AMPLIFYCHANGE

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A GUIDE MANUAL

ADVOCACY, LOBBYING, LEADERSHIP & COMMUNICATION SKILLS.

This document is developed under the project "Collective learning & action to understand & reduce barriers to maternal health services and mainstreaming these at policies and community level in Quetta Balochistan" funded by AmplifyChange

YOUTH ASSOCIATION FOR DEVELOPMENT (YAD) PAKISTAN

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Acknowledgement

This manual was developed after a detailed consultative with program & project team, board of directors (BOD) and general body members of Youth Association for Development (YAD). Following areas were prioritized for preparation of manual during the consultation included: basic concepts of advocacy (Definition, Types, Advocacy Cycle, Tools and Techniques), Advocacy Process (Advocacy and Lobbying), legislative processes, Good Governance, Effective advocacy skills and leadership skills.

This manual guide would be the first step for employees and members of Youth Association for Development (YAD) towards creating better understanding of advocacy, lobbying & communication & leadership skills.

This manual aims to improve the existing skills of indigenous peoples on advocacy, lobbying, communication & leadership skills. It also aims to build new generation of leaders who can advocate for the right of vulnerable segments of the society. The manual is suitable for program, project & filed team, organizations engaged in advocacy programs and beyond. This is a working manual and will thus be revised or adjusted as and when needed and appropriate

I appreciate the solidarity, cooperation, support and substantive contribution of following persons in the process of developing this manual:

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Abbreviations

YAD	Youth association for Development
NGOs	Non-Governmental Organizations
CSOs	Civil Society Organizations
Govt	Government
SMART	Specific, Measurable, Achievable, Realistic and Time-Bound
SWOT	Strength, Weaknesses, Opportunities and Threats
IPs	Implementation Partners
PSDP	Public Sector Development Program

Module-1 Definition, Concepts & Scope of Advocacy & Lobbying.

1. What is Advocacy? What is Lobbying?

Advocacy is the process of rising voices in an effective manner so as to influence others. This is done by educating and creating or increasing awareness among the general public, government and policy makers, or other entities such as private corporations, on issues affecting or confronting the community and the need to align policies, laws, programs, projects to address the need.

It is important to note that advocacy is a process rather than a product. A means, rather than an end. It is a means to empower the marginalized and powerless to gain a better policy environment with implications for implementation of policies. The result of this process, or "product" could be better laws, policies, programs or projects in a Community that reflects the interest of the people.

Lobbying, on the other hand, is part of advocacy. In an advocacy campaign, lobbying is a key activity that we undertake to achieve our advocacy.

Lobbying aims to persuade or influence the action of the government, policymakers or private corporations to either enact or modify legislations, policies and programs that would benefits the interest of groups that are doing the lobbying. In simple terms, to lobby is to influence policymaker, to either oppose or support a specific issue, policy or a program. More specifically, lobbying aims to protect the interest of the minority, in this case indigenous peoples, so that

their interests are fairly defended against the interests of the majority.

2. Basic Concept & Scope of Advocacy;

- A set of targeted actions directed at decision/ opinionmakers in support of a specific policy issue. Advocacy represents the strategies devised, actions taken and solutions proposed to influence decision-making at the local/state level to create positive change for people and their environment
- Advocacy involves getting those with power to correct a situation. Directed at influencing policy, laws, regulations, programmes, or funding—decisions made at the uppermost levels of public or private sector or community.
- Developing an advocacy campaign requires clarity about the goals we seek, available strategies and resources, and potential allies and opponents.

3. Basic Elements of Advocacy:

- Coalitions
- Objectives
- Data
- Audiences
- Messages
- Fundraising
- Evaluation

- Presentation

4. **The Dynamic Advocacy Process**

Stage-1 Issues - of issue for policy action.

Stage-2- Solutions -Propose/ Develop solution to be address at policy

Stage-3 Issues-Solution-Political will Building political support.

Stage-4 Issues-Solution-Political Will-Bringing issues, solutions & political will together for policy action.

Stage-5 Issues-Solution-Political Will-Evaluating policy actions.

Not a recipe but still….

- Goal setting (one/multiple or shifting goalposts)
- Gathering policy and political information
- Assessing risk
- Building strategic relationships
- Establishing your credibility as an advocate
- Linking advocacy to your business priorities
- Maintaining focus.

5. **Credibility Checklist**
   - Can you, or your colleagues, legitimately speak on behalf of those affected by the issues?
   - Are you, or your colleagues, known and respected by the policy makers involved in the issue?
   - Do you, or your colleagues, have information or expertise that is relevant to the issues?
   - Will the policy makers involved be interested in your opinion or that of your colleagues?
   - Are there people within the country office who can effectively lead an advocacy initiative on the issues you are considering?
   - Are you, or your colleagues, perceived as objective and trustworthy, or politically biased?
6. **What Advocacy is not**

Advocacy relates to influencing decisions of policy makers. Generally, does not mean:

- Information, Education, and Communication
- Informing the government about your organization
- Raising public awareness about your organization and its programs
- Fund-raising.

7. Roles in Advocacy & Policy Development

Policies are not made just by members of parliament/ people who are policy makers. If you want to work for policy development, you should plan on working with many of the people or groups listed below:

- Program managers and staff
- Technical specialists, analysts, planners, advisors
- Coalitions (alliances)
- Media
- Communities
- Policy makers

8. Which communication Tools?

- Characteristics of the target audience
- Type of communication
- Resources available
- Skill base or expertise at hand
- Financial efficiency
- Credibility of the chosen tool/medium
- Existing channels of communication

9. Common Tools

- Digital video, films & TV
- Radio
- Folk media
- Print material
- Telephone, Computers, Internet
- Public display boards
- Inter-personal
- Media relations

10- What are Possible Indicators?

- Well-functioning coalition formed around specific issues
- Networks and allies visible and supporting the coalition and advocacy action in different ways including in-kind and financial contribution.
- High level of participation of different stakeholder in policy
- dialogue/law reform
    - Beneficiaries through testimonies, pressurizing, demonstration
    - Support by community leadership structures on the advocacy action.
- Level of participation by media on the advocacy action (From content analysis)
- Contribution of resources towards advocacy action (Programmes, strategies, policy formulation or law reform)
- Policy formulated and policy passed
- Law promulgated/changed/text changed
- Laws enforced.
- Policies implemented through national programmes

Module 2: Planning an Advocacy and Lobbying Campaign

i. What is an advocacy campaign? What are its characteristics?

