

**Accredited Drug Shop (ADS) Association
Formation: Training Manual**

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PREFACE

This training manual and the materials therein have been developed by Community Integrated Development Initiatives (CIDI) for the purposes of training Accredited Drug Shops' (ADS) groups into district associations and ultimately national umbrella organisations.

The trainings build on the previous work by Management Science for Health (MSH) through the Sustainable Drug Seller Initiatives (SDSI) project. The project working with CIDI organised drug sellers into an ADS group, saving and credit societies (SACCOs) and ultimately are collecting and saving money among themselves in the three target districts of Kibaale, Kamwenge, and Kyenjojo. The goal of Management Sciences for Health (MSH) and SDSI is to improve health outcomes and increase access to essential medicines through building strong, self-reliant, and sustainable Accredited Drug Shops.

Module One of the manual introduces the participants and users to the concept of an association and the processes through which a group can go through to form an association.

Modules Two–Four take the users into the process of forming an association, including making laws that govern the association, structure, membership, objectives, control structure, and operation. Each step of the process is designed to be facilitated as a separate session.

Modules Five–Six take learners through the process of representation and participation into association activities, who should be represented and by whom.

Module Seven provides an overview to the process of advocacy and influencing as one of the key functions of the association.

We hope you find this manual useful in your work.

GUIDANCE NOTES FOR FACILITATORS

Facilitators of the groups forming an association should be aware of the following stages and steps that must be incorporated into their training.

- a) **Participatory introductory training:** During this stage, potential ADS group members are introduced to concepts and opportunities based on working together in groups, SACCOs, and other forms of group action. This stage involves explanations on why they should form an association, the different advantages they are most likely to get if they form an association, and the challenges they may encounter as association members. As a facilitator, try as much as possible not to lecture the groups but encourage free sharing from the members.
- b) **Feasibility assessment:** At this stage consider more in-depth opportunities for group action related to things such as the number of small groups that can be brought together to form an association, common goals to achieve, group dynamics, and the strength of each group, including internal capacity for individuals to take leadership of the association and funding of association activities. Other issues to understand here include the operating environment for the association.
- c) **Operational stage:** At this stage, the association is established and formalised and members are trained in its operation and governance. Although this too is an **action** stage, it can only be undertaken through an **awareness** and **understanding** of how the associations operate, and based on this, through a substantial **commitment** by the members to the organisation.
- d) **Sustainability stage:** This stage involves the long-term monitoring, evaluation, and mentoring of an association. Since the members of the association must ultimately carry out this work, the goal of the training at this point is to provide members with the skills and expertise required to do so.

This skill and expertise are directly linked to awareness, understanding, commitment, and action. Members must have the ability to become **aware** of and **understand** the problems and opportunities that their association is facing, the **commitment** to making the necessary changes, and the ability to take **action** on these changes.

MODULE ONE: UNDERSTANDING AN ASSOCIATION

1. MODULE ONE: UNDERSTANDING AN ASSOCIATION

1.1 Session One: Introduction to an Association

The purpose of this module is to familiarise participants with ways in which small ADS groups can come together, form an association, and work productively for a common purpose. An association is a higher-order form of group dynamics and is extremely important in advocating for the changes in the issues affecting individual groups. It is also important in consolidating the benefits the individual groups have achieved. This module is designed to introduce participants to the concept of an association, including the differences between an association and a cooperative or any other organisation.

1.1.1 Objectives of the learning session

To help participants gain the understanding and skills to develop strong, effective associations.

At the end of this module, participants will share a common understanding of the following:

- The concept of association
- The characteristics of a good association
- Why it is important to form an association

1.1.2 Material required

Paper, pencils/pens, flip chart paper/stand and markers, or chalkboard

Methodology: Brainstorming and discussion, group work, and discussion in plenary.

Time: 2 hours

1.1.3 Procedure

1. Break the group into subgroups (not more than five). Get them to move the tables and chairs around to ensure that everyone within each group really is part of the group.
2. Provide groups with flip chart paper and markers and get them to draw a picture of an ADS association
3. Explain that artistic ability is not important. What is important is that they be able to explain to the larger group what the various components of the drawing represent.
4. Try not to lead them in this exercise, but if they are completely at a loss for what to do, you may offer some hints (e.g. people, working together, common task, solid foundation, trust, communication, equality, diversity, benefits, part of a larger community).
5. Post the pictures on the wall and have one person from each group explain to the larger group what they have drawn and why.
6. As they are doing this, the facilitator can make a list on the board of the elements identified in the various drawings.

7. As each group explains their drawing, add to the list. If there are critical bits missing — e.g. people working together, influencing policy, advocating for the rights of the groups — you may ask the large group leading questions to help complete a basic list of characteristics.
8. It is also important to stress that both men and women are critical to ADS associations. If women, for instance, are missing from the drawings, then it is important to point this out and ask why this might have been done.
9. Then cause the groups to discuss the pictures while paying attention to the characteristics and functions of an association.
10. Finally, compile an agreed definition for the association and the roles an association should play for the individual ADS groups.

1.1.4 Facilitator's notes: characteristics of an association

- **A group of people:** An association is created or formed for the attainment of the objectives. Without people there can be no association. Hence, a group of people is an essential condition of an association.
- **Common interests:** An association is not a mere collection of human beings. It consists of those individuals who have some interests in common.
- **Co-operative spirit:** An association is based on the co-operative spirit of its members. It gives opportunities to its members to work together to achieve some common purposes.
- **Organisation:** An association is formed of those individuals who are organised in order to fulfil some specific interests. So an association is known as an organised group.
- **Some rules and regulations:** The organisation of an association rests upon a particular set of laws. These laws are necessary for regulating the conduct of members belonging to an association. The members of an association follow these rules and regulations.
- **Voluntary membership:** Membership in an association is voluntary. It is not compulsory. People voluntarily join in an association for the achievement of their desired objectives. They can also withdraw their membership according to their own wishes.
- **Durability:** An association may be permanent or temporary in nature. Some associations like the state, family, etc., are permanent. Some associations are organised for a very temporary period.

1.1.5 Closing

Conclude by explaining that there are many different kinds of associations in different countries and they may have different objectives and goals, but what is important is to understand how the ADS want to structure and operate their association.

1.2 Session Two: Differences between an Association and a Co-operative

1.2.1 Learning objective of the session

By the end of this session participants will have understood the concept of a cooperative and how it differs from an association.

1.2.2 Material required

Paper, pencils/pens, flip chart paper/stand and markers, or chalkboard

Methodology: Brainstorming and discussion, group work, and discussion in plenary

Time: 2 hours

1.2.3 Procedure

Ask participants to break into small groups (not more than five groups).

