evaluate the process

ACTIVITY 5
Interviews
Time: 1 hour

Introduction (10 minutes)

1. Use the following notes to give a brief overview of interviews:
   - Interviews are the most commonly used method of data collection in development work. Interviews elicit information on what people think, feel, and perceive. They expand and give depth to quantitative data and are a useful first step in designing a more complicated data collection activity.
   - Interviewing individuals in the community is an excellent source of qualitative information and can guide the selection of the advocacy issue.
   - Normally, when conducting interviews, the interviewer uses a topic guide to help structure the discussion of the issue(s) under investigation. The guide ensures that information is collected in the same way during all of the interviews.
   - Generally, the interview topic guide is divided into four sections: introduction, rapport building, in-depth discussion, and closure.
2. Ask participants to describe some of the advantages of interviews over other data collection methods. Write their responses on the flipchart and include the following:

> **Interviews**
> - Are inexpensive
> - Can be conducted by anyone trained in interview techniques
> - Are a good source of qualitative data
> - Elicit a lot of information in a short time
> - Can be informal or formal

Role-Plays (50 minutes)

1. Explain that participants have an opportunity to practice interviewing.
2. Divide participants into groups of three. Ask each participant to choose one of the following roles to play: Interviewer, Community Member, or Observer.
3. Distribute the Interview Topic Guide (Handout III.5.2) to the individuals playing the role of Interviewer.
4. Allow five minutes for the Interviewers to review the topic guide.
5. Explain that the Interviewer should follow the topic guide and conduct a 15-minute interview with the Community Member.
6. During the interview, the Observer should take notes on the communication techniques used, the flow of questions, the appropriateness of questions, etc.
7. After the role-plays, ask each Observer to report his/her observations to the full group.
8. Ask the Interviewer to share his/her feelings on how to conduct a successful interview, and ask the Community Members to describe their perspective on the interview. Use the following questions to moderate a discussion of the role-plays:
   - What did you like or dislike about the interview? Possible responses include the following: interviewer used good body language, interviewer was creative in asking

follow-up questions, interviewer asked leading or insensitive questions, interviewer forgot to introduce the purpose of the interview, or interviewer failed to set a comfortable tone.

- How could the interview have been improved? Possible responses include the following: topic guide questions could have been more pointed.

9. Conclude by asking the group to brainstorm some of the skills needed by a good interviewer. Write the responses on the flipchart and include the following:

Good Interviewers

- ✓ Are knowledgeable about the topic
- ✓ Know local terms for any technical words
- ✓ Are able to talk with people
- ✓ Know how to probe for information

ACTIVITY 6
Focus Group Discussion (FGD)
Time: 1 hour
Introduction (10 minutes)

1. Use the following notes to make a brief presentation on focus groups:
   - Focus groups are an excellent tool to help researchers understand community needs. They are useful for gathering information on opinions, potential problems with a planned activity, community sentiment, or suggestions.
   - What is a focus group? A focus group is a loosely structured, informal discussion with a small, homogeneous group of six to eight persons that is designed to gather information on a particular topic. Focus groups are led by facilitators.
   - The FGD facilitator uses a topic guide (similar to the one used in interviews) to organize a discussion among participants. The facilitator's role is to help the discussion get started and stay on track, draw out people who are not participating, and encourage participants to share their thoughts and feelings.
   - A note taker records participants' comments.
   - Focus groups normally last two or more hours.
   - Generally, FGDs are repeated with several different groups of similar individuals until the discussions no longer reveal any new insights into the topic. Participants should be notified of the topic in advance of the FGD and be told how the information will be used.
2. Ask participants to share any experiences they may have had with focus groups, either as facilitators or discussants. Ask them for their observations on the technique and when they think focus groups are most appropriate.

Developing Topic Guides (50 minutes)

1. Write the following outline on the flipchart and explain that participants will use the outline to develop sample topic guides for simulated focus group discussions:

Topic Guide Outline

Issue: Network wants MOH to allocate additional funds for HIV/AIDS education and prevention programs

I. Introduction
II. Rapport Building
III. Discussion questions
IV. Closure

2. Share the following scenario with participants:
   - Your TB/HIV advocacy network is working to raise awareness of the link between TB and HIV, thus allowing joint collaboration between the two programs and to strengthen TB control among HIV-infected people. To raise awareness, the network is conducting focus group discussions with key target audiences from the TB and HIV programs. Two groups were selected. Representatives of service providers, managers of NACP and NTP.
3. Divide participants into two groups. Distribute Handout III.5.3.
4. Ask one group to develop the Topic Guide for conducting an FGD with the commercial sex workers. Ask the other group to develop the Topic Guide for conducting an FGD with adolescent, out-of-school males. The groups should follow the FGD outline and use Handout III.5.3 as a guide.
5. Instruct each group to write its Topic Guide on newsprint and present it to the full group for comments and feedback.