Simply put, an advocacy campaign is a long-term set or group of activities that includes:

- Research
- Planning
- Acting/Action
- Monitoring
- Evaluating Advocacy efforts.

ii. Some examples of advocacy campaigns are:

- Campaign to secure women, youth rights SRHR.
- Campaign to recognize the political rights of women.
- Campaign on recognition of our right to freedom of information,

Engaging in an advocacy involves a combination of different forms of actions and strategies to be implemented for a period of time, thereby taking the form of a campaign in order to reach the objectives or goals. There could be some long-term goal that can only be achieved in a sustained and long-term advocacy campaign such as legislative and policy reforms. However, there can also be specific objectives under the long-term goals that can be reached in shorter period of time.

iii. What are the characteristics of a successful advocacy campaign?

The characteristics are the following:

Strategic We must research and plan our campaign carefully.

Series of Actions Advocacy is not simply one action only, for example, one meeting with a government agency, a phone call to our Member of Parliament, or one interview by the papers or TV station. Advocacy is a set of groups of coordinated activities.

Designed to Persuade We must be able to use our arguments and ideas to convince people that the change that we want to achieve is important and they will support it. For example, the argument that our free, prior and informed consent must be secured in any interventions in our community.

Targeted Our efforts to persuade must be aimed to specific peoples or groups who have the power to influence and make our advocacy campaign successful. For example, our local legislators or Govt officials.

Build Alliances We must work with other groups or stakeholders to increase the impact of our campaign, straightening our efforts.

Results in Change Our advocacy campaign must result in positive change for our indigenous communities who are confronted by a specific problem. For our advocacy campaign to be effective we must also be able to persuade our targets that the change that we want is also what they want.

iv. The Advocacy Cycle.

When we do an advocacy campaign, it goes through what we call a cycle of activities. These are the following 5 steps of advocacy:

- Identifying the problem
- Researching the issues surrounding the problem
- Planning a series or group of activities.
- Acting on the plan that has identified.
- Evaluating the results of efforts.

v. What are the Initial Steps in Advocacy Campaign Planning?

1. Identifying and Understanding the Problem

A. Identifying the Problem

The first step in developing a strong advocacy campaign plan is identifying the problem a indigenous people or community are confronted with. Being a part of community, it would not be difficult to bring out this problem since the community may already be experiencing the impacts of this situation.

You may use several techniques in surfacing the problem. These may be Ming Mapping or Problem Tree analysis.

B. Mind Mapping as a technique in further understanding the problem that the indigenous community is confronting. A mind map is a graphic "map." It is a way of organizing something or an area of information. Like a brain cell, every mind map has a central point. This can be an image or a word. This is the main focus and represents the main subject of the map. In this case the man focus is the problem or issue affecting the community. For example, an indigenous community in Cambodia may be confronted by illegal logging or land grabs for oil palm plantation in communities in Kalimantan in Indonesia.

Then draw branches from the main problem (e.g., illegal logging) and write the most important themes connected it. Then make smaller branches that are linked to the main ones. All the branches will then form a connected structure.

C. Problem tree analysis, on the other hands, helps fine solutions by mapping out the causes and effects around an issue or man problem. The first step is to identify and agree on a problem or issue to be analyzed. The main problem or issue is then written in the center of the sheet of paper and becomes the "trunk" of the tree. Next, identify the causes of the main problem and these become the roots of the tree. Next to be identified will be the consequences of the problem, and these become the branches.

2. Understanding the Problem (Research)

What may be needed is to dig further to look at other factors related to the problem that can help you in further understanding the issue. This is where basic research comes in. This can be done by sharing stories, experiences and information with other members of your community as a group or individually (also called Focus Group Discussions and Informal Interviews). In your research, please make sure that indigenous women and youth are involved.

You can ask the following questions:

- What is the problem?
- Who does the problem affects? How does it affect you or the community?
- How strongly or intensely does this problem affect the indigenous community?
- Does the problem affect different people in different ways? How?
- What causes the problem?

- Who is responsible for addressing the problem?
- What in your opinion are the possible solutions to the problem or issue?
- What will be the impact of these different solutions be on the entire affected group or sub-group in the community?

3. Why is it important to collect information?

Collecting information is important for advocacy because:

- It is the first important step, so that an advocate thoroughly understands the issue, and use accurate information for the advocacy campaign.
- Information may change an advocate's goal or strategy and may be useful in identifying allies or opponents.
- To have the accurate information that will be used for generating attention, support and actions.
- If an advocate acts before understanding an issue, or having the wrong or inaccurate information, he or she may be embarrassed by opponents and deemed unreliable by decision-makers.
- To understand potential opponents' positions and the positions of any.

4. What are useful tools for gathering information?

- **Mapping:** The graphic representation of all or part of geographical area.
- **Collection of data,** specimens and physical samples i.e. useful to take photographs of environmental change or destruction.
- **Data-gathering/research on socio-cultural dimensions of the issue**: interviews, focus group discussions, community workshops, etc.
- **Biological surveys:** assessment of the number, variety and density of different plant & animals.
- **Social survey:** gathering of public opinion through surveys.

Once you have completed your basic research, it would be good to also try and see answers to the following key questions:

- Are there other groups already working on these issues?
- Are there policymakers in your community who are critical to this issue who will be helpful cheerleaders of your advocacy efforts?
- Will a legislative fix (ordinance, law, policy) be most appropriate or is this something that can be addressed through regulatory changes?
- Are there short- and long-term objectives that you can use to address the problem?
- What potential solution will have the most impact?
- Which government agency is responsible for addressing the problem at the local, provincial/regional/state and national levels?
- Which organizations would make the best potential partners?

5. Setting the Advocacy Goals and Objectives

Simply put, goal and objectives are those that we want to achieve in our advocacy campaign to bring about solutions to the problem confronting our community. Goals are formed once we have a very good understanding of the problem or issue affecting the community.

Goals can be defined as the desired change that we want to achieve policies or practices in a set period of time. This means that goals are timebound, achievable within the timeframe of the campaign. For example, the problem confronting the indigenous community is that they have no full and effective participation in budget making process or they are not consulted in PSDP programs. As result of identification of the problem, the goal may be the following: "Ensure that there are indigenous peoples' representatives of the local government engaged in budget committee".