Ask the participants to share and deliberate on the seven principles of cooperatives.

Distribute a hand-out where the seven principles of the cooperatives are listed.

Ask participants to come up with answers to the following questions: What do you think is the most critical part of the definition? Why?

1.2.4 Facilitator's notes

By the end of this exercise it is important that a discussion take place about two key points:

- The first is that the co-operative is both an enterprise and an association. As an enterprise, the co-operative has to operate commercially— i.e. has to generate sufficient income from its business to pay its costs. As an association, the co-operative is a group of members who have joined together. In this association, the members all have a say in how things operate.
- The second point is that in a co-operative, the members are both the owners of the co-operative and the users of the services it provides.

Definition: A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs, and aspirations through a jointly-owned and democratically-controlled enterprise.

1.2.5 Principles of a co-operative

The co-operative principles are guidelines by which co-operatives put their values into practice.

- **1st principle: voluntary and open membership:** Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political, or religious discrimination.
- **2nd principle: democratic member control:** Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one

member, one vote) and co-operatives at other levels are also organised in a democratic manner.

- **3rd principle: member economic participation:** Members contribute equitably to, and democratically control, the capital of their cooperative. At least part of that capital is usually the common property of the cooperative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any or all of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.
- **4th principle: autonomy and independence:** Co-operatives are autonomous, self-help organisations controlled by their members. If they enter to agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.
- **5th principle: education, training, and information:** Co-operatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their co-operatives. They inform the general public, particularly young people and opinion leaders, about the nature and benefits of co-operation.
- **6th principle: co-operation among co-operatives:** Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national, regional, and international structures.
- **7th principle: concern for community:** Co-operatives work for the sustainable development of their communities through policies approved by their members.

1.2.6 Closing

Summarise by saying that co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity, and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility, and caring for others.

MODULE TWO: FORMATION OF AN ASSOCIATION AND MEMBERSHIP

2. MODULE TWO: GROUP FORMATION AND MEMBERSHIP

2.1 Learning objective

By the end of this session all participants will have learnt the practical steps a group goes through to develop into an association.

2.2 Material required

Flip chart paper, markers, masking tape

Time: 2 hours

Methodology: Group work, reports, and discussions in plenary

2.3 Procedure

- a) Divide participants into small groups. Each small group has a purpose or cause and would like to invite others to join the group. Each group is to discuss the following question about the purpose (related to ADS business) of the association.
 - What would you consider the most important reasons why your ADS groups should become an association?
- b) Allow groups about 30 minutes to discuss questions and develop their answers and reasons. Then call groups into plenary and ask a spokesperson from each group to report. Encourage the other participants to ask questions.
- c) Now allow each group to invite members and decide criterion for forming an ADS association in their district and register all members in that association.
- d) After the membership is clarified (both as ADS groups and individuals in the ADS group) and the purpose specified, the members should decide to meet at a common place, in the presence of the facilitator, and decide on a name, objectives, and activities.
- e) In the next two to three meetings (at this stage the meetings should be monthly—this may be for about three months) the association should frame its by-laws and elect leadership leaders, etc.

2.4 Closing

Indicate that when forming an association and inviting new members to join, there are many things to consider: the motivation and interests of potential members, gender, class, type of business, caste and ethnic group, size of the association, and geographic location.

MODULE THREE: DEVELOPING THE ASSOCIATION'S MISSION, VISION, GOALS, AND OBJECTIVES

3. MODULE THREE: DEVELOPING GROUP VISION, MISSION, GOALS, AND OBJECTIVES

3.1 Learning objective

By the end of this session participants will have framed the mission, vision, goals, and objectives of their association. They must be able to agree on, abide by, and work towards achievement of these.

3.2 Material required

Flip chart paper, markers, masking tape

Methodology: Open discussion, group work, and plenary

Time: 2 hours

3.3 Procedure

1. Divide the participants into three groups.
2. Ask them to think about the vision, mission, objectives, and goal for their group.
3. Let them note down whatever they say on the chart.
4. Invite the group spokesperson to share the views of the group.
5. Encourage discussion for the whole plenary to agree on the vision, mission, goals, and objectives of the group.
6. Further support them to refine their goals, mission, vision, and objectives for their group.

3.4 Facilitator's notes

- a) A vision is a mental picture of the organisation's ideal future that is shared by the majority of its members. In the case of an association the shared vision will determine the decisions, choices, and activities that are to be made. It must combine ideas about the development of structures, behaviours, and attitudes with a realistic economic focus.

A vision represents or shows the ultimate (long-term) aspirations of the organisation as an institution and its members. It expresses the dreams of the organisation as an institution and its members in the long run. An example of an organisation's vision which deals in provision of financial services may be as follows:

"A rich and prosperous membership served by a profitable and sustainable ADS association"

- b) A mission statement is a brief statement that indicates the purpose for which the organisation was formed, the direction to which it is intended to move, and the clientele

it aims at serving and how. Using a case of an ADS association that is in the business of providing financial services to its members, the following are examples of what could be its mission statement:

- “We are in the business of providing high-quality financial services to low income but economically active people in our community.”
- “We aim at providing secure, reliably affordable, and sustainable financial services to rural people.”

An association’s mission should be feasible, precise, clear, motivating, and distinctive. It indicates major components of strategy and how it is to be accomplished.

c) **Goals:** These are medium- and long-term aspirations the association wants to achieve, based on the mission statement and driven by its vision. Examples of a goal statement for the ADS association that is providing financial services to its members may be:

- “Maximisation of savings and credit services to members while maintaining a better portfolio”
- “Maximisation of the associations’ income and profitability to enable it grows into a stable financial institution”
- “Increased outreach to the association to serve more people and make an impact on poverty alleviation”

d) **Objectives:** These are specific qualified targets that the association has set to be achieved in the short-term or medium-term period, which will move it in the direction of achieving its goals. Examples of an association’s objectives may include the following:

- To increase savings by 20% per annum over the next five years (2005- 2010)
- To increase credit services to members by 20%by the end of the year
- To increase credit services to members by 15% per year
- To increase the number of members from 20 to 50 by the end of 2015
- To increase the loan portfolio from 10 million Uganda shillings (UGX) to UGX 40 million by December 2015

One goal may have one or more objectives. Both goals and objectives must be Specific, Measurable, Attainable, Realistic, and Time-bound (SMART).

3.5 Closing

These will form the goals, mission, vision, and objectives of the association:

- Encourage as more discussion as possible.
- Don’t propose goals, mission, vision, and objectives to the association,
- Let them (vision, mission) come from the association members so that they will cherish them, and this will improve on sustainability of the association.

