

***THE SAVE THE CHILDREN FUND (U.K.) – MYANMAR &  
WORLD VISION – MYANMAR***

**Training Workshop on Influencing Policy & Practice  
October 4-7, 1999, Yangon, Myanmar**



**DAY 1**

***OBJECTIVES OF THE WORKSHOP***

- *to provide participants with the necessary orientation, knowledge and skills in undertaking advocacy work -based on their own organisational and field experiences - in relation to influencing policy and practice*
- *to introduce participants to the process and methodology of advocacy and influencing work - through interactive learning exercises, case studies, etc.*
- *to enable participants to review the context of advocacy and influencing work in their particular situations and to plan for future work*

***EXPECTATIONS OF THE WORKSHOP***

**Brainstorming** on Participants expectations on flip-charts :

I expect to:

- Learn about new ideas on advocacy
- Share ideas and experiences
- Be interested in Policy Making
- Information on advocacy context and work in-country
- Help streamline ideas and actions
- Apply advocacy skills in work

***PRESENTATION : WHAT IS ADVOCACY?***

**Advocacy – what is it, what does it mean?**

3 definitions:

1. speaking or writing in support of a cause
2. Raising awareness, sensitizing, convincing
3. Influencing policies and decision makers

Advocacy is different from influencing because :

- 1) It is a stronger term, 2) speaking out with others; 3) implies an act of courage and conviction; 4) implies that opposition exists; 5) assumes need to overcome resistance

Advocacy links different levels of activities, the micro issues from the community or individual level with the macro issues at the state, national or international level – this linkage is important.

The aim is to change attitudes, behaviors, and decision making of others

### **Influencing : What it is? What does it mean?**

“Influencing” is now much more commonly used by INGOs, etc. Influencing always has a target group already defined. It is used two ways – to describe activities aiming to influence a certain group, or general, as intent to influence a wider audience than that directly affected.

Advantages to using the word “influence” - it is neutral and non-confrontational; image is useful to quietly gain access to decision makers, change attitudes and behaviors. Disadvantage: - seen as weak and outdated, hard to measure.

### **Campaigning – What it is? What it means?**

Campaigning is another, similar concept, but implies a much more planned, organized approach for the purpose of achieving specific behavior changes or objectives. A campaign must be carefully monitored to be sure it is achieving its objectives.

### **Lobbying – What it is? What it means?**

Lobbying is primarily to change policy. There are two definitions: 1) refers to targeting legislators and 2) refers to focused attempts to influence a small discrete audience (e.g. travel agents regarding sex tourism). Lobbying is a highly professional activity, requiring sophisticated understanding of formal and informal structures of power and decision making.

### **Group Work : Applying concepts to practical work :**

Group work assignment: how do you apply these concepts to your particular area of work?

Please list three potentials for application and three constraints faced. These will be presented to the larger group. (Copies attached)

### **What are we trying to do and change through Advocacy?**

Awareness -- Attitudes, values, beliefs, practices – this is influenced by religion, culture, tradition Hard to measure

“Mainstreaming” -- Agendas, demands, principles, highlighting an issue or problem – how do you measure that this is actually used?

Decision making – decisions and directives wanted which are in favor of our position – indicators needed to determine how effective these decisions and directives are Hard to measure

Policy change – legislation, standard-setting. Setting indicators for legislation is relatively easy, but with standard-setting the question arises “whose standard” or what standard should be the commonly accepted one. Hard to measure

Institutional or organizational change – organizational structure, behavior and action  
How work is done, who decides what, etc.

Direct intervention – often the most direct result, concrete action in the field gets results immediately at the micro level.

Resource Allocation – Funding, services, materials -- effective allocation, easier to monitor and measure

<b><i>DEVELOPING ADVOCACY SKILLS : ROLE PLAYS</i></b>
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**Group Work assignment: Role play assignment and preparations**

The focus of this workshop will be primarily to plan activities and practice skills to influence others. Three role plays will be developed, with parts assigned.

The three scenarios to be played are these:

1. World Bank official meets representatives for women’s issues, children’s issues and ethnic group issues on the topic of poverty alleviation
2. Government Education ministry people meet representatives of parents and of students on the topic of school closure
3. Local Government and Village leaders meet representatives of children’s issues, NGOs and women’s groups on the topic of a campaign for condom use

**Day 2**

Preparation for role plays continues.

The three role plays were presented in the morning.

Learning and Comments from the role plays :

- Respect local customs
- Do not confuse self and others with too many issues
- Clarify immediately “What is an NGO” if this is a relevant issue
- Be aware of the suspicions that may be aroused
- Focus on what is to be achieved during the meeting
- Be sure to keep the discussion and the data focused on the objectives.
- Be careful in the handling of sensitive issues and language.
- Be clear about how the various issues are interconnected.