ACTIVITY 7
Secondary Data Analysis
Time: 1 hour and 10 minutes

Introduction (10 minutes)

1. Use the following notes to make a brief presentation on secondary data:
   - Secondary data are an excellent source of quantitative and qualitative information on a target community. The network should consider secondary data as its foremost resource.
   - Surveys such as Demographic and Health Surveys (DHS), national censuses, national TB control reports or Adolescent Reproductive Health Surveys (Centers for Disease Control) include comprehensive data on the population's characteristics, HIV/AIDS knowledge and rates of infection, number of TB patients identified and treated, access to services, health decisionmaking in the household, etc.
   - Many of the larger surveys disaggregate data down to the regional or provincial level.
2. Write Secondary Data on the newsprint and ask participants to list some of the advantages of using secondary data to support their advocacy efforts.

Secondary Data
- ✓ Inexpensive to obtain
- ✓ Readily available
- ✓ Valid and reliable
- ✓ Current
- ✓ Comprehensive

TASK

a. Review the tables carefully.
b. Cite two to three interesting findings that have implications for identifying a TB/HIV policy advocacy issue.
c. Describe the types and sources of additional data that would be needed to support the issue.
d. Write the group's responses on newsprint and select someone to present the responses.

Transition

During the next activity, participants will examine actual tables from DHS analyses in different countries and answer questions about the data. The purpose of the activity is to help the network understand the value of secondary data, recognize various uses and applications of the data, and identify additional data that are needed to support the advocacy effort. Three sets of data are presented at the end of this unit; each set consists of two tables and will be used by one working group.

Analyzing Secondary Data (1 hour)

1. Divide participants into three groups.
   - Group 1: TB
   - Group 2: STIs
   - Group 3: HIV/AIDS
2. Distribute the appropriate data set to each group and write the following task on newsprint. Allow 30 minutes.
3. Invite each presenter to summarize the information presented in his/her group's tables and to present the responses to the full group. Allow time for questions and discussion.
4. Conclude the activity by inviting a full group discussion of secondary data. Use the following questions to generate discussion:
   - What secondary data sources will assist the network in supporting its advocacy goal and objectives? List the sources on newsprint.
   - Which groups or members of the network have previously worked with secondary data analyses? These people represent resources for potential data collection and analysis activities.
   - What plans should the network make for involving secondary data analyses in its advocacy strategy? Note that these plans will be integrated into the implementation plan developed in Unit 7.

SUMMARY

Successful advocacy addresses real community issues and priorities. It is incumbent on the network to conduct or collect data that accurately represent those priorities, that support political action, and that are credible to policymakers. The data collection techniques should match the information needs of both the network and the target audience as well as the network's available resources. **Distribute handouts to Unit 5.**

MOVING AHEAD

The next unit looks at one of the practical concerns of mounting an advocacy campaign—obtaining sufficient resources (financial and in-kind)—to support the network's strategy.

SECTION III
UNIT 6

III. The Advocacy Strategy 6. Fundraising

Fundraising: Mobilizing Resources
Background Notes

The ability to mobilize resources is a valuable skill for advocacy networks. Access to financial resources expands the options available to the advocacy network and gives members the freedom to try new, creative, or even higher-risk activities than would be possible with limited funds. But no matter how much an advocacy campaign benefits from financial resources, it is entirely possible to launch a successful campaign with the resources and energy of network members alone.

Effective fundraisers understand the importance of setting realistic goals based on their particular setting and advocacy issues. They know how to target potential contributors and develop persuasive appeals to reach them. They forge innovative strategies to raise money—from seeking small grants from bilateral development organizations to targeting private sector concerns within their own communities. They also know how to leverage contributions from one source to gain additional resources from another and thus pave the way for future advocacy activities.