Objectives, on the other hand, tell what will be accomplished, with whom, how, and in what period of time. There may be one or more objectives that we can identify. But make sure that the objectives lead us to achieve the goal that we have identified.

In our example above, one objective may be "In 6 months, Govt will conduct 2 citizen engagement workshop 1 for woman & 1 for Man."

When we identify objectives, we have to bear in mind that good objectives should be SMART.

What is SMART?

- SPECIFIC Is it clear whose behavior must change?
- MEASURABLE Is it clear by how much the behavior must change?
- ACHIEVABLE will we be able to achieve this? Do we have the resources (Financial, Human) to support our work?
- REALISTIC Considering the current conditions (social and political), can we achieve this?
- TIME-BOUND Does the objective have a clear timeframe or deadline.

Indicators

Indicators are signs that tell us if we are making progress in achieving our objectives. When identifying these "signs," we have to ask ourselves, "How will I know we have fulfilled our objectives"

Often, these indicators are those that can be counted. That is why, indicators are often answered by "How much?" "How many?" "How many times?" Indicators should also be time-bound. Meaning to say, like the objectives, we can tell when the indicators should be achieved.

When we develop indicators, we make sure that we choose the most appropriate or the one that can give us the best answer to tell us that we are already achieving our objective. There may be many indicators that we can think of, but we have to evaluate the best one to use. Also, having too many indicators may tend to confuse us. The best way is to limit our indicators to a maximum of 3. One indicator may often be all that we need.

For example, in the one we cited on the need for indigenous representation budget making process, we can say the following as indicators: After 6 months, 2 citizen engagement workshops in budget making for man & women organized and citizens participated actively.

This indicator is measurable, meaning to say, we can count the workshops (since this is in our objective). Time-bound since it is clear that we should have achieved this within 6 months. Is simple since this is easily understood; and is direct, since this is the best indicator that can tell us if we have achieved our objective.

6. Identification of Allies, Neutrals and Opponents

When developing an advocacy campaign, one important consideration is to identify the various stakeholders. Stakeholders are those that have a direct interest on the results of our advocacy campaign. These stakeholders are those who directly affected by the problem or issue example, indigenous communities), groups that are the cause or are responsible for the problem, and those who are interested in solving the problem.

The process of identifying the stakeholders, looking at the importance of the problem or the issue to them and identifying their level of influence in helping solve the problem is what we call stakeholder Mapping and Analysis.

Generally, we can classify stakeholders as: Allies, Neutrals and Opponents.

Allies: are the people, groups or organization that support you cause and advocacy campaign. Typically, they are individuals and institutions, sympathetic to our cause such as opinion leaders, politicians, media personalities, CSO, organizations, they will contribute time, technical support & expertise, financial and material resources and influence advocacy campaigns.

Neutrals: are the stakeholders, people and organizations who had not yet formed a strong opinion on the issue. Neutrals are more important to any advocacy campaign because they can often quickly become allies or opponents.

Opponents: are the people and organizations who oppose your problem and advocacy campaign. Advocacy often challenges the existing imbalances of power in a society and such a challenge often provokes a negative reaction from those who currently are in power or people with the different values. Our opponent can range from people who disagree but do not take action to an aggressive or violent enemy.

To identify stakeholders, we can ask the following questions:

- Which are the relevant groups or organizations?
- Who is the relevant contact person within the organization?
- What is their specific interest or stake in the issue?
- What is their position with respect to the issue?

We can also use the following sample table to identify our allies, neutrals and opponents to our advocacy campaign.

High	International Humanitarian & Relief Agencies	Politicians	International corporations/Governments
Medium	International Advocacy Organizations	International community & general population	Large local companies, tribal & religious leaders
Low	Community vulnerable groups Social activist.	Local Government	Media,
Level	Allies	Neutral	Opponents

7. Defining Targets?

In an advocacy campaign, targets are people or groups that have the power to do something to make the changes that we are aiming for.

There are 2 types of targets: The PRIMARY target and the SECONDARY target.

Primary Target: The person with the most power to directly address our problem.

Secondary Target: A person who cannot solve the problem directly but can influence the primary target.

Sometimes, it may be difficult to have access to primary target or it may be politically risky for them to openly support us. Sometimes also, our targets are our opponents. We therefore need to know what their positions are on the problem or issue that we are advocating. A thorough understanding through research can help us better understand how to deal with our targets.

8. Identifying Advocacy Activities

One you have identified the targets next step is now to identify activities that you and the community will be doing. Please take note that the kind of activities will of course depend on the resources that you and your indigenous community have. These resources include the people who will be involved, the materials and equipment to be used, money, etc.

Some of the activities, some of which will be discussed in Module III, may include the following:

- Preconference or press briefing
- Lobbying
- Speeches
- Community Radio
- Video
- Training
- Workshop, Seminars

- Radio shows
- Radio/TV Interviews
- Press releases and press statements
- Drama and skits
- Networking
- Poster, flyers, banners, pamphlets, comics
- Statements, Petitions
- Court cases
- Website
- Social media - Facebook, Twitter
- Meetings, dialogues
- Mass actions
- etc.

9. Formulating the Advocacy Action Plan

Now that you have to identify the problem confronting indigenous your community and have clear understanding of this, established the goal and objectives, pinpointed the targets, and listed the best activities that the community can do, it is now time to put them together into an Advocacy Action Plan.

In forming the action plan, please take note that you need to identify the timeline or timeframe of the activities

- Goal
- Objectives
- Indicator
- Allies
- Targets
- Activities

10. Advocacy Campaign Action Plan

Goal

Objectives	Indicator	Allies	Target	Activity	Timeframe

11. Implementing Actions

Once we already have an Advocacy Action Plan and the community has united on it, it is now time to implement our activities. In the implementation of our activities, we need to prioritize what comes first. Some activities may come later, while others need to be first.

Things we need to consider in implementing our activities are the following:

Follow Through: Commit to the plan. Do not start and then later on stop.

Stay Focused: Keep everyone focused on the plan. Do not get distracted.