- Keep in mind the procedures that must be used to get access to these very formal, bureaucratic organizations.
- Brief the officials ahead of time, for example, through a letter stating your intent and purpose for the meeting
- Be very clear in the accuracy and presentation of data
- Be aware of the time limits of the appointment.
- Emotional vs. professional (keep away from the emotional)
- Assertive but not aggressive
- Group dynamics; shared concerns
- Non-confrontational
- Good preparation
- Reading the other side carefully
- Demystifying the issues
- Disaggregating the causes and the solutions
- Clarify the important issues
- Be careful of body language
- Keep track of what you have achieved
- Must be articulate and convincing
- No preconceived ideas regarding the other side's perspective
- Respect persons with whom we talk
- Don't confuse with too many issues
- Good introductions to persons in authority are essential
- Flexibility is required to adjust responses to others' attitudes and responses
- Too much data can obscure the issues and defeat the exercise
- Simple rather than technical/official language could get better results in some cases.
- Local authorities may be suspicious about NGOs
- Send in a proposal before the appointment date, so the other parties can be prepared before the meeting.
- Be sure the issues we want to discuss are clearly understood.
- Plan carefully for the order or sequence of presentation of information or issues
- Highlight points and recap objectives and main points
- Turn-taking for speaking and listening
- Group dynamics should foster cooperation
- Sharing responsibilities in the meeting
- Presentation should be brief and effective
- Prepare ahead how we are willing to move from our position

## ***ROLE OF INFORMATION & RESEARCH IN ADVOCACY***

### **Presentation : The Role of Information & Research in Advocacy**

“Knowledge is of two kinds – 1) we know a subject ourselves or 2) we know where we can find information about it.” Can map what info is available and where it is.

- When to use the information – at the right time, the right place

- What problems exists – what does the information tell us about this
- What alternatives or solutions – are possible
- Who can provide the information we need
- Who should receive it
- How to communicate effectively and
- How to package the information

### **Group Exercise**

- We have a problem or issue – participants decide what the issue is.
- We want to organize an advocacy action on the issue
- We want resolution on this issue on the end of this action.

### **Steps:**

1. Choose an issue for advocacy
2. Set **one** key advocacy (change) objective
3. Identify your targets and those who have influence on those targets

Next, map your audience in the table below :

Targets	Influentials
1	1
2	2
3	3

Next, describe your audience – what does it know? What does it think?

Audience (targets,influentials)	What does the audience know about the issue?	What does the audience believe, what is its attitude?
1	1	1
2	2	2
3	3	3

Mind mapping – Draw a map showing circles as the targets and influentials, with lines of interrelations between targets, influentials and others and with main target in the center. The distance from the center determines the degree of influence. This will help determine how to spend resources, set priorities, etc. This is also called “circles of influence.”

Then:

1. List the different **actors** (participants, or people who will help you promote your cause) in your advocacy work;
2. List the **change** you want to bring about the each group;
3. List the kinds of **activities** that will bring about the desired change

Actors	Desired change in attitude or	Key activities that will help
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	knowledge	bring desired change
1	1	1
2	2	2
3	3	3

### **Group Reports :**

#### **Group 1 – Advocacy Issue: Lack of information and access to Reproductive Health services for adolescents.**

Key Obj: Adolescents to gain access to RH info and services

<b>Targets</b>	<b>Influentials</b>
1 Community nurses and midwives	1 MNA, DOH (central/local), local authorities, cmtly ldrs, cmtly elders, religious groups, cmtly mmbrs, adolescents

<b>Audience (targets,influentials)</b>	<b>What does the audience know about the issue?</b>	<b>What does the audience believe, what is its attitude?</b>
1 Nurses, MWs 2 MNA  3 DOH  4 Local Authorities  5 Community Elders  6 Community Members  7 Religious elders  8 Adolescents	1 adolescents are too young 2 clinical  3 Medical Knowledge  4 limited, outdated  5 outdated, experiential knowledge 6 limited  7 outdated, scriptural knowledge 8 misconceptions, ill-informed	1 conservative, judgmental 2 clinically oriented, judgmental 3 bureaucratic, centralized hierarchical, patronizing prejudiced against early sexual activity 5 sex is a taboo, suppressive attitude 6 sex is an embarrassing and shameful activity 7 sinful 8 curious, experimental, confused, fear of exposure

<b>Actors</b>	<b>Desired change in attitude or knowledge</b>	<b>Key activities that will help bring desired change</b>
1 NGO	1 about adolescents in the context of their community	1 situation analysis, including PRA activities
2Community Midwives/nurses	2 basic knowledge on RH and non-judgmental attitude	2 training, counseling
3 adolescents	3 increased awareness and knowledge of sexual and reproductive health	3 peer education using participatory approach, and life skills training

#### **Group 2: Advocacy Issue : Universal education for ethnic minorities**

Key Obj: Allocation of separate funding for the issue

<b>Targets</b>	<b>Influentials</b>
1 Ministry of Education	1 NEC 2 MoBAD 3 MoNP&D

<b>Audience (targets, influentials)</b>	<b>What does the audience know about the issue?</b>	<b>What does the audience believe, what is its attitude?</b>
1 MoEducation 2 NEC  3 MoBAD 4 MoNP&D	1 needs exist, limited funds 2 needs exist  3 border areas are less developed 4 budget limitations	1 not a national priority 2 to ensure = educational opportunity between villages and towns 3 overall development is more important 4 overall development is more important

<b>Actors</b>	<b>Desired change in attitude or knowledge</b>	<b>Key activities that will help bring desired change</b>
1 students	1 educ is vital for cmtly	1 Community meetings influencing PTA members
2 parents	2 educ is vital for cmtly	2 Community meetings influencing PTA members
3 cmtly leaders	3 educ is vital for cmtly	3 Community meetings influencing PTA members
4 NGOs	4 helping people is more effective than helping policy makers	4 Lobbying
5 UN	5 helping people is more effective than helping policy makers	5 Lobbying
6 Mo Education	6 priority should be given to education for development purposes	6 meetings, influencing
7 MoBAD	7 priority should be given to education for development purposes	7 meetings, influencing
8 Mo NPD	8 priority should be given to education for development purposes	8 meetings, influencing
9 NEC	9 priority should be given to education for development purposes	9 meetings, influencing