MODULE FOUR: ASSOCIATION GOVERNANCE

4. MODULE FOUR: ASSOCIATION GOVERNANCE

4.1 Learning objective

The purpose of this exercise is to have the association understand the purpose of forming by-laws that will govern their operations and through which ways will they make decisions affecting their association. The model by-laws developed and referenced to this manual may guide the association members to draw up their by-laws, but they should not be forced to adopt them as they are.

4.2 Material required

Pictures of people queuing up for a bus, people crossing the road at a zebra crossing. If these pictures are not available, use the scenario of the association members going for breakfast and lining up for service or any other activity without set rules.

Methodology: Facilitator-led discussion, picture interpretation, small-group work, presentations, and discussion in plenary

Time: 2 ½ hours

4.3 Procedure

- a) **Show pictures** of people standing in a queue to vote or people using a zebra crossing to cross the road, and ask the following questions:
 - Why is there a queue at the serving point? What would happen if there were no queues?
 - Why are traffic rules needed?
- b) Summarise the answers and demonstrate the importance of rules and regulations for proper functioning of the association.
- c) Ask the participants: What rules are necessary for the management of their association?
- d) Ask participants to get into small groups and try to deliberate on the different by-laws of the association related to:
 - Membership
 - Control
 - Structure
 - Operations
- e) Ask each group to select a reporter to present the by-laws for the association the group has developed while other groups supplement what the group left out that the other groups seem are important.
- f) Compile a complete list of by-laws developed and let the association members to agree and committee to uphold them all the time.
- g) Emphasise that in the absence of rules there will be indiscipline, lack of unity, and the association's objectives will not be met.

4.4 Facilitator's notes

Explain, either explicitly or implicitly, the association will need to adopt procedures for making decisions, whether it is majority rule or consensus. These decision-making procedures should not be imposed upon the group but should emerge out of group discussion and deliberation. In fact, it is a good idea for the facilitator to explicitly state that the association will need to come up with ways of making decisions.

Explain to the association that by-laws are the set of rules established by the founding members of the association to set out its aim or objective, establish who the members will be, outline how the association will be structured, how it will operate, and how it will be controlled. It is critical that the members of the association be intimately involved in the development of the by-laws in order to ensure a clear understanding and ownership.

While many model by-laws are available for various jurisdictions, the use of these templates is cautioned against, as it becomes too easy to adopt them without full consideration of their applicability to the association in question. However, such model by-laws can be helpful in identifying the types of issues that should be addressed. It might be helpful to get professional assistance in crafting the final wording of the by-laws to ensure they conform to relevant legislation and regulations; early discussions and drafting should be left to members or to a committee charged with that specific task.

Ultimately they must be approved by the whole membership. It is helpful if the by-laws are written in language such that any member is able to explain any part of the by-laws to a friend or family member. Such an approach helps to ensure that members are able to understand and take ownership of the by-laws.

MODULE FIVE: ASSOCIATION LEADERSHIP

5. MODULE FIVE: ASSOCIATION LEADERSHIP

5.1 Learning objectives

At the end of this session the trainees will be able to:

- Explain to association members the need to assign specific responsibilities to three persons who may be called leaders, representatives, or office bearers
- Explain that the people thus selected must be those who trust and respect the other members, have a vision, and encourage members to participate in association decision making
- Explain that the leaders should have a specific term of office and they should be changed after the end of the term
- Select and fill key leadership positions for their association

5.2 Material required

Flip chart paper, markers, paper and two pairs of scissors, four glasses, water, soil, and clay

Methodology: Discussion and games

Time: 3 hours

5.3 Procedure

Part A: **Game to explain the need for good leadership (paper art)**

- a) Divide the participants into two groups. Select two participants as observers. The observers should observe what each group is doing, who does what, who does more of the physical work, who gives directions. Which group did the assigned work faster? Why?
- b) Provide paper and scissors to the two groups of participants. Ask them to cut the paper into the shape they want.
- c) The group that develops the best piece of art will be appreciated.
- d) Then tell the observers to give their observations.
- e) Conclude that the group that had better leadership brought out the best work. Who were the leaders? How did they get the work done?
- f) Call back participants to the plenary and start the discussion on the qualities of good leaders by asking participants which qualities they think a good leader of the association should have.
- g) Refer to the facilitator's notes for the qualities of good leaders
- h) Ask participants the different leadership positions they think are critical for the survival of the association
- i) Ask participants to write down the different roles and obligations for each of the leadership position

- j) Facilitate the association members to select and fill the key leadership positions they have identified

5.4 Facilitator's notes

5.4.1 Need for leadership

For the proper functioning of an association, responsibilities must be assigned with regard to performance of essential functions of the organisation. If everyone is left to do everything, there will be confusion.

Assigning responsibilities helps to:

- Coordinate all activities of the association
- Build good relationships among members
- Ensure that all members participate effectively in association activities
- Monitor association progress and improve performance
- Coordinate with other associations and organisations
- Bring out the best in every member

Leaders may be called office bearers or representatives. They need not be called leaders, as this may give the feeling that all other members are followers.

5.4.2 Why leaders must be changed periodically

ADS association member with specific responsibilities must be selected through the consensus of all the association members. Their term of office must be specified and new leaders must be selected after the end of the term. Changing the leaders periodically helps to:

- Create opportunities for all members to develop leadership qualities
- Share responsibilities/development of collective leadership
- Ensure smooth functioning of the ADS association even if some members are absent
- Promote belongingness and ownership of the group by all members
- Avoid domination of the majority by a few influential members

The outgoing leaders must take action to change the leadership. The change of leadership should therefore be initiated two to three months before the term of the previous office bearer ends.

Leadership can be changed by the association even before the fixed term expires if:

- The behaviour of present leaders is undesirable
- They are not performing their roles well
- They are misusing association funds

5.4.3 Qualities of good leadership

Leaders must be democratic and encourage all other members to participate in association activities including decision making. They will be responsible, impartial, and supportive of others. They should not be selfish, dominating, and dictatorial (autocratic leaders).

They should not be irresponsible or refuse to take risks or think that the others will do their job (“dummy” leaders). An ADS association needs leaders who are:

- Self-disciplined
- Balanced in attitude and behaviour
- Involving all members in association activities
- Willing to forgo their credit needs for the sake of others’
- Patient
- Concerned about the development of the association

5.4.4 Conflicts related to leadership

- a) **Selecting leaders:** If the association is not homogeneous, people of different sub-groups may want to have their own people as leaders. Sometimes women who are dominant in the village community may want to assume a leadership role, while others may dislike these people. In some situations, nobody may volunteer to be a leader, fearing responsibility.