Be Timely: it would be good to coincide our activities with the specific important date that may have better impact when we do our activities during these dates. These opportunities maybe important meetings, government conferences, holidays or others different International Day of the World's.

12. Monitoring, Evaluation and Feedback

Aside from a doable and well thought-of action plan, all successful advocacy campaigns should regularly monitor, evaluate and get feedback on how the campaign is progressing. By doing this, we can be able to undertake timely adjustments to our plans to adjust to changes in the situation.

Monitoring, evaluation and feedback are also meaning for us to check on accountability. We need to always ensure that the indigenous community has the complete, updated information on how we are going about with our advocacy campaign. Undertaking monitoring and evaluation is one way by which we are able to inform our community members that what we are doing is progressing and meeting our objectives, or is not doing well, and so we need to make changes in our plans.

Monitoring

When we monitor, we gather information so that we can be able to measure the impact of our advocacy campaign. We also monitor to make sure that our activities are being implemented well and on time. As we monitor, we are also able to see problems that arise and we are able to address them immediately.

Guide questions that can help us monitor are the following:

- Have we done the things that we said we were going to do?
- If not, why not?
- What activities do we need to change?

Monitoring should be done on all stages of our campaign. Remember that when we monitor, we are able to tell if our activities are helping us achieve our objectives. Aside from this, monitoring can also give us valuable information about our campaign. For example, if we launch a media campaign, we can be able to measure how successful this is by the number of press releases that were published in the papers. Or by the number of signatories that we have gathered in a petition signing campaign.

Evaluation

Evaluation is a bit more complicated than monitoring because we would like to see the impact of our activities. This involves analyzing the information that we have gathered when we monitor our campaign. Evaluation is very important since this gives us an idea on our strengths and weaknesses and how far we are achieving our objectives. This also provides us the necessary basis to adjust or plans if needed.

Remember the objectives and indicators that are identified in plans? This is where they will prove useful. When we evaluate, the indicators will tell us what we have accomplished and can also tell us how our resources have been used.

Guide questions that can help us in our evaluation work are the following:

- Have we achieved our objectives?
- If not, why not?
- What needs to change in the strategy as a result?

Feedback

Feedback, on the other hand, is an important means to see the reaction or comments to our campaign. We need to get the feedback of our own indigenous community, allies and the public to see how our activities are affecting them, how we can improve on get their feedback by talking to them, monitoring their reactions to our activities, making a feedback form after each activity and requesting them to fill up.

Module 3: Strategies, Skills, and Methods in Advocacy Campaigns

1. What is Messaging?

After identification of issue, setting up goal, objectives and indicator, an important strategy of our advocacy campaign is defining our message. The message is basically what we would like to get across to our targets--what we would like to them to understand and do. If you recall, our targets can be the public, government legislators, agencies in national and local levels, private corporations, or other organizations that have influence over what we like to achieve.

Messaging therefore refers to how to identify our message and how do we make sure that this is delivered in a most appropriate and effective way and form to our targets.

The message must be: **Clear, Compelling, Accurate, and Short!!**

When message formulated you can further refine this so it fits the needs of the message. We can have general message and several key messages. For example, how you formulate your message to the legislator may be slightly different when you deliver this to the public.

2. **What are the various forms of disseminating your message? Media and Other Forms**
   - The activities identified as the most effective way to distribute the message must be included in your action plan.
   - Here are some pointers in the discussion: Do you want to use the media to get your message out by holding a news conference or briefing? Or do you want to use advertising to get the attention of the public? Remember, not all advocacy requires the use of the media. Sometimes it is easier to get your message out through marketing and advertising than through news releases and conferences

Other forms that the advocate can use are the following:

1. **Signs, including posters and banners:** These forms are catchy ways to deliver/send your message. Send your message clearly and make it as attractive as possible. Sometimes, simple ones are most are the most effective.
2. **Statements, position papers, newsletters, pamphlets, flyers, fact sheets, research papers, comics, etc.:** These forms are also very useful in information dissemination, especially to the public. However, these forms require at least a skilled writer and other resources so you need to determine where and how to tap resources or develop the skills needed to use these forms of information dissemination. Partnering with NGOs and having reliable allies are very useful and important in coming out with these types of information materials.
3. **Texting, websites and social media:** Texting can be used as means for information dissemination. AMAN, for example, uses texting campaign to mobilize indigenous communities and supporters around campaigns against oil palm, land grabs, rights violations, etc. Access to website and Internet tools are growing even in rural areas. It is often the youth who are interested in using the website and Internet so it is important to engage the youth in making use of the website for information dissemination. You can also use Facebook and Twitter to spread information to the public.
4. **Video documentation/production:** Video documentation is a very powerful tool for information dissemination as it is graphic and visual. It can also reach a wide audience. However, skills and resources are also necessary to produce a video documentary. It will then be wise to seek partner among NGOs, institutions to give training on video documentation, provide the needed equipment and technical assistance for production. If this is not possible, partnership can still be made with an organization/institution for making a video documentary of your issue.

3. **Media Advocacy:**

Why use the media?

Media is the way of mass communications. Media are various media technologies (for example, newspaper, community radio, TV, the internet) that are intended to reach a large audience. Media coverage is one of the best ways to gain the attention of our advocacy targets, decision & policy-maker, elected representatives, private corporations, members of government agencies such as departments & ministries and the general public. Chances are, all of these groups monitor or read the media.

Getting media coverage can sometimes be very easy. This may take the form of simply writing an opinion letter to a local or national newspaper. By doing this, an organization or advocate can reach thousands, including policy-makers. A little investment can therefore achieve significant gains for the advocacy campaign.

Other important reasons to engage media are the following:

- Rapid and wide distribution of information on our advocacy issue and solution, as well as calls to action, often at low or no cost to advocates.
- Facilitate or help build public attention and support. Getting the MESSAGE out to the public through the media can result in moral and other form of support including financial support when it gets the attention and concerns of certain individuals and groups.
- Attract and hold the attention of key decision makers.
    1. Once public attention is raised on the issue, policy makers, are more likely to also give attention or focus on the issue;
    2. The media can steer the attention of decision makers to the issue of the day and can highlight the importance of a specific constituency, group or community etc.
- Another way to lobby politicians and other decision makers. Can provide protection to advocate by keeping the advocate before the public - harm is less likely - though in some countries, it can also open the risk. Publicity can heighten public awareness domestically and internationally. This in turn can discourage opponents to do harm to the advocate. If there is public attention to the advocate, and harm is done, suspicions on who did the harm often go to the opponent, thus discouraging them to do harm.