### **Group 3: Advocacy Issue : HIV/AIDS awareness**

Key Obj: Raising awareness of HIV/AIDS information

<b>Targets</b>	<b>Influentials</b>
1 CSWs	1pimps/hotel/guesthouse owners/mgrs

2 Drug users 3 Migrant workers 4 Villagers	2 peer leaders 3 parents, immigration, local authorities 4 village elders, authorities
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<b>Audience (targets, influentials)</b>	<b>What does the audience know about the issue?</b>	<b>What does the audience believe, what is its attitude?</b>
1 CSW/pimps 2 Drug users 3 Migrant Workers 4 Villagers	1 they know to some extent 2 they know 3 they know 4 less knowledge	1 destiny/self esteem 2 take risks 3 hard to change behavior 4 denial, not a serious problem

<b>Actors</b>	<b>Desired change in attitude or knowledge</b>	<b>Key activities that will help bring desired change</b>
1 CSW	1 Awareness HIV/AIDS and use of condom	1 Peer educators training and counseling
2 Drug Users	2 AIDS awareness, disposable syringes and needles	2 Peer education, health talk
3 Villagers, media, local authority	3 Awareness, HIV/AIDS, use of condoms	3 Counseling, education

### ***PLANNING AN ADVOCACY STRATEGY***

Start with problem/issue, then develop objectives (what to achieve), then move to determining what is needed to achieve this?

Step 1. We must first bring about understanding of the issue or problem. What is the knowledge of people already?

Step 2. Change attitudes on the problem (this by itself is an advocacy activity).

Step 3. This leads to decisions or actions to improve the situation (you may need to provide the decision makers with Technical Assistance in order to help them implement decisions)

This would finally bring about the desired change.

Presented another way, **what are the “filter” questions that need to be answered when planning an advocacy strategy?** These should be answered prior to carrying out any advocacy activity.

- How important is the issue?
- For whom is it important?
- Do we have knowledge and experience on that problem or issue?
- Do we have clear, specific goals (objectives) to achieve?



- Can we articulate clearly the issue and the solutions, and do we have enough evidence/justification?
- Do we understand the targets and the audience?
- Do we have the resources and expertise to achieve results?
- What is the likelihood of achieving positive change?
- What are the constraints and risks involved?

### **Day 3**

#### ***DEVELOPING ADVOCACY SKILLS : FACILITATION & THEATRE***

##### **Exercise 1 : Advocacy skills : Role plays: Montage, Theatre, Puppets**

1. Package message
2. Misinterpretation
3. Understanding of issue
4. Teamwork – bottom line

Audience: children; young people; illiterate villagers

Can not use written words, so how do you communicate your message?

Use Creativity

Play 1: Alcoholic Father with kids

Play 2: Literacy Campaign

##### **Exercise 2 Facilitation Skills**

Topic: focus vs. distraction

Control the discussion/levels of tension

Maintaining the level of interest

Conflicting interests/knowledge

No outcome/result

Time management

Taking turns to speak

Engaging the dominant person

Facilitate the exchange ideas vis-à-vis dialogue

Cant take sides, especially in advocacy

#### ***MONITORING & EVALUATION OF ADVOCACY WORK***

##### **Presentation : Monitoring and Evaluation of Advocacy Work**

Is the issue important? What are the results and impact of the work? What or who are the targets, who are the actors?

The cycle is one of action and then reflection, then action again, so that the process is begin-end-begin-end

The end result hopefully is a change in attitudes, influence, or policy.