The facilitator can tackle such situations by explaining the necessity for people to shoulder responsibilities if the association is to function well and pointing out the qualities of good leaders. In case it is feared that a dominant sub-group may submerge other sub-groups, some form of secret ballot can be adopted.

Sometimes people may not volunteer for a leadership role as they do not realise their potential. If this is so, observe how association members behave in the association and what their hidden leadership qualities are. Those with potential can be discreetly encouraged.

- b) **Autocratic leadership:** Dominating leaders do not like dissent and will force others to toe their line. As time passes, resentment will develop and the group will collapse. This behaviour may be due to the fact that the leader may have wrong notions about leadership, or because it is not easy for the leader to admit mistakes. Proper training by the field worker during association meetings in the first three months will help to overcome this problem.
- c) **Handling of cash:** This responsibility is carried out by the treasurer. Handling of cash is a very sensitive issue. If the treasurer is not honest, she can use the money for her own needs. Sometimes members may develop mistrust, even when the treasurer has done nothing wrong. To avoid this situation, the by-laws should specify the maximum amount that can be kept with the treasurer for the association’s emergency expenses. Any

amount over this amount must be deposited in the bank. All cash should be kept in the cash box and the key of the box must be with the secretary. Members should take turns depositing money in the bank.

- d) Superiority complex of leaders:** Some leaders may think that the association owes its existence to them. Such leaders will take decisions on their own, suppress the others, and corner all the benefits. In such cases, the field worker should:
- Educate the members about the dangers of dominant leadership
 - Spend time with the leader, win her confidence, and try to change her attitude
 - If the leader refuses to change, motivate the members to change the leader
 - Narrate the examples of good leaders
 - Demonstrate the qualities of good leaders and dangers of poor leadership
- e) Change of leadership:** In many associations leaders refuse to be changed as they do not want to relinquish powers and privileges, or they may not co-operate with the new leaders. This problem will not become serious if:
- Members and leaders know the scheduled time for leadership change
 - The outgoing leader's fear that she may not continue to enjoy respect if removed

Such members should be reassured that her experience as a senior member will continue to be availed by other members.

- f) Nobody volunteers to be leader:** This problem may arise when the earlier leadership was humiliated without justification or when members fear taking up responsibility. In some areas there may also be opposition from family members. This situation arises due to having no opportunities for building up skills and confidence and due to non-transfer of knowledge. The members should be given the opportunity to attend all training on offer. Association leaders can also share their experience and knowledge with other members. There should also be opportunities for sharing experience with other successful associations.
- g) Lack of knowledge of the leader's role and responsibilities:** The field worker should explain to the association the roles and responsibilities of each office bearer and train them to develop capabilities for the same. The roles are:
- **Chairperson:** Conduct meetings, help members to take collective decisions, solve members' problems, share information with members
 - **Secretary:** Inform dates of meetings, fix agenda of meetings, record attendance in meetings, prepare minutes of meetings, and keep the key of the cash box
 - **Treasurer:** Responsible for all cash transactions in the association, keep custody of cash, monitor loan utilisation and repayment
 - **Collective responsibility:** Represent the association in other forums, deal with the bank, appraise loan applications, plan and implement programmes.

5.5 Closing

The pebble in one glass represents an autocratic leader. It dominates and does not mingle in the water. In the second glass, water was added, but it does not make any difference as the glass was already full. This represents the dummy leader. The mud made the third glass dirty, just like some leaders can destroy their association. The sugar made the fourth glass sweet, and a good leader should be making things sweeter and better for the association members.

MODULE SIX: ASSOCIATION MANAGEMENT

6 MODULE SIX: ASSOCIATION MANAGEMENT

6.1 Learning objectives

By the end of this session participants will have learnt the necessary management skills they have to practice for the smooth running of their association.

6.2 Material required

Flip chart paper, markers, notebooks, and pens

Methodology: Facilitation, question and answer, open discussion, brainstorming, discussion, and presentation

Time: 2 ½ hours

6.3 Procedure

- Introduce the subject to the participants and encourage them to share ideas on the subject matter.
- Ask the participants to share any management principles they think are important in the management of an association like the one they are trying to formulate.
- Summarise the discussion by emphasising the management elements listed below in the facilitator's notes while giving examples.

6.4 Facilitator's notes

This session will focus on issues of association management, communication as one of the management tools, association meetings, record keeping and reporting, factors necessary for the success of the association, and causes of failures.

Association management is the process of working with the association members in order to achieve the group objectives. There are many management functions of the association and these include:

- a) **Planning** is the formulation and taking of decisions of the association's goals; objectives aimed at targets to be reached; activities to be carried out; and how, when, where, who to carry out the activities. Planning is vital for effective and efficient implementation of the association activities and ensures that the activities are undertaken according to the plan and design.
- b) **Participatory planning** is where every member of the association participates in decision making and implementation of the association activities. Through participatory planning, members are motivated to carry out association tasks and make contributions towards improvement of the activities. It also enhances a sense of ownership and belonging.

- c) **Coordination** is identification, securing, organising, and allocation of the human, financial, and material resources that are required for implementation of the activities. It involves harmonisation of the on-going activities and informing the concerned parties of the expected output and remedies to be taken. Effective coordination requires effective communication.
- d) **Monitoring and evaluation** is the measurement and correction of performance in order to ensure that objectives and plans devised are accomplished and goals reached. It involves setting standards, identifying successes, failures, and constraints/challenges during the implementation of the work plans/activities of the group. It helps to identify alternative remedies to the failures and constraints.
- e) **Participatory monitoring and evaluation (PMOE)** is the involvement of all association members in setting standards, measuring performance, and correcting deviations. It therefore enhances performance and thus increases productivity.
- f) **Supervision** is the regular follow-up and checking that the set activities have been undertaken and completed using the allocated resources and during the specified time frame. It involves taking notes of performance and providing back stopping.

6.5 Management tools

These are aids used in carrying out management function and include meetings, communication, motivation, discussions, measurements of performance, correction of deviation, delegation, demonstration, interviewing, budgeting, reporting, and record keeping, among others.

6.5.1 Communication

This is the core of all association management tools; communication between association members is important. An individual may develop an idea/plan that is communicated to the association members during meetings wherein members discuss together in a way to develop a particular action for such an idea/plan. Through discussion of the plans, the association members can gain experience from interactions of the members to ensure a common understanding among members.