4. Media tools for getting message out.

Some media tools that your indigenous community can use are the following:

- **News release -** Good for releasing news. For example, news on former or livestock community affected by savior drought in the area.
- **Feature story-**site visit: Discuss in more in-depth, the issue we are advocating. For example, you can invite journalists to your community to have a deeper understanding of the problem that a community face due to savior drought.
- **Press conference -** To release big news. For example, a press conference on the devastating impacts of a recent typhoon on communities.

- **Media advisory -** You use this to invite media to an event. For example, you can make an advisory on a press conference your community is organizing
- **One-on-One meeting -** You can arrange meetings with reporters or editors, specially if you have good relationships with them or they are advocates of indigenous peoples.
- **Op-ed** - To express you or your indigenous communities' position or perspective on a news. For example, an opinion piece on the government's youth policy that did not involve youth & other stake holders.
- **Internet and the Social Media -** To reach and engage potential and existing supporters directly. This may entail setting up your Facebook or Twitter accounts.
- Interviews - press/TV/radio/community radio

5. **Awareness Raising and Capacity Building**

Building community awareness and strengthening IPs organizations for advocacy and lobby work:

Empowering Community

It is critical that community leaders start their information dissemination at the community level by doing community awareness activities. Community members can only support the advocacy campaign and be mobilized in their numbers or in an organized fashion if they are aware of the issue. Affected communities of the issue of advocacy campaign shall be primary targets for building awareness for other activities of the advocacy campaign.

6. **Conducting activities for capacity building/strengthening of the community**

Some of the awareness activities that your community can do are the following:

a. Community mass meetings, seminar, workshops and training sessions.
b. Community festivals and Cultural Celebrations.
c. Film showings, community theatre, play and skit.
d. Community radio.

7. **Preparing Mass Meetings/Community Awareness Activities**

Planning is very important! Here are some considerations in planning:

a. Protocol with community elders/leaders is necessary. As much as possible, get their support or at least cooperation for the conduct of mass meeting/community seminar or any educational activity;
b. Determine when is a good time/schedule to conduct the mass meeting based on the availability of target audience;
c. Identify a good venue in terms of space, facilities and accessibility depending on the type of activity to be held;
d. Prepare for the agenda/presentations, materials others needed for the activity;

e. Make the announcement early enough and make sure your target audience are informed/aware of the date, venue and agenda;
f. Make follow-up such as reminders of the meeting date and venue. Personal follow-up is important; and
g. Arrange for the logistics: food, transportation for speakers etc.

It is important to gather feedback from the community leaders and members after each activity and do an evaluation/assessment to determine if objectives are met, what areas need improvement, and what can be the follow-up activities.

8. Joining Forces: The Importance of Building Alliances and Networks

What is building alliance?

Building alliance refers to bringing together individuals and or organizations to pursue a common cause, stage common actions and activities towards a common goal/objective. This also includes individuals who can make specific contribution 0r role in the advocacy campaign or reaching the objectives/goals.

Why network and build alliances?

For most advocates, establishing alliances with like-minded individuals and organizations is one of the most important steps in advocacy campaign for the following reasons:

- Creates strength and power in numbers by adding voices and resources;
- Increases access to policy-makers;
- Expands an advocate's base of information and expertise;
- Creates new networking and partnership opportunities;
- Generates cost-saving opportunities;
- Allows for division of task and less duplication of efforts.
- Leads to an exciting sense of "synergy"—the whole is greater than the sum of its parts.

Informal networking

- Informal networking can advance your goals by developing contacts or exchanging information with others by way of informal contacts.
- Networking also helps advocates to understand what work has been done on issue in their home country and elsewhere, and who is doing can save time and money.
- Informal networking can be done in a number of ways: in person, by e-mail, over the telephone, or by any other means that people use to communicate.
- Everyone networks, whether or not they realize it. What is important is to determine how these networks can be made use of in support to the advocacy campaign activities.

9. Taking a Seat at the Table: Lobbying and Participation in Government Decision Making Process.

Why do you need to participate in government decision making process?

Every Day, Govt officials make decision that can have significant impact on people's health, wellbeing, and natural environment. For example, each of the following actions could affect the community or general public:

- Passage of a new laws & policies by parliament;
- Enactment of regulations by a government agency;
- Issuance of permits by local boards or Officials.
- Failure of Govt to implement specific laws.

Because Govt decisions can influence peoples lives in so many different ways. It is crucial for communities to participate so that their concerns can be voiced out in the decision-making processes. Involvement by the people in these governmental processes is called public participation.

Often, the law itself establishes formal mechanisms for the public to use and express their views such as public hearings or public consultations. There are also informal mechanisms to use for influencing Govt decisions.

It is then important for community leaders to know and be aware of the mechanisms for participation in government decision making at the local and national levels, and how to make use of these mechanisms to promote, protect and advance the recognition of their rights, welfare, concerns and issues.

10. What is Lobbying and How to Lobby?

Lobbying is the process of trying to persuade legislators such as member of parliament, government officials at all level, politicians or other decision-makers to take a course of action that the advocate recommends. This can be to adopt a new law, repeal a law and or adopt a new policy, revise or amend a law. A person who lobbies seeks a specific action.

Guidelines for Lobbying

1. Draw up the list of officials/individual you will lobby and collect information about their background and potential position or stand to your requested action.
2. Based on your list, make a plan on how best to approach them individually by starting first with your potential allies.
    - Examples on different ways to approach official.
    - Request the support of an ally or someone known to the official to arrange a meeting/appointment; or present/discuss your issue to get some initial feedback on the opinion of the official.
    - It is not easy to attract the attention of decision-makers. Hence, it is advisable to stablish contact to their secretary/ employee who can be sympathetic to your cause/issue. They can be very critical in gaining the support of the official/policy-makers and also influencing the staff of other officials you will also be lobbying.

- Arrange meetings with the decision-makers formal in (their office) or informal settings (restaurant or quiet public place) where appropriate; and
- Explore avenues where you can inter-act with decision-makers by knowing their activities/schedules. For example, you may attend his inauguration of a school, etc. However, do not be intrusive or aggressive as this may cause consternation and be counterproductive.