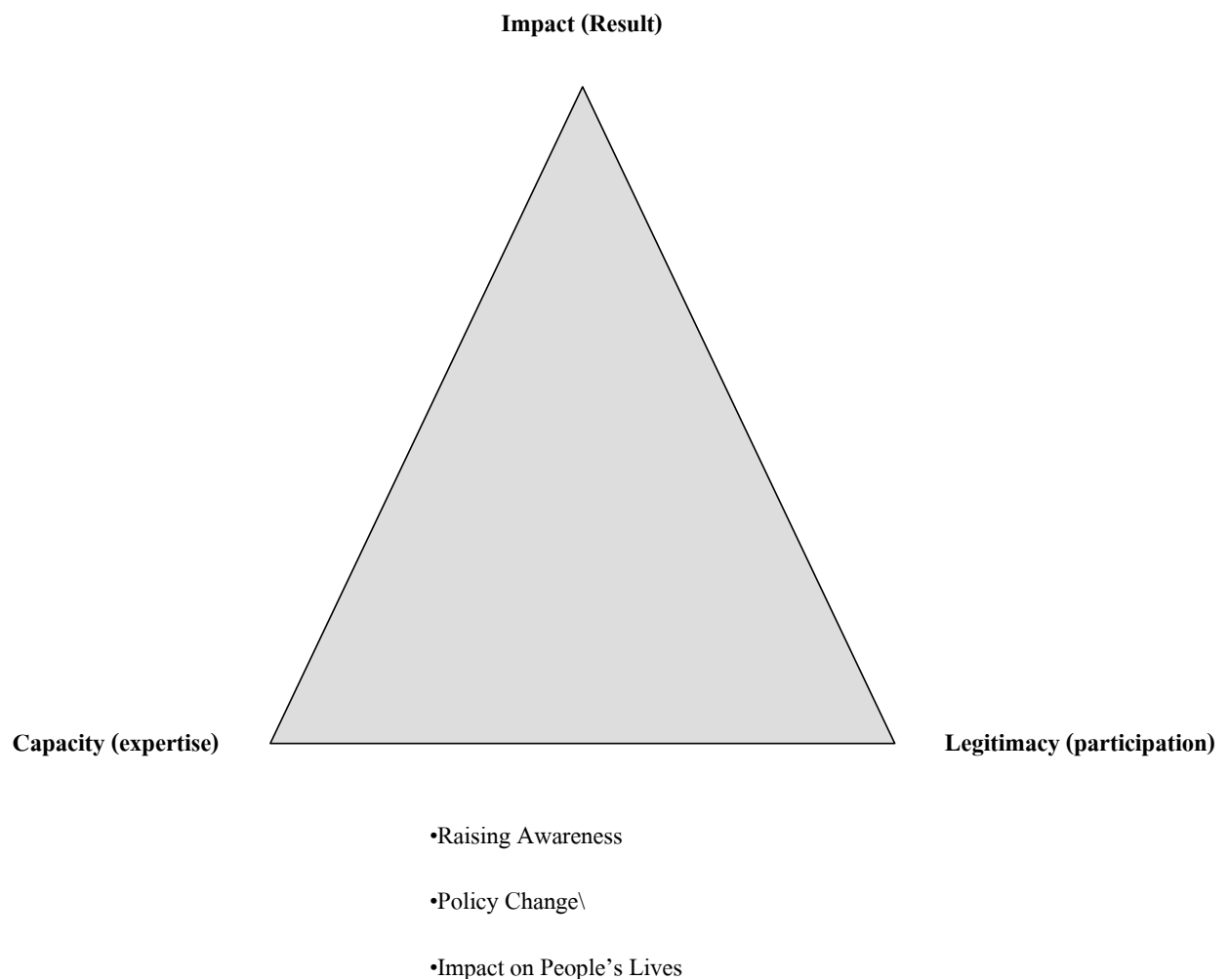
There should be a description of the current status or situation, and then a vision can be drawn up to describe what results are desired upon completion of the advocacy action planned. Move from where to where?

Current Status	Status after advocacy action
1	1
2	2
3	3

### Advocacy Triangle

## **The Advocacy Triangle**

For Monitoring and Evaluation of Advocacy Work



Difficulties in Monitoring and Evaluation of Advocacy Work

- Measurement of attitude and behavior change
- Measurement of sensitive issues
- Distinction between “Performance” (Process) and “Success” (Impact) indicators
- Determining specific timeframes for measurement

#### Day 4

#### **Group work presentations on Planning, Monitoring/Evaluation of Advocacy work**

Group 1 :

##### Planning

Advocacy Issue	Chg Objs	Key activities	Monit. Perform.	Monit. Success
For adolescents to gain info	Awareness raising programs, specifically targetted at adolescents	Developing & disseminating IEC materials involveng adolescents	No of adolescents participating in producing materials	Number of materials disseminated
For adolescents to access RH services	Adolescent friendly RH services;	Reorientation & training of cmtly Midwives	# of midwives trained	# of adolescents attending, making use of services per day, per week
	Promote adolescents' RH	Make contraceptives available	Contraceptive use prevalence rate among adolescents	# of teenage pregnancies & abortions

##### M&E

Output/result	Reason success	Reason failed	Lessons learnt	Action for future
Centre-based ECCD activities (unexpected)	Community members interest and motivation	Time constraint in convincing community representatives	ECCD might not be a priority issue in communities	Meetings with community leaders & members
ECCD activities Started (expected)				

Group 2 :

##### Planning

Advocacy Issue	Chg Objs	Key activities	Monit. Perform.	Monit. Success
Education for	Give priority to	Meeting with	Number and	Formation of

ethnic minorities	minority education	NEC and MOE and MBAD	Frequency of attendance of policy makers	education subcommittee for minorities
	Legislation of special education law for minorities	Influencing and lobbying with all policy makers	Drafting of law	Law approved and enforced
	Special budget allotment for minorities education	Meeting with all policy makers	Reallocation of budget allotment for minorities education	Budget allotment to implement the program

#### M&E

Output/result	Reason success	Reason failed	Lessons learnt	Action for future
Behavior change toward preservation of the lake by villagers (exp)	Well-targeted and appropriate stakeholders	Some villagers have not changed their behaviors	Be careful in choice of participants for E.A. workshops	Conduct more E.A. workshops during the next program year
Interest of local authorities (unexpected)	Availability of resource persons			

