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**WORLD WILDLIFE FUND (WWF)
WEST AFRICA FOREST PROGRAMME (WAFPO)**

FINAL REPORT

**CONDUCT OF TRAINING ON THE USE OF
MODERN TOOLS OF ENGAGEMENT FOR CIVIL
SOCIETY ORGANIZATIONS IN GHANA**

(12-13 March 2014, Miklin Hotel Accra)

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EXECUTIVE SUMMARY

The WWF West Africa Forest Programme with support from the International Tropical Timber Organization (ITTO) is implementing an 18-month project called “Empowering Civil Society Organizations and Other Non-State Actors to Effectively Contribute to Forest Law Compliance in Ghana”. This intervention is aimed to build the capacity of civil society organizations and other non-state actors on established models of legality and sustainability requirements as well as modern tools of engagement. Along this line, a two (2)-day training was held with the following specific objectives:

- i. Equip civil society organizations with relevant tools for engaging forest authorities and concession holders as well as other relevant forest stakeholders in a bid to contribute to effective forest law enforcement; and
- ii. Assess the levels of advocacy knowledge and skills before and after the training.

The training used both theory and practical methods to effectively impart knowledge and skills in advocacy on forest laws and compliance. The approach used was highly participatory and participant interaction was maximized. This proved to be significantly beneficial because the sharing of experiences showed which advocacy approach can or cannot work for certain context, also what other advocacy opportunities existed that some organizations have not explored.

The following tools were used in all the modules: Brainstorming, Group Exercises, Individual Work, Games and Role Play. These tools, supported by the distribution of relevant Handouts, were used across the five (5) Modules treated in the training. The selection of modules was informed by the need to deliver a comprehensive framework for each participant to eventually select the most effective advocacy package that will move their identified cause towards their set goal. The Modules were, namely:

- i. Definitions and Concepts
- ii. Developing the Advocacy Message
- iii. Analyzing Stakeholders
- iv. Tools for Advocacy
- v. Advocacy Planning

A total of 29 participants were gathered under the training and these included 21 civil society representatives (8 of them were females), 3 from WWF-WAFPO and 6 media personnel. The participants represented 15 civil society organizations that have programmes dealing with environment; particularly forest protection and management. They came from various locations including the Greater Accra, Central, Western, Ashanti, Brong Ahafo, and Volta Regions.

The course has been well accepted by the participants based on their high level of participation during the training and the results of their evaluation. Participants on the average have increased by 138% points in their self-assessment ratings suggesting a higher satisfaction in their knowledge and skills level, which has moved from generally Fair-Average to a confident High-Very High. This is a positive indicator for CSOs’ capacity moving forward in their advocacy for more effective enforcement of forestry laws. The training was also able to assess the expectations of the participants for further training and this will be a good basis for the Refresher Training planned within the WAFPO timetable.



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1. BACKGROUND AND OBJECTIVES OF THE TRAINING

The WWF West Africa Forest Programme with the support of the International Tropical Timber Organization (ITTO) is implementing an 18-month project called “Empowering Civil Society Organizations and Other Non-State Actors to Effectively Contribute to Forest Law Compliance in Ghana”. This intervention is intended to build the capacity of civil society organizations and other non-state actors on established models of legality and sustainability requirements as well as modern tools of engagement. The project also aims to raise public interest on forest law enforcement thus enhancing the potential of wider compliance across the country.

Civil society is acknowledged as a very critical stakeholder to provide checks-and-balances in the enforcement of and compliance with forest laws. A stronger, collective civil society front equipped, not only with the knowledge and technical issues, but with better tools of engagement, advocacy and activism can demand for transparency and better services from the government, natural resource managers and industries. There are merits in having civil society with multiple approaches in engaging different actors to improve governance.

The project, therefore, held a two (2)-day training with the following specific objectives:

- iii. Equip civil society organizations with relevant tools for engaging forest authorities and concession holders as well as other relevant forest stakeholders in a bid to contribute to effective forest law enforcement; and
- iv. Assess the levels of advocacy knowledge and skills before and after the training.

2. METHODOLOGY AND APPROACH

The training used both theory and practical methods to effectively impart knowledge and skills in advocacy on forest laws and compliance, a field that has significant implications politically, socially and economically. The approach was highly participatory and participant interaction was maximized. This proved to be significantly beneficial because the sharing of experiences showed which advocacy approach can or cannot work for certain context, also what other advocacy opportunities existed that some organizations have not explored.