3. When you do lobby work, make sure you have written materials or documents to submit relating to your issue and requested action.

4. Lobbying work is not confined in meetings with decision-makers, but also includes the court of public opinion. By getting the active support of donors, members of media and influential individuals, and generating public attention and concern, the advocate is indirectly taking steps to persuade/exert pressure to decision-makers to take action.

5. All types of decision makers can be lobbied! A person or organization with the power to make a decision that can benefit, otherwise affect the advocate and his or her goal can be lobbied.

They can be traditional leaders, newspaper editor/publisher, church leaders, and representative of donor agencies/ organizations, NGOs etc. However, use common sense when determining whether attempts to persuade particular people and institutions can or should be made.

11. Mass Action: Show of Strength and Flexing Political Space

Mass mobilization means drawing the participation of large numbers of people in an action for or against a policy, program, project, or activity. The action may constitute a demonstration of unity. It is called a mass action simply because people are participating in it en masse. Such a demonstration can be used in:

- Picketing the session of a government body, or the meeting of the officers, stakeholders of a corporation.
- Lobbying the Govt body or the meeting of the officers, stakeholders of a corporation to take a desired measure or counter-measure;
- Rallying the public to support or adopt your cause; and
- Expressing protest massively.
- To defend their land, communities may stand in large numbers across an access road, bridge, pier or port, serving as a human barricade against the entry of people and equipment sent to the land.
- To assert their right to the land, they may hold a sit-down, also in large numbers, all across the area they live on or use for their livelihood, in order to fight eviction.
- For the same purpose, they may hold a mass planting of trees or crops on the day scheduled for their eviction.
- To gain the freedom or to prevent the torture or execution of fellow protesters who have been arrested and jailed, they may gather outside the courthouse, jailhouse or

military barracks to which the prisoners have been taken, and stay there until these prisoners are freed.

This latter form of mass action requires more solid unity and a higher level of organization as well as militancy. It is important to note that the use of mass action will depend on the political context of the country that the community belongs to.

There will also need to assess the strength and capacity of the organization to carry out mass actions and confront the possible reactions from authorities.

Module 4: Leadership & leadership Skills

1. What Is Leadership?

The word "leadership" can bring to mind a variety of images. For example:

- A political leader, pursuing a passionate, personal cause.
- An explorer, cutting a path through the jungle for the rest of his group to follow.
- An executive, developing her company's strategy to beat the competition.

Leaders help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new. Leadership is about mapping out where you need to go to "win" as a team or an organization; and it is dynamic, exciting, and inspiring.

Yet, while leaders set the direction, they must also use management skills to guide their people to the right destination, in a smooth and efficient way.

Leadership: A Definition

According to the idea of transformational leadership, an effective leader is a person who does the following:

1. Creates an inspiring vision of the future.
2. Motivates and inspires people to engage with that vision.
3. Manages delivery of the vision.
4. Coaches and builds a team, so that it is more effective at achieving the vision.

Leadership brings together the skills needed to do these things. We'll look at each element in more detail

a. Creating an Inspiring Vision of the Future

In business, a vision is a realistic, convincing and attractive depiction of where you want to be in the future. Vision provides direction, sets priorities, and provides a marker, so that you can tell that you've achieved what you wanted to achieve.

To create a vision, leaders focus on an organization's strengths by using tools such as Porter's Five Forces, PEST Analysis, USP Analysis, Core Competence Analysis and SWOT Analysis to analyze their current situation. They think about how their industry is likely to evolve, and how their competitors are likely to behave. They look at how they can innovate successfully, and shape their businesses and their strategies to succeed in future marketplaces. And they test their visions with appropriate market research, and by assessing key risks using techniques such as Scenario Analysis.

Therefore, leadership is proactive – problem solving, looking ahead, and not being satisfied with things as they are.

Once they have developed their visions, leaders must make them compelling and convincing. A compelling vision is one that people can see, feel, understand, and embrace. Effective leaders provide a rich picture of what the future will look like when their visions have been realized. They tell inspiring stories, and explain their visions in ways that everyone can relate to.

Here, leadership combines the analytical side of vision creation with the passion of shared values, creating something that's really meaningful to the people being led.

b. Motivating and Inspiring People

A compelling vision provides the foundation for leadership. But it's leaders' ability to motivate and inspire people that helps them deliver that vision.

For example, when you start a new project, you will probably have lots of enthusiasm for it, so it's often easy to win support for it at the beginning. However, it can be difficult to find ways to keep your vision inspiring after the initial enthusiasm fades, especially if the team or organization needs to make significant changes in the way that it does things. Leaders recognize this, and they work hard throughout the project to connect their vision with people's individual needs, goals and aspirations.

One of the key ways they do this is through Expectancy Theory. Effective leaders link together two different expectations:

- The expectation that hard work leads to good results.
- The expectation that good results lead to attractive rewards or incentives.

This motivates people to work hard to achieve success, because they expect to enjoy rewards – both intrinsic and extrinsic – as a result.

Other approaches include restating the vision in terms of the benefits it will bring to the team's customers, and taking frequent opportunities to communicate the vision in an attractive and engaging way.

What's particularly helpful here is when leaders have expert power. People admire and believe in these leaders because they are expert in what they do. They have credibility, and they've earned the right to ask people to listen to them and follow them. This makes it much easier for these leaders to motivate and inspire the people they lead.

Leaders can also motivate and influence people through their natural charisma and appeal, and through other sources of power, such as the power to pay bonuses or assign tasks to people. However, good leaders don't rely too much on these types of power to motivate and inspire others.

c. Managing Delivery of the Vision

This is the area of leadership that relates to management.

Leaders must ensure that the work needed to deliver the vision is properly managed – either by themselves, or by a dedicated manager or team of managers to whom the leader delegates this responsibility – and they need to ensure that their vision is delivered successfully.

To do this, team members need performance goals that are linked to the team's overall vision. Our article on Performance Management and KPIs (Key Performance Indicators) explains one way of doing this, and our Project Management section explains another. And, for day-to-day management of delivering the vision, the Management by Wandering Around (MBWA) approach helps to ensure that what should happen, really happens.