#### Group 3

#### Planning

Advocacy Issue	Chg Objs	Key activities	Monit. Perform.	Monit. Success
Promoting use of condoms	Raising awareness	Meeting with stakeholders; MOH, DOH, TPDC, CBO, NGOs, target groups (high risk)	# of meetings qtrly (in)formal, MOH, DOH, TDPC, CBO, INGO, target groups	Participation in the meeting taking initiative, collaboration
	Changing attitude	Training	Health talk, community training	# of sessions, attendance, # of participants, # of PET, # of volunteers
	Changing behavior	Supply of resources; manuals, brochures, pamphlets, condoms	'training session in a buvlic place, outlets for products (retailers and wholesalers, project staff, community, volunteers	# of IEC distributed decreased incidence of STD Decrease in unwanted abortions; good family planning practice, increased

				demand for condoms
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## M&E

Output/result	Reason success	Reason failed	Lessons learnt	Action for future
Active participation of all stakeholders in training sessions (exp)	Content of training program & efficiency of trainers	Rearrangement of training schedule	Family problem of misconception of the use of condoms	Demystify the use of condoms
More female initiatives (unexpected)	Active participation of participants	Improper mix of participants		
Misusage (unexpected)				

## ***PARTICIPANTS QUESTIONS & DILEMMAS***

Check-list of key questions and dilemmas of participants at the end of the workshop (on flip-charts) :

### **Questions:**

- What are the guidelines on the ethical aspects of advocating with an oppressive government?
- How can we do advocacy on a sensitive issue at a national level, e.g. CEDC, Child Rights, child trafficking?
- Is advocacy always a success?
- Can decision making really change the policy in advocacy work? What will be the best way?
- I have learned that advocacy is not just a meeting to tell the Authorities and the community what we are trying to do.
- What about the possibility of difficulties in some areas with the authorities?
- What is the best line of action to solve the problem?
- I will need to review the advocacy work I will do in the future, to decide if it will cover the important points, because I have to do it alone
- How can I simplify what I have learned about Advocacy and share it with my community development workers and volunteers?
- Should NGOs make political advocacy that is vital and fundamental
- How should we develop a way of thinking for ongoing smooth advocacy?
- Would you please give us more explanation on the advocacy spiral?

### **Dilemmas**

- Advocating/influencing military government – balancing the organization's mandate vs. own compassion to make a difference?
- Can I implement what I have learned from this workshop?

- How do I advocate organizational changes without creating problems with the staff?
- The dilemma of advocacy work is that it is very difficult to solve the problems because of the local authorities here.
- Is advocacy a necessity in development work?
- Now I understand advocacy very clearly
- It is hard to measure the impact of advocacy/influence in terms of quality
- Advocacy is an effective tool to change attitude belief policy, to bring out laws and legislation, but not achieving impact.
- What are investments, How do we consider values?
- The conflict of views between government and NGOs – government takes a strong nationalist (discriminating) position and feels ashamed to accept NGO's humanitarian aid. They stick to their policies. NGOs role is nothing for government, and NGOs also stick to their policy – as a local staff, to serve two masters at once is a dilemma.

### **Assignment – Preparation of Organizational Checklist of Advocacy Initiatives**

To prepare a check-list of key advocacy and influencing events and activities carried out by each organisation.

Answer the following questions in relation to the various concepts : Advocacy, influencing, campaigning, lobbying

1. What was the issue/problem?
2. What were the aims/objectives?
3. How was advocacy done?
4. What was your assessment of results?

### **Participants' Organizational Checklists**

#### **(1) Marie Stopes International (MSI)**

Influencing –

- feasibility study on community based distribution project
- Introducing technologies new to Myanmar (Gynaepix?)
- Reproductive healthcare seminars

Campaigning –

- Developing IEC materials/marketing and branding
- Incentive based scheme

What issue or problem?

Family planning is the marketing problem

Aims and Objectives?

To provide high quality affordable and accessible services.

How influencing was done?

Preparing reports for DoH about the outcome of the feasibility study after 3 years

Assessment of the results?

Since the study has not been finished yet, we couldn't assess the results.

## (2) SCF – USA

Advocacy –

- ECCD Program (family and community)
- Education Enhancement Program (family/community)
- Out of School Program (family/community)
- Scholarship Program (child/family)
- Environmental Awareness Program (family/community)
- Income Generation (family/community/partner institution)

Influencing –

- Scholarship – toward donor partners
- The rest are the same as above.

Campaigning –

- ECCD Program Day (family/community/partner)
- Environment Awareness Day (family/community/partner)

What issue or problem?

Degradation of Inlay Lake;

Deterioration of health and economic situation of local people

Aims and Objectives?

Preservation of the lake

Preserve the way of life of the local people, or improving the quality of life.

How influencing was done?

Conducting workshops for local communities in cooperation with partner institutions

Assessment of the results?

Increase in awareness of the issues

Change in behaviors

Change in attitudes

## ***PARTICIPANTS ACTION PLANNING***

### **Participant Post-Workshop Action Planning**

Guide Questions :



1. How will you share the lessons learned with your staff and others at your office?
2. How will you apply these learnings and experiences in your own work setting? Give examples – more than two
3. If you are planning or are already doing advocacy work, develop an action plan to start or improve your work – based on the format provided below :

Framework for planning an advocacy action:

Advocacy Issues	Chg Objs	Key Activities	Monitoring performance	Monitoring success	Exp output/ results

Key Targets	Actors	Risks, constraints and assumptions

### **Action Planning Reports : (Organisational) :**

#### **(1) Marie Stopes International (MSI)**

Issue: advocacy/influencing etc.