Unit 6 presents an overview of fundraising for advocacy. Networks that are committed to raising money to support their advocacy efforts should consider both organizing a separate workshop on fundraising and engaging the services of a professional fundraiser as a resource specialist. Given the recent and rapid growth of the NGO sector and the scarcity of resources, fundraising is an area that requires considerable technical skill.

OBJECTIVES
By the end of this unit, participants will be able to prepare a fundraising strategy for the advocacy campaign.

TIME
1 hour and 20 minutes

MATERIALS/HANDOUTS
- Newsprint, markers, and tape
- Copies of handouts
  - Handout III.6.1 Background Notes
  - Handout III.6.2 The Fundraising Process

PREPARATION
- For Activity 3, write the Sample Fundraising Strategy on newsprint.

ACTIVITY 1
Introduction
Time: 5 minutes

1. Introduce the unit by reviewing the objective and giving a brief introduction to fundraising. Key points to include in your overview follow:
   - The ability to mobilize resources is a valuable skill for advocacy networks. Access to financial resources expands the options available to the advocacy network and gives members the freedom to try new, creative, or even higher-risk activities than would be possible with limited funds.
   - But no matter how much an advocacy campaign benefits from financial resources, it is entirely possible to launch a successful campaign with the resources and energy of network members alone.
   - Effective fundraisers understand the importance of setting realistic goals based on their particular setting and advocacy issues. They know how to target potential contributors and develop persuasive appeals to reach them.
   - Effective fundraisers are creative in forging innovative strategies to raise money—from seeking small grants from bilateral development organizations to targeting private sector concerns within their own communities. They also know how to leverage contributions from one source to gain additional resources from another and thus pave the way for future advocacy activities.
   - This unit presents an overview of fundraising for advocacy. If the network is committed to raising money to support its advocacy efforts, it should consider both organizing a separate workshop on fundraising and engaging the services of a professional fundraiser as a resource specialist. Given the recent and rapid growth of the NGO sector and the scarcity of resources, fundraising is an area that requires considerable technical skill.

ACTIVITY 2
Current Status of Support
Time: 15 minutes

1. Ask participants to think about the breadth of their current program activities. The members of the network may be involved in service delivery, education, training, research, community outreach, etc.
2. Moderate a brainstorming exercise to answer the following question: What are the sources of financial support that make program activities possible? Ask the group to identify all the categories of funding they currently receive. Encourage participants to think broadly to include gifts-in-kind, discounted materials, or services, etc.
3. Record responses on the flipchart as shown below.

Sources of Financial Support

- ✓ Grants from private donors, bilateral donor agencies (USAID, European governments, etc.), and multilateral donor agencies (UNFPA, UNDP, UNAIDS, Global Fund, etc.)
- ✓ Government contracts
- ✓ Individual donations
- ✓ Membership fees
- ✓ Commercial sponsorship

4. Ask participants to think about any untapped sources of revenue, such as fees-for-services. Point out that at least one advocacy network conducts advocacy workshops for other groups on a fee-for-service basis. Other networks collect dues from their members. Add these suggestions to the list.

Transition

In the next activity, participants shift their attention to the future of the network and how to gain access to funds in support of both upcoming advocacy efforts and network sustainability.

ACTIVITY 3

Developing a Fundraising Strategy

Time: 1 hour

1. Invite several participants to recap the network's advocacy goal, objectives, and target audiences. Ask participants to think broadly about the types of advocacy activities that might be appropriate and discuss these activities briefly within the group.
2. Based on the future direction of the network's advocacy efforts, which of the funding sources listed on the flipchart would be most likely to yield support?
   - Participants should look for a fit between the interests of the donor or funding source and the network's advocacy goal and objectives. Some sources may be inappropriate. For example, it is unlikely that the Ministry of Health would provide funds to support the network's TB/HIV advocacy campaign if the target audience is the ministry itself.
   - Ask participants to select the FOUR sources most likely to support the network's advocacy objectives. Circle the four targeted sources on the list.
3. Divide participants into four groups.
4. Assign one of the four funding sources to each group.
5. Distribute Handout III.6.2: The Fundraising Process.
6. Instruct the groups to consider their assigned funding source and answer the following questions:
   - Why would this source be interested in supporting the network's advocacy goal and objectives?
   - What approach would be most effective in gaining the source's support?
   - What are the next steps and who will be responsible for them?
7. Review the sample strategy on the flipchart to help guide the groups.