The following tools were used in all the modules:

- Brainstorming
- Group Exercises
- Individual work
- Games
- Role Play



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The sessions also helped to broaden the knowledge of the participants in forest laws and regulations by using these as themes for analysis. The use of various tools also demonstrated to the candidates how they could employ similar tools in their advocacy work.

There were five (5) Modules treated in the training, each one with varying number of sessions. The selection of modules was informed by the need to deliver a comprehensive framework for each participant to eventually select the most effective advocacy package that will move their identified cause towards their set goal. The following were the Modules:

- Module 1: Definitions and Concepts
- Module 2: Developing the Advocacy Message
- Module 3: Analyzing Stakeholders
- Module 4: Tools for Advocacy
- Module 5: Advocacy Planning

Annex 1 presents the Programme Schedule and also describes the objectives and methodology applicable to each Module and Session.

3. PARTICIPANTS' EXPECTATIONS AND TRAINING LIMITATIONS

There were a total of 29 participants that included 21 civil society representatives, (8 of them were females), 3 from WWF-WAFPO and 6 media personnel. The participants represented 15 civil society organizations that have programmes dealing with environment; particularly forest protection and management (see *Annex 2*). They came from various locations including the Greater Accra, Central, Western, Ashanti, Brong Ahafo, and Volta Regions. Six (6) of the participants belong to the National Forestry Forum Ghana. Majority of the participants hold Executive positions in their respective organizations, quite important for the continuous application of the benefits of the training.

One of the objectives of the training was to assess the advocacy knowledge and skills of the participants before and after the training. For this purpose the participants were asked at the beginning of the training to complete a self-assessment form as presented in *Annex 3*. They were asked to rate their knowledge and skills using the rates 1 (Low), 2 (Fair), 3 (Average), 4 (High), 5 (Very High). An analysis of the completed forms showed that the participants assessed themselves to have Fair to Average levels of knowledge and skills on the following topics: Situation Analysis, Lobbying, Reinforcing Messages, Negotiating, Working with Media, Managing Risks and Setting Advocacy Objectives & Action Planning. They assessed an Average to High levels of knowledge and skills specifically for Stakeholder Analysis, Effective Communication and Facilitation and Building Partnerships and Coalitions.

Part of the pre-training self-assessment was also the listing of gaps in their knowledge and skills for each module. The list as presented in *Annex 4* constitutes the expectations of the participants from the training. Unfortunately, the time allotted for the training was very limited and was further reduced to 1.5 days because most of the target participants came from outside Accra and the decision to limit the training days was made to ensure that the expenditure on accommodation was kept moderate. The aim to equip CSOs with the modern tools for engaging authorities in an advocacy requires more time to ensure that the inputs are a comprehensive package and the lessons and interactions will have the impact desired on knowledge and skills. In their self-assessment, participants listed areas that were designed to be covered by the training and participants were informed that those expectations that will not be met in the current session will be made a basis for designing a planned Refresher Training within the year.



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4. PRESENTATION OF THE MODULES AND OUTCOMES

This section presents the processes used to implement the various modules planned for the training as well as the results of discussions and exercises.

4.1 DEFINITIONS AND CONCEPTS

The first module consisted of 3 sessions, namely:

- i. Advocacy Defined
- ii. Principles and Components of Sustainable Advocacy Strategy
- iii. Environmental Factors Affecting Advocacy

The first session was dedicated to the leveling-off in understanding the terms that are significant to the concept of advocacy. The next 2 sessions focused on the presentation of some conceptual framework and principles aimed at stimulating discussions and deeper understanding of advocacy, especially within the Ghana context.

A brainstorming was conducted to gather the current thinking of the participants before the following definitions were agreed upon:

Governance – processes and relationships involved in decision-making over the distribution of power and use of public resources, and the implementation of these decisions.