Target groups project staff in three townships

Duration of two days for workshop

Steps: Define advocacy, list similar activities

Discuss similar activities in real life, discuss common advocacy work and how to improve it.

Do this in Myanmar language.

Applying:

Internal advocacy to promote capacity building of staff and to clarify authority and responsibility among staff at all levels. Also apply principles on decision making issues, e.g. establishing a hotline counseling service.

#### **(2) AICF**

Sharing: Write a brief report on the workshop and submit it to superiors; write a summary pamphlet on the key ideas, and distribute it to the program staff in our organization. Meeting the program staff and use internal advocacy to put the idea of advocacy work into their minds and to get feedback from their field situations to integrate the use of the ideas and practices of advocacy.

Applying When visiting the government officials, use the techniques from this workshop; make internal advocacy a part of my work in my work environment

Framework for planning an advocacy action:

Advocacy Issues	Chg Objs	Key Activities	Monitoring performance	Monitoring success	Exp output/ results
Internal advocacy toward program	To handle and use technical items	briefing	Workshop on the use and abuse of equipment	Achieve understanding and care for	Technical awareness raised and practically applied similar

staff in the field	carefully		and materials	technical equipment	
		influencing			
		lobbying			

Key Targets	Actors	Risks, constraints and assumptions
Logistics field staff	HOM, Log Coordinator; Log. Officers; Log. staff	Misunderstandings
		Internal conflict

### **(3) Population Services International (PSI)**

Sharing lessons learned: Report writing on the workshop to the training coordinator, sharing the objectives of the workshop, the timetable and content of the workshop, persons involved, outcomes and advantages of the workshop, conclusion, copies of all handouts attached. Then there will be a proposal to conduct staff skills development on what has been learned. The timing and agenda of the training will be set and staff will be selected to attend the training, and then a workshop will be conducted using these skills and concepts.

How to Apply: Influencing – approach people who have access to high authorities; meetings with key people or stakeholders; select volunteers distribute promotional materials to key persons. Advocacy - Obtain approval to carry out activities from high authorities and distribute promotional materials. Planning type of training required, number of sessions required for number of participants. Implementation: Conduct training

### **(4) MIRDA**

Sharing lessons learned: Report to executive of association and discuss the learnings with field workers, sharing about this workshop and experiences at it.

Applying: Awareness raising programme on advocacy to the project beneficiaries through SALT training for food security and environmental rehabilitation.

### **(5) MCC**

Sharing lessons learned: Report the workshop content to senior MCC staff. Conduct a training seminar for junior staff and field workers.

Applying: Awareness programme to local community and authorities using advocacy techniques including influencing. For example, get their cooperation regarding an income generation program for low income ethnic minorities to earn income through traditional ways such as weaving.

### **(6) World Vision Myanmar**

Sharing lessons learned: Share what we have learned with colleagues at main office, as well as field workers and volunteers in the community. Share the materials from the workshop.

Applying: Using the knowledge gained from the workshop, we will plan for better advocacy work in our projects, and be able to monitor and evaluation our advocacy work better.

Framework for planning an advocacy action:

Advocacy Issues	Chg Objs	Key Activities	Monitoring performance	Monitoring success	Exp output/ results
Street and working children	Increased awareness of CRC	Mtgs with DSW; DoEd; DoJudicial Affairs; DoLabor; DoHome Affairs (police)	# of meetings	Attendance level of policy makers in the meetings	Decreased # of street children; increase in school attendance; decreased school drop-out; increased non-formal education
		Meetings with local authorities, CBOs, NGOs, School teachers, religious leaders	Number of meetings, seminars, workshops	Increased participation of stakeholders	
		Production of materials	Complete production		

### **(7) SCF-US**

Sharing: With colleagues at the main office and in the field, share the concepts of advocacy from the workshop. Also share how monitoring and evaluation can be done on advocacy work.

Applying: Facilitate other workshops for field staff using the concepts and materials from this workshop. Have informal discussions with village elders and other local authorities. Explain advocacy to them against the background of the experiences gained in our field work. Use the planning techniques and the advocacy spiral to develop advocacy better as part of the field work. Influencing is the most important concept for our work at SCF-US. Also use M& E techniques on our efforts.

### **(8) MbC**

Sharing: When and where an issue crops up, informally. Explain that things could get done more efficiently by thinking through the options for change based on the concepts of this workshop

Applying: Try to influence magazine and journal editors and writers to publish short items on UK development, fashion, environment, technology, etc. The ultimate aim is to get information to an information starved mass of people that there is a huge world out there getting things done. Hoping to influence people to change their thinking and consequently their lives.

### **(9) SCF-UK**

Sharing: a series of mini seminars; making documents available and translating the key documents from this workshop.

Applying: commenting and giving feedback on on-going and future advocacy work.

Framework for planning an advocacy action:

Advocacy Issues	Chg Objs	Key Activities	Monitoring performance	Monitoring success	Exp output/ results
Early Childhood Care and Development	Siblings as effective care givers	Capacity building	Pre and post assessment	Level of knowledge increased	Systematic care by siblings
		Influencing	Level of family participation	Interest and initiative observed	Human resources effectively used
		Provide care giving tools	Lvl of c'm'ty participation		Improved quality of life for families

### (10) YMCA

Sharing: report to the executive committee of our Association and conduct seminars for all of the local associations for advocacy

Apply: After the seminars advice all local associations to help them put appropriate methods into practice where feasible; reorganize current workplans to include advocacy, with emphasis on being able to monitor and evaluate what is tried.