Sample Fundraising Strategy			
Source	**Potential Interest**	**Approach**	**Next Steps**
International foundation	Currently focused on integrating HIV and TB prevention and care services.	Send letter of introduction and concept paper. If foundation shows interest, follow up with proposal.	Anya K. to lead effort. Michael R. to notify contact at foundation to expect letter. Mail by 01 March to meet foundation's funding cycle deadline.

8. After the groups have completed their task, ask them to present their strategies.
9. Solicit comments or suggestions from the full group.
10. Conclude the activity with a discussion of the possible implications for the network. Questions to spark discussion include the following:
    - How do the four strategies fit together?
    - Which strategy or strategies should the network pursue first?
11. By the end of the activity, the network should have a clear sense of the next steps for mobilizing financial support for its advocacy campaign.

SUMMARY
Securing financial support for advocacy gives the network certain advantages over working with a limited budget. Network members should determine whether additional funds are needed to support their goal and objectives and, if so, they should develop a fundraising strategy to target potential sources. **Distribute handouts for Unit 6.**

MOVING AHEAD
The network has selected an issue, developed a goal and objectives, examined the target audiences, designed and tailored messages, examined potential data needs, and created a fundraising strategy for its advocacy campaign. The foundation has been laid and the members are ready to design an implementation plan for the campaign. This is the topic of Unit 7.

SECTION III
UNIT 7

III. The Advocacy Strategy 7. Implementation

Implementation: Developing an Action Plan

Background Notes

This unit represents the action planning phase of the workshop. Up to this point, the workshop has focused on building technical skills in the various stages of the advocacy process—defining issues, setting goals and objectives, assessing support and opposition and researching target audiences, developing and disseminating messages, collecting data, and raising funds. In the process of honing their skills, participants have made choices and taken action toward the development of the network's advocacy strategy. The work done along the way has a real—not just a theoretical—application.

Now it is time for participants, first, to pull together all the pieces of work they have completed thus far and, second, to compile the products into one implementation plan to guide the network through the campaign. The implementation plan is also the focus of the monitoring and evaluation plan to be developed in Unit 8.

The implementation plan is presented in a simple format. Based on a selected TB/HIV advocacy objective, participants design specific activities for implementation in order to achieve the network's objective. Members of the network provide details describing needed resources, responsible person(s), and an appropriate timeframe, expected outcome and the indicator for each activity.

Developing the action plan provides an excellent opportunity for network members to work as a team. The implementation plan should be developed with input from and the consensus of the entire membership in order to create a sense of shared ownership and commitment to the plan and the strategy. After all, participants are nearing the end of the planning stage and will soon be called on to act together to make the advocacy strategy a reality.

OBJECTIVE
By the end of this unit, participants will be able to develop an implementation plan for the advocacy campaign.

TIME
2 hours and 15 minutes

MATERIALS/HANDOUTS
- Newsprint, markers, and tape
- The overhead transparency or flipchart from Unit 1 that shows Steps in the Advocacy Process.
- Copies of handouts

Handout III.7.1 Background Notes
Handout III.7.2 Advocacy Implementation Plan

PREPARATION

- For Activity 3, copy the Advocacy Implementation Plan (Handout III.7.2) on newsprint or an overhead transparency.

ACTIVITY 1
Introduction
Time: 5 minutes

1. Introduce Unit 7 by reviewing the objective and making a brief presentation on implementation plans. Key points to include in your overview follow.
   - This unit represents the action-planning phase of the workshop.
   - Up to this point, the workshop has focused on building technical skills in the various steps of the advocacy process—defining issues, setting goals and objectives, assessing support and opposition and analyzing target audiences, developing and disseminating messages, collecting data, and raising funds.
   - In the process of honing their skills, participants have made choices and taken action toward the development of the network's advocacy strategy. The work completed thus far has a real—not just a theoretical—application.
   - Now it is time to pull together all the pieces of work completed to this point, and to compile the various products into one implementation plan to guide the network through the campaign.
   - The implementation plan or action plan is presented in a simple format. In accordance with a selected advocacy objective, participants design specific activities for implementation in order to achieve the desired objective. The plan requires the network to provide details describing needed resources, responsible person(s), and an appropriate timeframe for each activity.
   - Developing the action plan provides an excellent opportunity for participants to work as a team. The plan should be developed with input from and the consensus of the entire membership in order to create a sense of shared ownership and commitment. After all, participants are nearing the end of the planning stage and soon will be called on to act together to make the advocacy strategy a reality.