Leaders also need to make sure they manage change effectively. This helps to ensure that the changes needed to deliver the vision are implemented smoothly and thoroughly, with the support and backing of the people affected.

d. Coaching and Building a Team to Achieve the Vision

Individual and team development are important activities carried out by transformational leaders. To develop a team, leaders must first understand team dynamics. Several well-established and popular models describe this, such as Belbin's Team Roles approach, and Bruce Tuckman's Forming, Storming, Norming, and Performing theory.

A leader will then ensure that team members have the necessary skills and abilities to do their job and achieve the vision. They do this by giving and receiving feedback regularly, and by training and coaching people to improve individual and team performance.

Leadership also includes looking for leadership potential in others. By developing leadership skills within your team, you create an environment where you can continue success in the long term. And that's a true measure of great leadership.

Note: The words "leader" and "leadership" are often used incorrectly to describe people who are actually managing. These individuals may be highly skilled, good at their jobs, and valuable to their organizations – but that just makes them excellent managers, not leaders.

So, be careful how you use the terms, and don't assume that people with "leader" in their job titles, people who describe themselves as "leaders," or even groups called "leadership teams" are actually creating and delivering transformational change.

A particular danger in these situations is that people or organizations that are being managed by such an individual or group think they're being led; but they're not. There may actually be no leadership at all, with no one setting a vision and no one being inspired. This can cause serious problems in the long term.

Key Points: Leadership can be hard to define and it means different things to different people.

In the transformational leadership model, leaders set direction and help themselves and others to do the right thing to move forward. To do this they create an inspiring vision, and then motivate and inspire others to reach that vision. They also manage delivery of the vision, either directly or indirectly, and build and coach their teams to make them ever stronger.

Effective leadership is about all of this – and it's exciting to be part of this journey!

Module 5: Communication Skills

1. What is Effective Communication?

Communication is the most highly developed skill that we have when compared to other animals. In a recent survey of recruiters from large companies, communication skills were cited as the single most important decisive factor in choosing managers.

The survey, conducted by the Katz Business School (University of Pittsburgh), points out that communication skills, including written and oral presentations, as well as an ability to work with others, are the main factors contributing to job success.

Communication is always a two-way process:

- Talking and listening
- Writing and reading.

One-way communication may be faster – two-way is more accurate. The meaning of communication is the response you get.'

3. Phases of Communication

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Barriers to effective communication can arise at any of these stages.

1. Sender

The credibility of the sender is important in itself. For example:

- E-mails from the managing director are read first
- Presentation given by someone who is not an expert.

A status clash between sender and receiver can be a barrier. So too can emotionally conflict between sender and receiver.

2. Message Content

Imagine that you are given a message that contains an ambiguity, resulting in a serious error. Who is as fault? It really doesn't matter; the mistake has been made and the costs of redoing the work or putting right the loss is the question to address.

a. The greatest source of difficulty is that different words have different meanings depending on the culture or the context.
   - Dry country – lacks water or alcohol?
   - A funny story – is it humorous or disconcerting?

b. It can be that a mistake is made. The incorrect use of a word can changes the meaning of a sentence eg confusing left and right when giving directions.

c. A misspelling can make all the difference:
   - Pair (to increase by doubling-up) and pare (to reduce by cutting or trimming away)
   - Raise (build up) and raze (destroy to the ground) wave (dismiss) and waive (allow).

d. Also, a message might simply be misheard. Given that the word has several meanings, it might not be the one that was intended and you may have misheard it anyway: what chance have we got of getting the message?

3. Channel

Messages are conveyed through many different channels.

Written	Verbal
• e-mail	• face-to-face meetings
• letter	• telephone
• memo	• video conferencing
• reports	• presentations.
• fax	publications.

Using the correct channel is essential in making sure your communication is effective, eg faxing a map or detailed instructions.

4. Receipt

The receipt of the message can be interfered with in several ways:

- Environmental factors
  - Noise – talking to someone on a mobile with train announcements in the background
  - Light – if the screen cannot be seen clearly in a presentation

- Needs/anxiety/expectation of the listener, eg nerves when talking to person in authority.

5. Evaluation and Understanding

Barriers arise at this stage due to:

a. Level of knowledge possessed by receiver
b. Use of language and jargon (particularly bad with accountants!)
c. Context in which the message is being delivered.

6 Accept or Reject

Everyone is an individual who has unique intelligence, education, religious beliefs, social background and experiences. Too often it is our personal values that lead us to see or hear what we feel ought to be there rather than what is actually being communicated.

Overcoming the barriers

Think clearly before you communicate:

- Why?
- What?
- Time/place
- Arrange facts and thoughts logically
- Express them clearly – using plain words

- Get the receiver's attention
- Check that you understand
- Listen
- Summaries.

If you are receiving a message:

- Prepare to receive
- Listen constructively
- Give full attention
- Keep an open mind
- Ask for clarification or repetition
- Check your understanding.

Both parties need to be aware of the use of body language.

First Impressions Count

First impressions are lasting impressions and it is therefore essential to create the right impression immediately, thus ensuring people feel confident about you. This helps with addressing the matter of the credibility of the sender.

Almost 90% of people will form an opinion of you within the first 10–40 seconds of meeting you and in an interview, you will be fully judged within the first four minutes. Research has shown that the way in which we form an opinion of someone is based on the following factors:

55% = visual impact – what we see

38% = auditory impact – what we hear

7% = content – what is actually said

You therefore need to both look and sound good before you will be given a fair hearing. This may not seem particularly fair, but it is an unfortunate fact that we judge people by their overall appearance.

'The world is governed more by appearance than realities, so that it is fully as necessary to seem to know something as it is to know it.' (Daniel Webster, American orator, lawyer and statesman)

Visual impact can be divided into two main areas:

- Static appearance – height, coloring, clothing, accessories and general personal grooming
- Body language – posture, facial expressions, entrances, eye contact, handshakes, voice and verbal mannerisms etc.

Body language carries as much information as what is said – on some occasions even more. It includes information transmitted by eye contact, posture, facial expressions, the way in which one enters and exits a room, stands, sits, shakes hands, etc. Much of this information is transmitted subconsciously and therefore we may be giving messages that we are unaware of.

Similarly, we are able to receive non-verbal communication if we learn to look for and read the signs.

The following tips on making the right impression may be obvious and well known, but are nevertheless worthy of a reminder!