### ***RECAP : FLOW-CHART OF ADVOCACY WORKSHOP***

Recap and flowchart of workshop by Dr. Karunan

What is advocacy?

How should we do advocacy? What is needed and what do we have to prepare?

What skills and attitudes do we need to do effective advocacy and influencing work?

Planning, Monitoring and Evaluation of Advocacy Activities

Action planning for sharing with others, using lessons learned in the workshop

Five steps to the workshop: concepts, strategy and methods, expertise, PME and the future.

### ***EVALUATION OF WORKSHKOP***

#### **Evaluation and Conclusions**

Evaluation Questions :

1. What was the most useful learning from the workshop?
2. How relevant were the topics discussed for your work? Any gaps?
3. What support and assistance will you and your organization need in order to do work in this area?
4. Any other comments/suggestions on the workshop?

## **Participant Evaluation Responses**

### **Q.1. What was the most useful?**

Everything, especially the work on indicators

Definitions of advocacy, influencing, lobbying and campaigning; the montage and role plays; the framework for advocacy work

Understanding clearly the definitions on advocacy, influencing, lobbying and campaigning, as well as the workplay for advocacy and monitoring of advocacy work

Learning practical constraints and solutions through the role plays and sharing of experiences.

Clear definitions of advocacy, campaigning and lobbying; the Gem was to decide what is important, but FOR WHOM?

Understanding the concept of advocacy is most useful, because before I just thought that advocacy was for the initial meeting with local authorities and stakeholders.

Strategy and methods for advocacy (infl, lob, camp, etc.); framework for planning, monitoring and evaluation of advocacy work; presentation skills and interpersonal sharing experiences.

All the concepts are important for us to help carry out our projects and our work.

Advocacy is a tool which helps plan development work; evaluation and monitoring are important for advocacy; INGOs should use influencing as a name when applying advocacy work, although theoretically they differ.

Concepts and the differences between infl, camp, lob, adv.; using advocacy skills in role plays; planning for advocacy

Better understanding of what advocacy is and what areas it can cover; action plan for advocacy

Influencing work can be trained; well planned advocacy work leads to success; can be applied both at work and in personal life.

### **Q.2. How relevant were the topics?**

They were very relevant.

For my work, advocacy and campaigning will be useful

In my work, lobbying and influencing. Topics were relevant

Most topics very relevant. Only gap is "the unique advocacy/influencing skills needed on central decision makers who desperately resist change."

Very helpful for real work.

All relevant to my work.

Covered the most fundamental topics in a comprehensive way to be able to plan and implement advocacy work in humanitarian projects.

All were relevant

Very relevant; gaps – would like to learn more about success monitoring

Very relevant, especially regarding work on sensitive issues and targets

All relevant, no big gaps

My organization hasn't done much advocacy work. This workshop itself is an advocacy activity to boost the implementation of this type of project.

### **Q.3. What Support/assistance needed in the future?**

Maybe some more training and workshop for the other staff in my office, also more materials.

Training for our staff

Materials and examples of advocacy conducted by others in similar situations, including economic, education, policy making, development, etc.

More networking and coordination within like-minded organizations to strategically plan advocacy in the Myanmar context.

We will need plenty of reading materials and experiences from other countries with similar situations. Similar workshops for those who have not attended will be beneficial.

More workshops with more details, going into more depth;; teaching aids like books handouts, tapes etc.

What we need is understanding and collaboration of authorities, and community people; also well-established funds for this purpose.

We need to send more of our staff to this kind of workshop for capacity building.

Case studies and reports on advocacy work at different levels in other parts of the world.

Feedback comments and suggestions on planning and work on advocacy our organization is currently doing or will do.

My organization needs help to improve its work in this area.

How to conduct this kind of workshop for staff, and also workshop in facilitation skills for staff. Gaps: Case studies from other people's experiences would help, also discussion of our own case studies.

#### **Q.4. Any other comments or suggestions on the workshop?**

Thank you.

I very much appreciate Dr. Victor for his expert sharing of the knowledge and experience using the resources available to us within a short 4-day period. I also am thankful that I attended this workshop in time to conduct planning activities for near future. Other participants did a good job helping and discovering and arguing during the role plays and exercises. Thanks also to SCF and World Vision who sponsored this workshop.

This should have been done in three full days as many of us find it difficult to leave our work places four days in a week.

Role playing is very interesting and brought out unexpected comments and points spontaneously.

Thanks very much for the workshop. The Panda is a more convenient venue.

More audio-visual aids, please.

This workshop fulfilled our desired objectives.

It was fine. I learned a lot. Thank you.

The explanations were clear and the feedback helped us understand the concepts better.

The workshop should take a little more time in discussion on each topic and have more role plays relevant to our local situation

We can visualize more if we discuss more case studies.