Transition
Before the participants begin to develop the implementation plan, they should review what has already been learned about the advocacy process, thereby reinforcing the essential points about each step in the process.

ACTIVITY 2
Reviewing the Advocacy Process
Time: 30 minutes

1. Present the Steps in the Advocacy Process on a transparency or flipchart. 2. Discuss each step in turn by using the following questions:
   - What are the key points and considerations for this step?
   - What did you learn about this phase of the advocacy process that you didn't know before?

3. Record participants' responses on the flipchart. Examples of possible responses are listed below:
   - **Advocacy Issue**
     – A problem widely felt by constituents/clients of the network
     – Issue must have policy solution
     – Forms foundation of advocacy strategy
   - **Goal**
     – Long-term vision for change, over three to five years
   - **Objective**
     – Specific, measurable, achievable, and time-bound
     – Describes desired policy action and audience
   - **Target Audience**
     – Primary audience consists of policymaker/institution with authority to affect advocacy objective
     – Secondary audience consists of individuals/institutions that can influence those with authority
     – Identify supporting and opposing views; incorporate these views into strategy
     – Assess audience's knowledge, beliefs, and power base
   - **Building Support**
     – Increase base of support by forming or joining other networks and coalitions
     – Build support with stakeholders such as community members, universities, religious leaders, research institutes, etc.
   - **Message Development**
     – Effective messages are clear, concise, and tailored to the target audience
     – Deliver consistent message by using multiple channels over time
   - **Channels of Communication**
     – Numerous options for message delivery
     – Consider audience, timing, cost, and other factors to select best format
   - **Fundraising**
     – Resources expand options for advocacy activities
     – Network may want fundraising strategy to target possible donors.
   - **Implementation Plan**
     – Details activities, resources, timeframe, expected outcome, indicator and responsible person(s)
   - **Data Collection**
     – Accurate and current data support all phases of the advocacy process
     – Include qualitative and quantitative data
   - **Monitoring/Evaluation**
     – Monitor activities and evaluate results

4. Ask participants if they would like to highlight any other key lessons about advocacy before proceeding to the implementation plan.

ACTIVITY 3
Developing the Implementation Plan
Time: 1 hour and 40 minutes

Note to Facilitator: The implementation plan is organized around the TB/HIV advocacy objectives developed by participants in Unit 2. Activity 3 will have as many working groups as objectives. Give participants the choice of continuing to work in the same groups as they did for developing the objectives. If possible, participants may self-select the objective to address.

1. Remind participants that they have completed several steps in the advocacy process. They have…
   - Identified one advocacy issue for action;
   - Set the advocacy goal—a long-term change that they hope to contribute to;
   - Set specific advocacy objectives that will contribute to achievement of the goal;
   - Assessed the support and opposition and identified primary and secondary target audiences for each objective;
   - Developed and practiced delivering advocacy messages to key members of their target audience;
   - Reviewed data collection and analysis techniques to support their advocacy messages; and
   - Developed a preliminary fundraising strategy.
2. To proceed with developing an implementation plan, the network must decide whether to approach its advocacy objectives consecutively or simultaneously. If the former, participants must agree on the logical order.
3. Moderate a group discussion about which advocacy objective members want to address first in the campaign. Use the following questions to guide the discussion:
   - Is there a logical and obvious sequence? What is it and why?
   - Will any of the objectives make a greater contribution to the broader advocacy goal than others?
   - Does the network feel better prepared/qualified to undertake one objective over the others?
4. Once the group has decided on the sequence of the advocacy objectives, it is ready to develop an implementation plan.
5. Divide participants into working groups by objectives.
6. Distribute Handout III.7.2 Advocacy Implementation Plan (the blank worksheet and the partially completed worksheet) and explain the following task:
   - Write the relevant advocacy objective at the top of the worksheet.
   - Next, identify each of the activities necessary to achieve that objective. Activities should be fairly detailed. For example, include information about message development and methods.
   - For each activity, identify the resources needed to support the activity. Resources may be material, financial, human (i.e., technical expertise), or technological.
   - Indicate who is responsible for undertaking the activity.
   - Assign an appropriate time frame or due date for each activity.
   - Indicate the expected outcome and the indicator that the activity has been done
7. Review the partially completed worksheet as an example.
8. Allow the groups 30 minutes to complete the worksheet and to transfer their plan to newsprint or overhead transparencies.