Good Governance – processes and relationships in public service delivery that is characterized by citizens' participation, transparency, accountability and equity

Advocacy - a deliberate set of actions to influence those who make policy decisions and implement them

Participants also described **good governance in the forestry sector** with the following:

- Equitable and fair access by all stakeholders to forest resources
- Participatory and sustainable management
- Effective enforcement of enabling policies, laws, regulations and institutional arrangements
- Transparency and accountability by the stewards of the forest resource
- Proper system of arbitration and conflict management in place

Participants were taken through the Components of Sustainable Advocacy Strategy as proposed by the United States for International Development (USAID) in a 1997 study based on project interventions in various countries. *Handout 1* is a summary presentation of the three (3) advocacy strands, namely:

- i. Citizen Empowerment And Citizenship Building: A Transformational Objective;
 - ii. Strengthening Civil Society/Building Social Capital: A Developmental Objective; and
- Influencing Key Policy Outcomes And Achieving A Reform Agenda: An Instrumentalist Objectivelt was explained to participants that these three advocacy strategies are not necessarily mutually exclusive, but, the success of using one over the other will depend on the existing political environment, governance system, capacity levels of civil society members and level of citizens' political awareness. Participants agreed that the most ideal would be the citizen empowerment approach where the grassroots themselves "lead the change". Although, they



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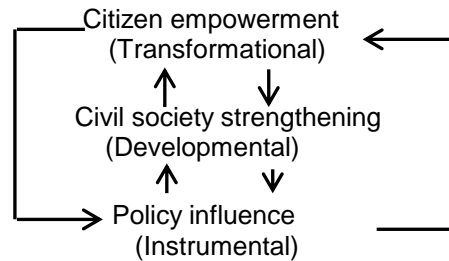


were aware that this model was being adopted in Ghana (e.g. the WACAM where communities were reportedly able to negotiate better compensation terms from a major mining company),

they believed that success in affecting policy reforms has been limited. For instance, the National Coordinator of the National Forestry Forum reported that they share this vision but the Forum is still a long way from achieving the empowerment goal. The high rate of illiteracy, participants said, is one of the major barriers for effective citizens' mobilization. Meanwhile, many agreed that the Strengthening Civil Society strategy, characterizes more than the prevailing advocacy environment in the country. Strong national advocacy NGOs have been active in various policy discussions; a recognition of their importance to state authorities and policy-makers. There is a gap, nevertheless, between these advocacy NGOs and potential local constituencies as much of the information-dissemination and consultations are normally concentrated in Accra and other major urban centres. The strategy of influencing policy outcomes by interest groups seemed not to be too familiar with the participants. They were given the example of the International Spouses Association in Ghana (ISAG) that successfully lobbied for the granting of Indefinite Residence status to foreign spouses of Ghanaian citizens under the Immigration Act of 2000. There would be other examples from experiences of other interest groups such as companies and minority sectors of the society, but, the facts are publicly known.

The last session under the module was a quick rundown of the various environmental factors that can affect the planning, implementation and success of advocacy. *Handout 2* lists these factors as Political Context, Timing, Organization, Risk and Technology. Except for technology, these factors were cited in United Nations Children's Fund (UNICEF) Advocacy Toolkit, 2010. Each of these factors would be explained throughout the training.

**HANDOUT 1
COMPONENTS OF SUSTAINABLE ADVOCACY STRATEGY: A CYCLE**



CITIZEN EMPOWERMENT AND CITIZENSHIP BUILDING: A TRANSFORMATIONAL OBJECTIVE

Definition: The ability of the marginalized or disadvantaged to challenge the status-quo by gaining a sense of their own power, including the capacity to define and prioritize their problems, and then acting to address and resolve them.

Key Features:

- Enlightened and active citizenry
- Citizenry exercise civic rights, duties and obligations
- Citizenry make informed decisions
- Citizenry pursue collective interests in the political arenas
- Long process of citizenry learning and education

STRENGTHENING CIVIL SOCIETY/BUILDING SOCIAL CAPITAL: A DEVELOPMENTAL OBJECTIVE

Definition: The ability of citizens to organize themselves collectively to alter the existing relations of power by providing themselves with a lasting institutional capacity to identify, articulate and act on their concerns, interests and aspirations, including the ability to achieve specific and well-defined policy outcomes.