Communication in the association is a very important aspect for these reasons:

- It is a means of sharing information among the members; i.e. a message is sent to an audience and feedback is obtained.
- There is free exchange of information amongst the members, hence making it easier to make decisions.
- It increases transparency within the association.
- It helps in reducing conflicts due to exchange of the ideas.
- It enhances better relationships amongst members.

a) Forms of communication

These include:

- Spoken words (oral/verbal communication)

- Written communication
- Body language/signs and images

The factors influencing the selection of the means of communication are:

- The type of the message to be communicated
- Available resources and communication facilities to be used
- Target group/audience

Effective communication requires use of communication skills. The two key clusters of communication skills are listening and feedback. Listening is paying attention to the messages sent as well as following and reflecting on the messages, while feedback is the reaction/response to the message received. The reaction may be positive or negative, constructive or destructive.

b) Barriers to communication

Poor communication is the consequence of several factors and might lead to conflicts in the group or communities. It arises when messages do not get through to the receiver as intended or get misinterpreted. Such occurs particularly when messages are complex, emotionally toned, and cause a clash with the mental set of the receiver. Some of the key barriers include:

- Selective listening, where some people fail to listen to the negative feedback of information
- Filtering of negative information before passing the message to the receiver in order to make it more acceptable and avoid displeasing people
- Status difference between the sender and the receivers, hence creating a communication gap
- Credibility of the sender—the message sent may get through clearly and be easily accepted if the sender/source is trustworthy while it will be ignored/not taken seriously if the sender is of low credibility status
- Communication overload, where people get exposed to a greater quantity of printed and spoken information than their capacity can contain.
- Failure to hear
- Language difficulties
- External influence/interruptions
- Non-verbal signals that might be interrupted differently
- Differing perceptions about the ideas communicated
- Emotional reactions

6.5.2 Association meetings

An association meeting is one of the important management tools, which provides a forum for exchange of ideas, knowledge, skills, opinion, and views. It provides a forum for reflecting and reviewing association activities as well as identifying problems and devising solutions to the problems. Meetings must be conducted regularly for effective performance of the association.

a) Relevance of the meeting in the association development

- These meetings, when decisions are made by members, enhance experience sharing through exchange of ideas, skills, and views.
- Personal interactions among the members are intensified, and thus new friends are made.
- Meetings also enable the members to learn from others through observing and visiting the different enterprises being undertaken by individual members of the group.
- Cases of conflict among members can be reduced through having regular meetings. Attending association meetings is one of the pre-requisites for members when joining the association (by-laws/regulations of the association).

b) Types of association meeting

- **Ordinary and periodic general meetings** are ones which are conducted in accordance with a scheduled time—e.g. meeting attended by designated persons/committee.
- **Special general meetings** are designed to convene on special request by the members or a regulator to address special matters.

c) Procedure of conducting an association meeting (by chairperson and secretary)

Before conducting the meetings

- The chairperson of the association organises the information/issues to be discussed from the previous meeting or association's first meeting.
- The issues to be discussed are shared with the association leaders to determine the authenticity/relevancy of the issues and any other information to be included in the menu/agenda.
- Gather information on the availability of the members and the proposed date and time for the meeting.
- Identify the suitable place and the time conducting the meeting.
- The information secretary/publicity informs all the members on the need for conducting the association meeting and ensures that all members are informed about the proposed meeting.
- Ensure that all the necessary arrangements are put in place before conducting the meeting; for instance, availability of meals, transport refunds, facilities, and seats.
- The agenda of the meeting should be made according to priorities/urgency.

When conducting meeting

- Ensure that three-quarters of the members are present before starting the meeting.
- The members should be called to order for the start of the meeting.
- Welcome the members for the meeting.
- The reading of agenda of the meeting should follow the above and request for the adoption of the agenda or should be amended.

- Follow the agenda.
- Allow all members to participate freely through exchange of ideas/opinions/views.
- Ensure active participation of all members in the discussion for uniformity and arriving at general agreement of the issues being discussed.
- Accept opinions and ideas from members.
- Ensure the secretary of the meeting takes notes/record of the issues being discussed.
- Make summary of the meeting highlighting key areas that need urgent attention.

After the meeting

- Ensure that the minutes of the meeting are produced, printed, and circulated to the association members for reading through and analysing the contents of the meeting.
- Ensure all the agreed-upon activities are implemented in accordance to the stipulated guidelines and the time provided for by the association.
- If the activities are allocated to the selected members of the association, ensure that they follow what the association has agreed to be implemented.
- The minutes of the association meeting should include the following:
 - Title of the meeting
 - Date of the meeting
 - Place of the meeting
 - Filled attendance list
 - Agenda of the meeting (items discussed in the meeting)
 - Record of the association proceedings in the minutes book

6.5.3 Record keeping

A record is the written proof of something happening or something anticipated to happen. A record can be a written proof of something said to have happened; for instance, minutes of the meetings, numbers of association members who worked in the garden, names of members who have brought in membership fees. **Record keeping** is the process of safely storing the association records.

a) Importance of record keeping

- To provides information and data for reporting, monitoring, and evaluation.
- To support effective association management
- To avoid the association members' losing track of planned activities, achievements, and challenges encountered and recommended solutions/alternatives
- To support provision of loans through savings and credit scheme
- To provide documentation for tax deductions
- To provide future reference and accountability of funds used on the activities

b) A report

A report is an account of what has been used or is expected to be used. It is verbal written or electronically recorded account of activities carried out during a specific period of time.

What to report

1. Association resources such as human, financial, and material items in the group
2. Association activities done and those to be done
3. Association progress such as successes, challenges, failures, opportunities and threats
4. Any other information related to the association's development

When to report

This can be done depending on the period stated (periodically) as the association decides; i.e. it can be weekly, after two weeks (fortnight), after one month (monthly), after two months (bi-monthly), and after a year (annually). The reports can be by word of mouth (verbal), written, or electronic. However, avoid reports that cannot be used for future reference. The reports can be produced by the association leader and the members of the association.

MODULE SEVEN: INTRODUCTION TO ADVOCACY¹

7. MODULE SEVEN: INTRODUCTION TO ADVOCACY

7.1 Learning objective

By the end of this session participants must be able to explain the concept of advocacy and be able to apply it while undertaking advocacy on behalf of their association.

7.2 Materials required

Markers, flip chart, notebooks, and hand-outs

Duration: 3 hours

Methodology: Open discussion, lecturing, and question and answer sessions

7.3 Procedure

- Start by explaining that one of the core functions of the association is to advocate for members' rights and needs from the authorities that govern the work of ADS.
- Ask participants what the term advocacy means to them
- Note down the answers and come up with a single definition which is inclusive of all the answers generated by the respondents.
- Wrap up the discussion while emphasising the definition indicated in the notes.