**Main Facilitator for Workshop : Dr. Victor P. Karunan, Regional Development Advisor, Southeast, East Asia and the Pacific Region, The Save the Children Fund (U.K.), Bangkok, Thailand**

**Workshop Organisers : Kyiang-Kyang Sein (World Vision – Myanmar) & Carol Gowler (Consultant – World Concern, Myanmar)**

**Workshop Documenter : Carol Gowler**

**Participants** : 16 national staff from local/national and international Non-Governmental Organisations in Myanmar (ACF, British Embassy, Marie Stopes International (MSI), MCC, MIRDA, Population Services International (PSI), SCF-UK, SC-US, World Vision, National YMCA)

***Date : October 9, 1999***

***FILE : MYANMAR/WORKSHOP1010/WORKSHOPDOC.DOC***  
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**ANNEXES**

**ANNEX 1 : WORKSHOP AGENDA & PARTICIPANTS PREPARATORY WORK**

**TRAINING WORKSHOP**  
***"Influencing Policy & Practice"***  
***Yangon, Myanmar***  
***October 4-7, 1999***

**(1) OBJECTIVES OF WORKSHOP**

- (a) to provide participants will the necessary orientation, knowledge and skills in undertaking advocacy work -based on their own organisational and field experiences - in relation to influencing policy and practice.*
- (b) to introduce participants to the process and methodology of advocacy and influencing work - through interactive learning exercises, case studies, etc.*
- (c) to enable participants to review the context of advocacy and influencing work in their particular situations and to plan for future work*

**(2) TENTATIVE AGENDA**

<b>DATE</b>	<b>A.M.</b>	<b>P.M.</b>	<b>NOTES</b>
(Sun) Oct. 3		ARRIVALS	
(Mon) Oct. 4	<b><u>Session 1 : WELCOME &amp; INTRODUCTION</u></b>  - Welcome - Introduction of Participants /Resource Persons - Expectation Check  <b><u>Session 2 : WHAT IS ADVOCACY?</u></b>  - Advocacy & Influencing : Concepts, Approaches &	<b><u>Session 3 : CHILD- FOCUS AND ADVOCACY</u></b>  ■ What is child-focused development? ■ Advocacy and CRC	This day will introduce participants to the main concepts, approaches and definitions to advocacy - with particular focus on children issues.  The day will involve presentation by resource

	Definitions, etc.		persons, learning exercises in groups and other interactive sessions.
(Tue) Oct. 5	<b><u>Session 4 : PROCESS AND METHODOLOGY OF ADVOCACY :</u></b> <ul style="list-style-type: none"> <li>■ How advocacy and influencing is done :               <ul style="list-style-type: none"> <li>(a) Policy Level</li> <li>(b) Practice Level</li> </ul> </li> <li>■ Role Plays by Participants</li> </ul>	<ul style="list-style-type: none"> <li>■ Planning, Monitoring and Assessment of Advocacy and Influencing Work</li> <li>■ Case Studies &amp; Learning Exercises</li> </ul>	<p>This day will focus on the process &amp; methodology of advocacy and influencing work.</p> <p>It will involve skills-training and development through participatory learning exercises.</p>
(Wed) Oct. 6	<b><u>Session 5 : KEY ADVOCACY SKILLS AND COMPETENCIES</u></b> <ul style="list-style-type: none"> <li>■ Participants Learning Exercises</li> </ul>	<b><u>Session 6 : ACTION PLANNING :</u></b> <ul style="list-style-type: none"> <li>■ Review of advocacy and influencing : SWOT exercise, mapping, etc.</li> <li>■ Local and Organisational planning and followup</li> </ul>	<p>This day will develop on the skills and practical competencies needed for advocacy and influencing work - based on participants experiences.</p> <p>The second half of this day will focus on reviewing the local and organisational situation and plans for followup</p>
(Thu) Oct. 7	<b><u>Session 7 : CONCLUSIONS</u></b> <ul style="list-style-type: none"> <li>■ Review of Learnings from the Worskhop</li> <li>■ Evaluation of Workshop</li> <li>■ Conclusions</li> </ul>		<p>This day will pull together the main learnings of the workshop and end with an evaluation.</p>
(Fri) Oct. 8	DEPARTURES		

### **(3) PREPARATORY WORK BY PARTICIPANTS**

3.1. In preparation for the workshop each participant is requested to :

- (a) study the preparatory reading materials that will be provided by the organisers
- (b) prepare a short case study (2 pages) for presentation during the workshop
  - based on the guidelines provided below :

#### **Guidelines for Participants Case Studies :**



- Briefly describe your organisation - its goals and objectives, main programme areas and partners you work with at different levels
- What does “advocacy” and “influencing” mean to you and your organisation in the context of the overall orientation and work in which you are involved?
- Describe any concrete experiences you and/or your organisation has had recently in an advocacy or influencing work - what were the issues? What was the impact?

**Note** : *It would be most useful if these case studies can be sent to the organisers before the Workshop - not later than (Fri) October 1, 1999.*

#### **(4) TECHNICAL INFORMATION**

This Workshop will be facilitated by :

Dr. Victor Karunan – Regional Development Advisor, Southeast, East Asia and the Pacific Region, The Save the Children Fund (U.K.) Regional Office in Bangkok, Thailand. He has worked for SCF-UK for the last 5 years and, among others, takes the lead in SCF’s advocacy and policy work in the region related to child-focused development, networking and alliance building with NGOs, UN agencies and multi-lateral and bi-lateral donors, and others. He organised the first SCF regional training workshop on “Children and Advocacy” held in the Philippines in October 1996, based on which an Advocacy Theme Pack has been produced by SEAPRO in Bangkok.

**Prepared by** : Victor Karunan

**Dated** : September 14, 1999