- Walk, sit and stand up straight. Good posture will project you as being confident and in control.
- SMILE! A smile is one of the most underestimated positive business gestures.
- When you shake someone's hand – do so FIRMLY!
- Always make and retain eye contact with anyone you are engaged in conversation with.
- Do not stand too close to someone – give them personal space.
- Nodding your head in understanding or agreement makes people feel you are relating to what they are saying.
- Use open gestures – for example don't cross your arms and legs as this can make you appear unapproachable, defensive or insecure.

4. **Questioning Skills**

We have identified that it is important to listen, however, in practice much of the communication we do is about asking the right questions. Getting someone to open up can often be more about the effective use of questions than about the individual's personality. It is through asking the right questions and then listening to the responses that information is built up on the matter being discussed.

There are several types of questions, each serving a different purpose.

A. **Open questions-**invite the person to say what is in their mind freely. They usually begin with the following words what, how, when, why, tell me eg how are you feeling now?

These might be useful in fact-finding, getting people to open up etc.

'I keep six honest serving men, (They taught me all I knew); their names are What and Why and When, and How and Where and Who.' (Rudyard Kipling, from Just So Stories, 1902)

B. **Closed questions** – these may be useful when trying to confirm information or if you have a particularly talkative person. They can generally be answered with one word.
C. **Leading questions –** these direct the responder to the answer that is expected, eg if you had to do that again would you….?
D. **Rhetorical questions –** this is a question that requires no answer, eg so you found that useful then?

5. **Listening Skills**

It is sometimes said "we never listen we are only waiting for our turn to speak". Listening is an underestimated skill which is rarely taught and often one which we neglect ourselves.

'There is none so blind as those who will not listen.' (William Slater)

Active listening = listening to understand.

6. Tips to improve active listening

Keys to effective listening	The bad listener	The good listener
1 Find areas of interest Switches off during boring or dull	Switches off during boring or dull subjects	Asks if there might be something of relevance to him
2 Judge content not delivery	If delivery is poor, switches off	Considers content, skips over errors of delivery
3 Hold your fire	Jumps in before hearing the full argument	Waits until he understands fully before exercising his opinion
4 Listen for ideas	Listens for facts	Looks for a theme or thread in what is being said
5 Be flexible	Takes copious notes using only one system	Takes fewer notes. Uses several systems according to the speaker
6 Work at listening	Makes no real effort to listen – fakes his attention	Works hard to concentrate
7 Resist distractions	Is easily distracted	Fights or avoids distractions, tolerates bad habits, knows how to concentrate
8 Exercise your mind	Avoids difficult material, looks for light relief	Seeks complex material to exercise his mind
9 Keep your mind open	Reacts to emotional words	Holds his emotions in check
10 Use thought speed	Allows his mind to wander.	Looks for main ideas summaries and evaluates what he hears and shows genuine interest in response.

7. What is Rapport Communication?

Rapport can be defined as 'a relationship of harmony, conformity, accord or affinity'. It is unconscious communication that reaches far beyond the words spoken. Rapport is the non-verbal signals that someone gives us that say 'I think the same as you'.

People who are strangers avoid holding mutual positions. The importance of mirroring (or matching) is an important lesson to learn. It is the means by which we can discover if someone agrees with us or likes us. It is also a way for us to tell others that we like them, by simply copying their gestures.

When we are in rapport with someone it is often unnoticeable, however when not in rapport we may feel uncomfortable, but are unable to specify why. We usually find some people easier to communicate with than others because we like people who are like us.

The trick is to get into rapport with someone without it being obvious and making them feel uncomfortable. 'Why every time I cross my legs does this person do the same? And why do they keep leaning forwards and backwards?'

8. **The Good Mirroring Techniques:**

- **Voice-** Listen to the voice that is being used and try to adopt a similar tone, volume and speed.
- **Breathing-** Try to breathe at the same pace and depth as the other person.
- **Sitting position-** Adopt the same sitting position as them; if they are sitting in a very upright position then don't slouch in your seat or vice versa, lean forwards or backwards as appropriate.
- **Legs-** Position your legs in the same way as they have theirs (crossed, uncrossed, crossed ankles). This one can be difficult to mirror without being obvious if you are struggling to get rapport.
- **Hands/arms-** Match the other person's hand and arm gestures.

When rapport is not present it becomes the top priority in communication. Get into the habit of stopping for a while during a meeting and look to see if you are in rapport with someone. It will take a split second to discover if you are not, but can save a lot of wasted time on areas where you are not in agreement.

9. **Communication Skills Inventory**

This inventory helps you assess your own communication skills and identify areas for improvement. Consider various situations in your normal work role which require you to communicate with others. Answer each item as honestly as you can.

Instructions

1. As you go through the inventory, put a tick in the appropriate column.
2. Go back over the list and circle three or four items from the whole list that you feel it would be most important to try and improve at this time. Write these 'skills for improvement' on the analysis page.
3. Where possible, discuss the results with another person.
4. Complete the 'Action to be taken' column on the analysis page

S. N	Communications	Ok	Need to do more or better	Need to do less
1	Listening to the ideas of others			

2	Putting information into an easily understood format			
3	Clarifying options for action			
4	Clearly stating objectives			
5	Explaining why decisions have been taken			
6	Communicating essential elements of a task			
7	Communicating changes of plan effectively			
8	Reviewing progress against plans			
9	Discussing errors openly			
10	Giving feedback to individuals			
11	Meeting sufficiently often with team and individuals			
12	Using my status to cut short debate			
13	Making good use of meeting time			
14	Drawing contributions out from others			
15	Maintaining discipline at meetings			
16	Questioning to discover the causes of problems			
17	Asking for help when necessary			
18	Demonstrating calmness under pressure			
19	Supporting others in difficulty			
20	Clarifying time limits			
21	Checking that all involved share a common understanding of objectives			
22	Treating others with respect			
23	Being available to others			
24	Pretending that I know when I don't			
25	Seeking advice from others			

10. Communication Skills Inventory Analysis

Go back over the list and circle three items that you feel would be most useful for you to improve at this time. Write these below. In the final column, record practical suggestions to improve your skills. If you can, discuss your inventory with someone else adding to your suggestions.

Numbers	Skills for Improvement	Action to be taken

THE END