7.4 Facilitator's notes

7.4.1 What is advocacy?

The word advocacy has its origins in law and is defined by most dictionaries as the process of 'speaking on behalf of someone'. Today it has evolved to include work undertaken by development agencies, civil society groups, and individuals to bring about change. Advocacy has been defined as: *the process of managing information and knowledge strategically to change and/or influence policies and practices that affect the lives of people (particularly the disadvantaged)*². Another definition calls it 'advocating on behalf of the voiceless'³.

Advocacy therefore encompasses a range of activities, all focusing on a process of change. This change may be in any one of several areas:

- In attitudes and political will
- In policy/decision making

¹ Much of the content of this module came from: *Advocacy Sourcebook: A Guide to Advocacy for WSSCC Co-ordinators Working on the WASH Campaign*, published by the Water Supply and Sanitation Collaborative Council and WaterAid in 2003.

² Participants at the WASH Partnership Workshop, Geneva 28.20.02–1.11.02

³ Global Women in Politics 1997, p9

- In policy implementation
- In people's awareness of policies
- In monitoring policy implementation

For example, advocacy work could be undertaken to change the policy of a national government to take greater account of communities' rights to participate in the management of their water supply and sanitation services. In another case, such a policy may exist but government agencies may not be implementing it, a situation again requiring a process of change brought about by advocacy work. In yet another case, local communities may not be aware of a change in policy and therefore may not be claiming the rights to which they are entitled, in which case advocacy work could be directed at changing levels of understanding about existing policy.

This process of change which advocacy aims to bring about can occur at different levels, from the local community level to the national and international. Change at one level may be necessary for change at another. For example, influence on national government policies comes both from within a country and from external sources such as international funding bodies. Advocacy work therefore needs to take place at both the national and international level in order to achieve change in national government policy. In some cases, a groundswell of change at the local level may lead to a corresponding change in policy at national level.

Change can also occur at different stages in the decision-making process. Advocacy therefore encompasses working for change in any of the following areas:

- **Who** makes the decisions: participation of civil society, representation of community
- **What** is decided: legislation, policies, budgets, programmes
- **How** is it decided: accountability and transparency; participation of civil society
- **How** is it enforced or implemented: accountability, awareness raising

An important aspect of advocacy work is the involvement of communities themselves in advocating for change. Advocacy work can therefore be defined as not only bringing about change in policies and programmes (the 'policy dimension'), but also:

- Strengthening the capacity, organisation, and power of civil society and its involvement in decision making (the 'civil society dimension')
- Increasing the legitimacy of civil society participation and improving the accountability of public institutions (the 'democratic space dimension')
- Improving the material situation of the poor and expanding people's self-awareness as citizens with responsibilities and rights (the 'individual gain dimension').

Advocacy seeks to build alliances in order to change the processes of decision making at all levels and the involvement of communities in those decisions.

7.5 How to do it (advocacy)

While specific advocacy techniques and strategies vary, the following elements form the basic building blocks for effective advocacy. As with building blocks, it is not necessary to use every single element to create an advocacy strategy. This section will explore the whole process of advocacy taking into account the advocacy cycle.

7.5.1 Where to start?: The advocacy planning cycle

Drawing up a plan for advocacy work is similar to any other project or programme planning. We need to work out what our objectives are and how we can achieve them; to define what activities we want to undertake; and assign responsibilities for the tasks involved. Good planning is essential for effective advocacy work, as it is for any other activity. Planning and implementing advocacy work involves the following steps, which make up the advocacy planning cycle:

Figure 1: Advocacy cycle



- a) Identifying the issues: what do we want to change?

- b) Finding out more thorough analysis: analysing the issue, analysing the context and key actors, understanding the time frame
- c) Setting objectives
- d) Identifying the targets: who do we want to influence?
- e) Identifying allies: who can we work with?
- f) Defining the message
- g) Choosing advocacy approaches and activities
- h) Selecting tools
- i) Assessing what resources are needed
- j) Planning for monitoring and evaluation
- k) Drawing up an advocacy plan

To plan your advocacy, you need to work through each of these steps. When you have completed them, you will be able to draw up an advocacy plan. The following sections discuss each of these steps. The steps make up a planning 'cycle' because it should be an iterative process: ongoing monitoring and periodic reviews of progress lead to adjustments in the plan, to take into account any changes in external or internal circumstances.

7.5.2 What do we want to change? Identifying the issues

Objective	To provide participants with a range of practical tools for identifying advocacy issues, breaking them down into their component parts and exploring solutions
Duration	2:00 hours
Material	Hand-outs, markers, flip chart, and notebooks
Content	
a) Issue identification	<ul style="list-style-type: none"> • Ask participants what are the main issues facing the target communities they represent. • Ask participants to separate those that are advocacy issues from others. • Ask participants to rank them in their order of priority to the community. • Send them into small groups to identify two advocacy issues in their community they are planning to work on under this project. • Ask each group to present their issue while giving justification for the issue selection. • Allow the audience to critique the issue and make adjustments to their issues. • Tell participants that we shall work with that issue throughout the training.
b) Summary	<ul style="list-style-type: none"> • Summarise the discussion and take note of each group's issue.

7.5.3 Finding out more: analysing the issue

Objective	To provide participants with a range of practical tools for analysing their issues, breaking them down into their component parts and exploring solutions
Duration	2:00 hours
Material	Hand-outs, markers, flip chart, and notebooks
Content	
c) Issue identification	<p>For the exercises in this session, it is important not to spend too much time trying to work out and agree which issues should be worked on by the small groups.</p> <p>If the trainers know the interests of participants and/or the key issues facing the sector in their country or region, it is best if they think up three relevant issues that can be worked on by the small groups.</p> <p>If the trainers are not familiar with the participants or the issues they are addressing, they should ask participants to write the top issue facing the sector in their country on a card or Post-It note and put it on the wall.</p> <p>This should be done either during the introductory session or during the morning break so that the trainers have time to cluster the issues and choose the three that are most relevant to the largest number of participants.</p> <p>Note that the issues should be reasonably specific:</p> <p>For instance: “Lack of clean water” could be made more specific by stating whether this refers to: urban or rural areas; or the north or south of the country all households or poor households distance from water source to household user piped household connections, or from wells/reservoirs</p> <p>Or, again: “Lack of sector funding” could be made more specific by referring to water, or sanitation, or hygiene, or all these for the relevant ministry, central, or local government, NGOs, etc., for more wells, dams, toilets, training, civil servants, engineers, etc.</p>

	<p>in urban or rural areas; for specific districts or provinces for all households or poor households so that the issue becomes: “Lack of funding at local government level to deliver hygiene training to poor communities”</p>
d) Procedure	<ul style="list-style-type: none"> • Tell participants that it is important to decide exactly which issue, and which part of that issue, is most important, what are the root causes of the issue to the community and what issue causes the most problems for target population. • Introduce the problem tree tool and any other problem analysis approach to them. • Ask participants to use the problem tree to analyse the issue they identified for their target population, clearly bringing out the major issue, root causes, and sub-issues on the advocacy issue. • Ask participants to present their issue analysis to the groups. • Call for comments and any ideas which can help individual groups refine their advocacy issue. • In plenary, ask participants for any comments they may have on the content. Are there any questions regarding the analysis of the issue? How easy was it to use the different methods?
e) Summary	<ul style="list-style-type: none"> • Recap the whole process, provide guidance to the groups whose issue are not clear. • Close the session and let the groups go for a break.