9. After the working groups have completed the assignment, ask one representative of each group to present the group's plan.
10. Post all three plans on the wall and discuss each in turn.
    - Are the activities complete? Realistic? Should any be added or modified?
    - Look at "Responsible Person." Does the group agree with the task distribution? Is the workload shared among different people?
    - Are the required resources accurate? Is it practical to think the network can secure the indicated resources?
    - How about the timeframe? Is it achievable given the schedules and responsibilities of network members?
11. Conclude by checking for final questions or comments about the implementation plans. If participants are satisfied with the plan, they are ready to move on to the next unit, Monitoring and Evaluation.

SUMMARY

The implementation plan makes the campaign come alive. By considering the myriad activities needed to reach each of the advocacy objectives, the network senses the amount of work and energy required to achieve a policy victory. The plan details the activities of the campaign in a logical and timely order and maps the network's next steps. Distribute handouts for Unit 7.

MOVING AHEAD

No major work effort is complete without guidance for monitoring the implementation of activities and establishing benchmarks for recognizing if, when, and how well the desired results are achieved. Monitoring and evaluation are crucial to the success of any major endeavor. In the next unit, the network develops a monitoring and evaluation plan for its campaign.

SECTION III
UNIT 8

Monitoring and Evaluation
Background Notes*

Information is essential to the decisions we make and the actions we take. Timely and accurate information enables us to

- Learn from others' experiences
- Identify and capitalize on opportunities
- Avoid hazardous or risky situations

Monitoring and evaluation involve acquiring and using information. While the importance of information in most aspects of our lives is recognized, the importance of information obtained from monitoring and evaluation in the context of projects and organizations is not. Often, in the development field, monitoring is a requirement imposed on institutions by donors. As such, funding recipients reluctantly undertake required monitoring activities. Monitoring is also viewed as an end in itself, for which some project managers complete forms and prepare reports without necessarily using the information from the reports for internal assessment and program planning.

Similarly, evaluation is often conducted to satisfy external requirements or to make a judgment about whether a project should receive continued funding. Less often, evaluation is used as a tool to strengthen a project and empower project participants or clients.

The ability to acquire and use relevant information is as important for an advocacy network as it is for an individual NGO. A sound monitoring and evaluation component helps the network track its successes, build credibility with donors, and motivate members to sustain momentum. If a network's advocacy activities bring about a desired policy change, the network will want to demonstrate a clear connection between its objectives and activities and the policy outcome.

Monitoring is the process of routinely gathering information on all aspects of an advocacy campaign and using the information in network management and decisionmaking. A monitoring plan is a basic and vital management tool that provides network members and other stakeholders with information that is essential to designing, implementing, managing, and evaluating advocacy activities. To fulfill the monitoring function, the monitoring plan must include systems for collecting data and information on key activities as well as systems for summarizing, analyzing, and using the information to make decisions and take action. Monitoring information can help

- Demonstrate innovative and effective strategies;

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* Background notes based on World Learning/SHARED Project. 1997. Monitoring and Evaluation as Management Tools: A Handbook for NGOs in Malawi.

- Generate financial and political support for advocacy activities; and
- Market the network.

Evaluation involves a systematic, objective analysis of the network's performance, efficiency, and impact in relation to its objectives. Its ultimate purpose is to
- Draw lessons from experience in order to improve the quality of an advocacy campaign;
- Improve the design of future campaigns; and
- Demonstrate the network's merits to supporters, policymakers, donors, members, etc.

Evaluation can be thought of as an assessment at a critical period or a process of looking at impacts or achievements.

OBJECTIVES
By the end of this unit, participants will be able to prepare a monitoring and evaluation framework for the advocacy campaign.

TIME
1 hour and 50 minutes

MATERIALS/HANDOUTS
- Newsprint, markers, and tape
- Copies of the Advocacy Implementation Plan developed in Unit 7
- Copies of Handouts
  - Handout III.8.1 Background Notes

PREPARATION
- Write the definitions of monitoring and evaluation on newsprint (see Background Notes).
- For Activity 2, write the group tasks (one for the Monitoring Group and one for the Evaluation Group) on the flipchart.