Key Features:

- Strong and autonomous civil society
- Civil society monitoring policy work for needed reforms
- Balancing power relations between state and the market on one hand and the citizenry on the other
- Provide the unorganized/powerless with collective voice and platform for action
- Strong intermediaries that access arenas of power and decision-making
- Building inter-sectorial linkages and learning to work together
- Specialized CSOs with strong technical competencies

INFLUENCING KEY POLICY OUTCOMES AND ACHIEVING A REFORM AGENDA: AN INSTRUMENTALIST OBJECTIVE

Definition: The process in which a group(s) applies a set of skills and techniques for the purpose of influencing public decision-making; the ultimate result is to achieve a well-defined social, economic or political policy goal or reform.

Key Features:

- Main goal achieve the policy outcome desired
- May or may not advance democracy
- Special interest groups that have set of skills, techniques and tactics, to influence decisions

(Adapted from Advocacy Strategies for Civil Society: A Conceptual Framework and Practitioner's Guide. USAID, 1997)



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HANDOUT 2
KEY ENVIRONMENTAL FACTORS ON DESIGNING AN ADVOCACY STRATEGY

CONTEXT

- Political environment: Legitimacy and power relationship of government vis-à-vis civil society, the private sector, transnational and international organizations and institutions
- Levels of freedom and access to the public sector: Literacy, poverty and social relationships

TIMING

- International economic trends
- Elections
- International conferences
- Etc.

ORGANIZATION

- Comparative organizational strengths and weaknesses
- Alliances and network
- Institutional history

RISK

- Political tensions or polarization
- Power dynamics
- Cultural and religious beliefs

TECHNOLOGY

- Wide public reach
- Target audience
- Cost Efficiency

(Adapted from Advocacy Toolkit: A Guide to Influencing Decision-Making That Improves Childrens' Lives. UNICEF, 2010)



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4.2 DEVELOPING THE ADVOCACY MESSAGE

This Module focused on developing appropriate advocacy message starting from a thorough situation analysis and building advocacy evidence through proper research. The following sessions were followed:

- i. Analysing the Situation and Identifying the Advocacy Issue
- ii. Building Evidence Through Research

Participants were first introduced to the steps in policy analysis, namely:

- a) What is the problem or the policy issue?
- b) Who are the key stakeholders?
- c) What is the policy environment?

The identification of problem and policy issue was the topic of the current Module. Identifying key stakeholders was the topic of the subsequent Module.

Policy environment was one of the factors affecting advocacy as listed in Module 1 (Handout 2). There was not enough time to treat this topic in-depth, but, participants went into a brief deliberation on the following key features of Policy Environment:

- Existing and status of policies, laws, regulations and their implementation or enforcement
- Distribution of power between policy makers and those affected by their decisions
- Extent of openness of society and political arena to differing views
- Extent of knowledge of the formal and informal policy-making processes
- Extent of public discussion on a policy issue

Participants were introduced to the “Problem Tree” tool for the proper identification of a developmental problem and subsequently, the policy issue. The tool is based on the elaboration of “cause-and-effect” relationship of problems. A Guide to Constructing a Problem Tree was explained as follows:

- i. Be specific with your problem statement
- ii. Start with a “core” problem
- iii. Ensure comprehensiveness of causes of problems
- iv. Do not jump the logic of cause and effect
- v. Policy issues normally are the root-level or bottom-level causes

A suggested definition of **Core Problem** was provided, namely: “A less than desirable state of human welfare and the environment.” All other problems are either causes or effects of this core problem. If the Guide to Problem Tree Construction is followed, the first-level causes of the core problem would normally be inadequacies in practice (e.g. illegal felling of trees); the second level would be inadequacies in knowledge and behavior (e.g. lack of awareness of the harmful effects of forest degradation); and the bottom-level causes would normally be gaps in policies and institutional arrangement.

A sample Environmental Problem Tree (presented as *Handout 3 in Attachment 1*) was provided to demonstrate the usefulness of the tool. This Problem Tree, with a core problem statement “75% loss in forest cover of the Kwahu North district”, was an actual output of an NGO based on their environmental programming in the Afram Plains (Eastern Region) in 2010.



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Participants went through the following Exercise.