7.5.4 Setting objectives

Objective	To provide participants with the skills to set objectives of their advocacy campaign and tasks at hand for their respective target communities
Duration	2:00 hours
Material	Hand-outs, markers, flip chart, and notebooks
Content	
Objective setting	<ul style="list-style-type: none"> • An advocacy objective aims to change the policies, programmes, or positions of governments, institutions, or organisations. • Your advocacy objective includes what you want to change, what will make the change, by how much, and by when. Generally, the time frame for an advocacy objective will be 1-3 years. • An objective is an incremental and realistic step towards a larger goal or your vision; it is not a general goal (increase family planning use among couples). Rather, the policy advocacy objective must focus on a specific action that an institution can take. • An objective should be SMART.
Procedure	<ul style="list-style-type: none"> • Ask participants what they understand by ‘an objective’.

	<ul style="list-style-type: none"> • Call the participants into groups and ask them to set objectives from the issue they have been working on for their organisation which will be the focus for this project. • Call the groups to share while guiding them. • Tell the groups to test their objectives as to whether they are SMART.
Summary	<ul style="list-style-type: none"> • Summarise by asking the participants to review and share the objectives with tier project managers to finally agree to them. • Recap the session with an emphasis on the SMART acronym of objective setting.

7.5.5 Identifying targets

Objective	To help participants with the skills to identify their advocacy targets and audiences to which tier advocacy efforts will be directed towards
Duration	1:30 hours
Material	Hand-outs, markers, flip chart, and notebooks
Content	
Identifying targets and audience	<ul style="list-style-type: none"> • The primary audience includes decision makers with the authority to affect the outcome for your objective directly. • These are the individuals who must actively approve the policy and social change. These decision makers are the primary targets of an advocacy strategy. • The secondary audiences are individuals and groups that can influence the decision makers (or primary audience). The opinions and actions of these influentials are important in achieving the advocacy objective in so far as they affect the opinions and actions of the decision makers. • Some members of a primary audience can also be a secondary audience if they can influence other decision makers. For example, the Prime Minister and the Minister of Education might influence one another's opinions. Therefore, they are both a primary audience (targets) and a secondary audience (influentials). • In addition, your secondary audience may contain forces oppositional to your objective. If so, it is extremely important to include these groups on your list, learn about them, and address them as part of your strategy. • The targets can also include <i>adversaries</i> (those who oppose your position, but who may not be directly responsible for decision making); <i>beneficiaries or constituents</i> (those on whose behalf you speak); <i>allies</i> (those with whom you can work towards your advocacy goal); and <i>internal stakeholders</i> (colleagues and others from within your organisation who have a stake in the process and end result).

Procedure	<ul style="list-style-type: none"> • Ask participants in their groups to identify the targets for their advocacy efforts. • Tell participants to clearly segment their targets according to allies, adversaries, internal stakeholders, beneficiaries, and other groups. • Ask each group to present their targets and make comments.
Summary	<ul style="list-style-type: none"> • Summarise by wrapping up the target identification and encourage the groups to ensure that they have identified all the targets they need to direct their advocacy efforts.

7.5.6 Identifying allies

Allies are a significant group of stakeholders: those who are also committed to change on your chosen issues, with whom you can work. The importance of allies in the form of collaboration cannot be underestimated; there is need for a mix of skills and people. A range of approaches (for example, using both 'insider' and 'outsider') is often useful to bring about change.

Collaboration has a number of advantages:

- It provides an opportunity to share expertise, knowledge, and lessons learnt.
- It may enable gaining access to other resources, such as funding.
- Speaking with one voice is likely to be taken far more seriously than if each group works separately.
- Working within partnerships or networks bolsters moral support and solidarity.
- Partnerships with or between young people are a good way to ensure their voices are heard.
- Working in partnerships is also a first step towards strengthening civil society and furthering the social change process, which many see as a central goal of advocacy work.

Collaboration for advocacy may be formal or informal, temporary or permanent, single-issue or multi-issue, geographically-focused or issue-focused. The most common forms of civil society collaboration for advocacy include networking (information sharing); networks (information sharing and perhaps some co-ordination of activities); coalitions (groups acting together on a specific activity); and alliances (more permanent arrangements).

7.5.7 Defining the message

Objectives	To help participants develop messages and choose an appropriate delivery format for these messages; identify specific audiences and tailor message format and content for maximum impact.
Duration	1:30 hours
Material	Hand-outs, markers, flip chart and notebooks
Content	
Defining the message	<ul style="list-style-type: none"> • A message is a concise and persuasive statement about your advocacy goal that captures what you want to achieve, why, and how. Since the underlying purpose of a message is to create action, your message

	<p>should also include the specific action you would like the audience to take.</p> <ul style="list-style-type: none"> • Content is only one part of a message. Other, non-verbal factors such as who delivers the message, where a meeting takes place, or the timing of the message can be as, or more, important than the content alone. In addition, sometimes what is not said delivers a louder message than what is said. • <u>Content/ideas</u>: What ideas do you want to convey? What arguments will you use to persuade your audience? • <u>Language</u>: What words will you choose to get your message across clearly and effectively? Are there words you should or should not use? • <u>Source/messenger</u>: Who will the audience respond to and find credible? • <u>Format</u>: Which way(s) will you deliver your message for maximum impact? E.g. a meeting, letter, brochure, or radio ad? • <u>Time and place</u>: When is the best time to deliver the message? Is there a place to deliver your message that will enhance its credibility or give it more political impact?
Procedure	<ul style="list-style-type: none"> • Ask participants to design a message intended for the audience they have just identified in line with the advocacy issue they want to change. • Call participants to share the messages. • Help the groups to refine their messages in line with the language, format, time, and place.
Summary	<ul style="list-style-type: none"> • Summarise by wrapping up the different messages which are effective in reaching the audience using different channels.