ACTIVITY 1
Introduction to Monitoring and Evaluation
Time: 20 minutes

1. Ask participants to describe the difference between monitoring and evaluation. Elicit several responses and then write the following simple phrase on the flipchart to distinguish monitoring from evaluation:

   We monitor activities and we evaluate results.

2. Point out that monitoring is a process that tracks the implementation of activities. An important monitoring question is, "Did we implement the activities according to the action plan?" Evaluation is a process that assesses the results of the activities. In other words, "Did we achieve our desired results?"
3. Now, introduce the unit by reviewing the objective and the following notes on monitoring and evaluation:

- Information is essential to the decisions we make and the actions we take. Timely and accurate information enables us to learn from others' experiences to identify and capitalize on opportunities, and to avoid risky situations.

- Monitoring and evaluation involve acquiring and using information. While the importance of information in most aspects of our lives is recognized, the importance of information obtained from monitoring and evaluation in the context of projects and organizations often is not.
- In the development field, monitoring frequently appears as a requirement imposed on institutions by donors. As such, funding recipients reluctantly undertake monitoring activities.
- Monitoring is also viewed as an end in itself, for which some project managers complete forms and prepare reports without necessarily using the information for internal assessment and program planning.
- Similarly, evaluation is often conducted to satisfy external requirements or to make a judgment about whether a project should receive continued funding. Less often, evaluation is used as a tool to strengthen a project and empower project participants or clients.
- The ability to acquire and use relevant information is as important for an advocacy network as it is for an individual organization. A sound monitoring and evaluation component helps the network track its successes and learning experiences, build credibility with donors, and motivate members to sustain momentum.
- If a network's advocacy activities bring about a desired policy change, the network will want to demonstrate a clear connection between its objectives and activities and the policy outcome.

5. Present the definitions of monitoring and evaluation on the flipchart and clarify any questions about the difference between the two.

ACTIVITY 2
Developing a Monitoring and Evaluation Framework
Time: 1 hour and 30 minutes

1. Divide the participants into two working groups of equal size.
2. One group will focus on monitoring and the other group on evaluation.
3. Explain that the two groups have different tasks. The monitoring group should refer to the Advocacy Implementation Plan developed in Unit 7.
4. Present the tasks for the working groups on the flipchart.

Monitoring Group Task

Refer to the Advocacy Implementation Plan and answer the following five questions:

- ✓ Why will the network monitor the activities in our advocacy plan?
- ✓ What should we monitor?
- ✓ Who will be responsible for collecting and analyzing monitoring information?
- ✓ When will monitoring take place?
- ✓ How will we gather the necessary information (e.g., data sources)?

Prepare a brief presentation on newsprint

Evaluation Group Task

Refer to Handout III.1.3: The Advocacy Process. Develop two evaluation questions for the following selected stages in the network's advocacy strategy:

- Issue
- Goal/objective
- Target audience
- Message development
- Data collection
- Monitoring and Evaluation

For example, the questions for message development could be

- How did the target audience respond to your advocacy message?
- What action was taken as a result of the advocacy message? Describe.

Prepare a brief presentation on newsprint.

5. Allow the groups 45 minutes to complete the task. Be certain to circulate while the groups are working to ensure that they understand the process.
6. After the groups complete their work, ask one representative from each group to present the group's results.
7. Elicit feedback from each team about the other's presentation by using the following questions:
   - Is the monitoring plan clear and realistic? Do participants agree about who will monitor activities, when the monitoring will take place, and how data will be collected and used?
   - Will the evaluation questions generate useful information? Do the questions focus on the results of the advocacy campaign?
   - When will the advocacy campaign be evaluated and by whom?
8. The products of this unit should be typed up and circulated to members after the workshop.

SUMMARY

Monitoring and evaluation are management tools that provide valuable information about activities and results. **Distribute handouts for Unit 8**.

MOVING AHEAD

This unit concludes Section III. The workshop has laid the ground for the advocacy campaign, and the network is ready to start implementing the activities described in its action plan. Still, much remains to be done. The network must identify specific data needs and decide how best to collect the data. Decisions must be made concerning the messages and mode of delivery, linkages with other networks or groups, outreach to the target community, and required resources. Recognizing that advocacy campaigns are labor-intensive for discrete and often long periods of time, the network must have well-laid plans as well as stamina if it is to achieve the desired policy victory. The decisions and plans that the network has made during the workshop form a solid foundation on which to launch the campaign.