7.5.8 Choosing approaches and activities

Objective	To help participants to choose approaches and activities suitable for delivering their advocacy agenda to the target audience.
Duration	1:30 hours
Material	Hand-outs, markers, flip chart, and notebooks
Content	
Choosing approaches and activities	<ul style="list-style-type: none"> • There is a range of approaches that can be employed in advocacy. • Some are confrontational while others involve working alongside advocacy targets to achieve the desired change. • Advocacy may involve more than one of these approaches at any one time, or over time, particularly if it is being carried out by an alliance or group of organisations. • One of the advantages of collaboration is that two organisations may employ different approaches towards the same advocacy target, depending on their own organisational skills and experience, whilst working towards the same end. • Some organisations prefer to work from the inside (using 'insider

	strategies' of co-operation and persuasion), while others operate most effectively from the outside (using 'outsider strategies').
Procedure	<ul style="list-style-type: none"> • Ask participants to identify the approaches they would wish to use to undertake their advocacy campaign on the issue they have identified. • Call participants to discuss among their groups the pro and cons for each approach. • Invite each group to share the approach they have agreed on. • Call for reactions from the audience about the suitability of the proposed approaches.
Summary	<ul style="list-style-type: none"> • Summarise the approaches for each group and share the different activities each group would undertake to do advocacy for the issue they have identified.

7.5.9 Assessing resources

As for any process of project planning, advocacy activities need a realistic budget. This is easier if advocacy is 'mainstreamed' as part of a project or broader programme of work, as advocacy can be part of the project plan from the beginning and hence be included in the original project budget, rather than trying to find funds for advocacy activities 'tacked on' to a project at a later stage.

Working in alliances and coalitions may also enable funds to be shared between organisations, or provide the opportunity to submit joint funding proposals to possible donors. As with any budgeting process, thought needs to be given in planning advocacy to what resources are required for each of the proposed activities, in terms of people, materials, skills, and other costs.

Some of the required skills may be available within the organisation (or alliance), while others may need to be bought in, at a cost. However, it should be remembered that even if skills are available internally, they cannot be used without an opportunity cost to other work. Adequate staff time should therefore be allocated to advocacy activities.

7.5.10 Planning for monitoring and evaluation of advocacy

Monitoring and evaluating the impact of advocacy work is often considered to be a difficult, if not impossible task, and many on their own admission fail to carry it out as they originally planned. Nevertheless, it is a vital part of our advocacy work, if we are to learn from our mistakes, justify our expenditure, ensure accountability, and share our experiences with others. It is therefore an important part of the advocacy planning cycle.

When reviews are scheduled within the life span of an advocacy activity, flexibility is built in and the work can be adjusted to take account of internal and external events, changes in the policy climate, or lessons learnt about the efficacy of particular techniques or approaches.

Some of the particular difficulties associated with measuring the impact of advocacy work in contrast to that of practical project work are listed below:

- Advocacy is often a long-term activity: Policy change is often incremental and slow and implementation lags significantly behind legislative change. It is therefore often hard to say when a significant change has occurred.
- Advocacy work is often carried out through networks and coalitions, making it difficult to assess the exact contribution of each organisation or group
- A variety of approaches is commonly used at the same time, some more confrontational, others based around private debate. This combination may be effective but renders the evaluation of the contribution of each approach difficult.
- Much advocacy work is unique, with little repetition, so it is harder to accumulate knowledge than in other areas.

The following are some of guidelines for undertaking monitoring and evaluation of advocacy work:

- For any project or piece of work, the process of monitoring and evaluation requires yardsticks against which to measure; hence you need to have set clear objectives for your advocacy at the outset. If your objectives are vague and unspecific, it is almost impossible to monitor or evaluate your progress.
- Define your indicators for 'success' (or proxy indicators) for all your objectives (including any capacity building objectives) during the planning phase and incorporate them into your advocacy plan. Indicators should be drawn up for all aspects of the work: inputs, outputs, outcomes, and as much as possible, impact.
- On-going monitoring of basic levels of activity (i.e. inputs and outputs) should be carried out on a regular basis. This is important for accountability. Keep monitoring systems simple and straightforward, so that they will be adhered to. Remember to note any relevant changes in the external environment at the same time
- Build in review points to your plan, so that you stop and assess how the work is going at regular intervals, to allow you to shift focus, re-plan, and redirect resources where necessary, rather than waiting for an evaluation at the end of the work.
- Try to record outcomes and impact wherever possible, even though they are more difficult to tackle.
- If there is no 'hard' quantitative data available for measuring outcomes and impact, record whatever evidence is available as systematically as possible, as it can still be valid: *'Presenting a reasoned argument for the likely or plausible impact, based on what has been achieved to date, is often all that can be done'*.⁴
- From time to time, it is important to try to link your advocacy to your broader aims and objectives, to make the connection between what you are doing and what you ultimately hope to achieve.
- The range of tools used in project monitoring and evaluation can in many cases also be used for the assessment of advocacy work. These include methods such as key

⁴ Global Public-Private Partnership for Handwashing with Soap. Global Handwashing Day 15 October: Planner's Guide, Second Edition. June 2009.

informant and other interviews; surveys; group discussion; observation; case studies; and RRA/PRA tools such as time lines, ranking, Venn diagrams, impact flow charts; and trend analysis/time trends.

- As for any other monitoring and evaluation process, using a range of methods enables you to cross-check the information you have been given and helps validate your conclusions.
- Your advocacy work, as any project work, should be subject periodically to external evaluation, and not only internal reviews, to provide an outsider’s perspective on the work and to learn from others’ viewpoints and experience.
- Reviews and evaluations provide the opportunity to involve the stakeholder group (perhaps in a more significant way than for simple monitoring), which can contribute to capacity building at the same time.

7.5.11 Drawing up an advocacy plan

When you have discussed and come to a conclusion for each of step of the advocacy planning cycle described in the preceding sections, you will be ready to draw up your advocacy plan.

An advocacy plan may take various forms, but should detail exactly what you plan to do and by when. When completing the ‘Timing’ column, try to incorporate the opportunities you are aware of; for example, key events, media opportunities, and so on. Remember that advocacy work can be slow and time-consuming, and so needs a long-term commitment if you are to achieve real change.

The following is an example of an advocacy plan:

Advocacy plan

Objective	Activities	Target	Indicators	Timing	People responsible
Improved working conditions for all ADS groups in the four districts of Kibaale, Kamwenge, and Kyenjojo by 2016	<ul style="list-style-type: none"> • Petition to the NDA about registration • Training of all drug shops and accrediting them 	<ul style="list-style-type: none"> • NDA • DADI • Drug shops 	<ul style="list-style-type: none"> • Recognition of the ADS as a key player in service provision • Increased number of drug shops that have been accredited to ADS 	By the year 2016	ADS association