EXERCISE 1
Problem Tree Analysis

Objective: To enhance participants understanding of the tool

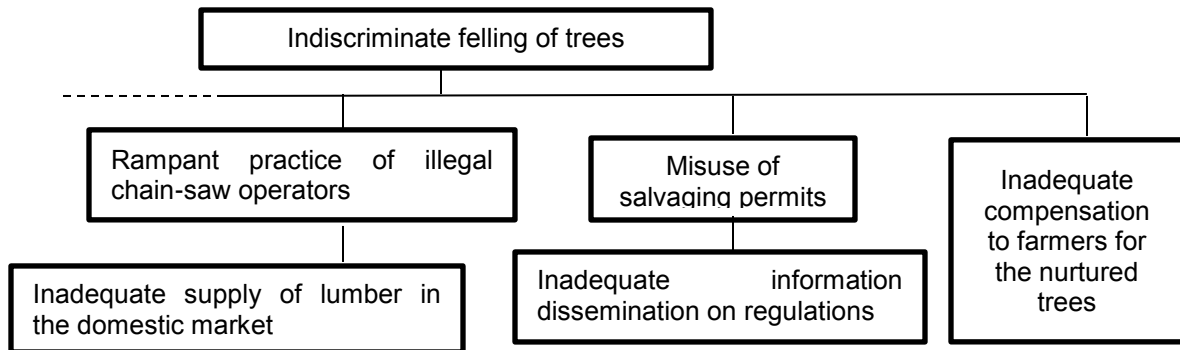
Procedure:

- 1) Participants were placed in 5 Groups of 6 members.
- 2) Using Handout 3, Environmental Problem Tree, each group selected a Cause and Effect Branch out of 2 major ones, namely:
 - a. Indiscriminate felling of trees
 - b. Indiscriminate bush-burning
- 3) Each Group analyzed the Cause and Effect Branch for accuracy and comprehensiveness, especially those that deal with policy causes/ issues. They assumed the context of a selected Region/Area.
- 4) Each Group documented any changes they identified.
- 5) Each Group presented in plenary.

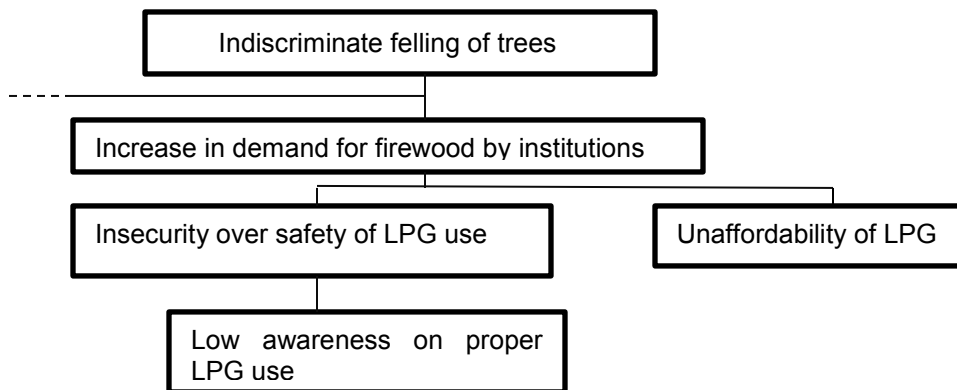
Deliberations within each group and during the plenary identified some of the following adjustments to the Sample Problem Tree:

FIGURE 1 PROBLEM TREE EXERCISE: GROUP OUTPUTS

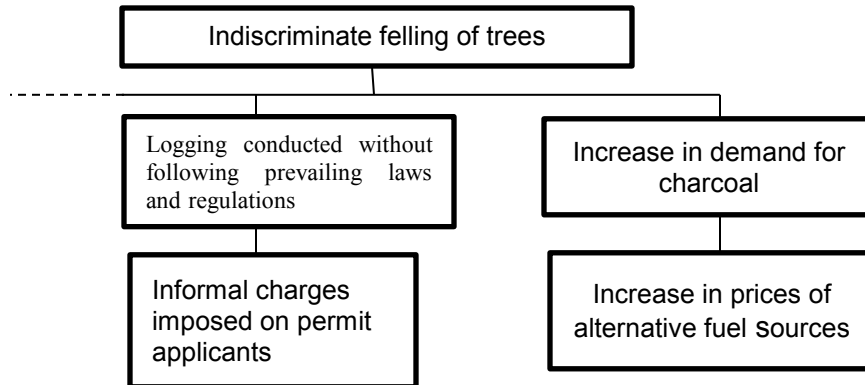
Group 1:



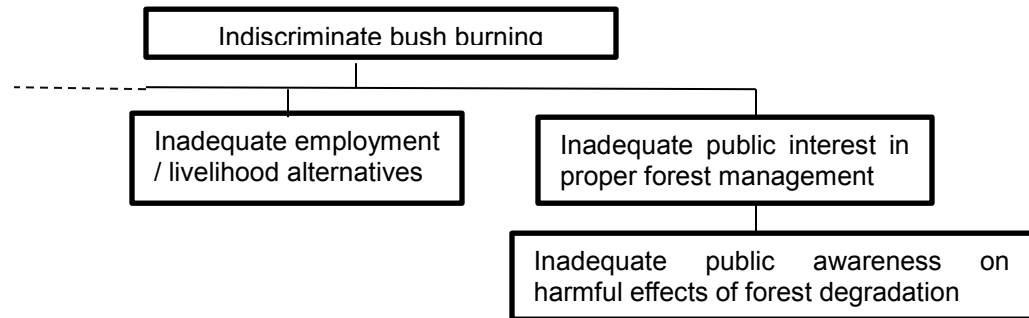
Group 2:



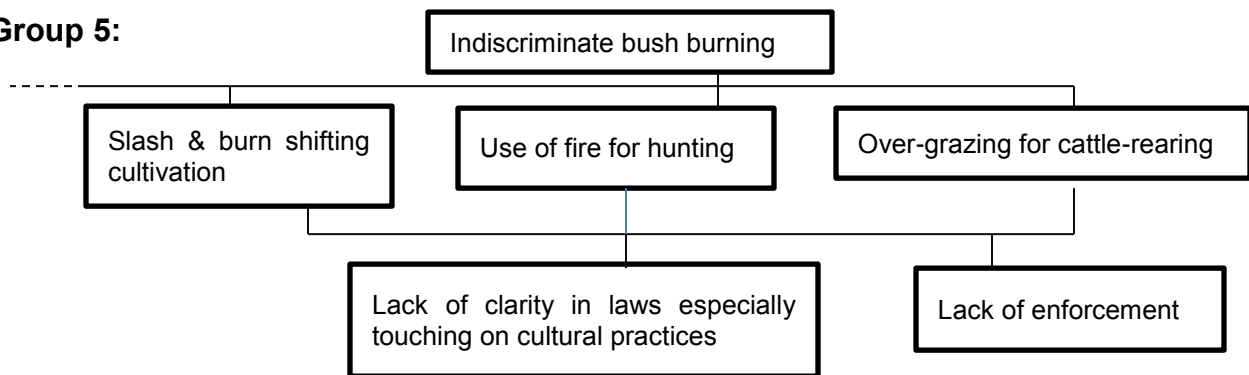
Group 3:



Group 4:



Group 5:





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The session on building evidence for advocacy started with a brainstorming on what can constitute evidence. The participants identified the following:

- i. Demonstration of actual situation on the ground through videos, cases studies etc.;
- ii. Elaboration of actual problem and the follow-up action that was undertaken; and
- iii. Well-researched facts and figures.

Participants brainstormed on why solid evidence is needed in advocacy. The final listing was as follows:

- Build credibility and legitimacy
- Project a more convincing position rendering strength of advocacy
- Actual support to advocacy planning
- Adds sense of confidence to the advocate(s)
- Reduces unnecessary or non-legitimate criticisms
- Enhances success of advocacy

Two handouts were provided and discussed to strengthen the knowledge on evidence generation as well as a research plan format for use by the participants. These are shown as *Handouts 4 and 5*

HANDOUT 4

CHARACTERISTICS OF SOLID EVIDENCE

- **Is the evidence grounded in solid research conducted in a professional/systematic way?**
- **Does the evidence highlight the causes of a problem?**
- **Does the evidence provide convincing solutions to the problem?**
- **Is the evidence supported with human interest stories or experiences**
- **Is the evidence valid for wider dissemination to different environments?**
- **Is the evidence timely?**



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HANDOUT 5

RESEARCH PLAN MATRIX

RESEARCH TOPIC	RESEARCH QUESTIONS		DATA NEEDED	SOURCE OF DATA	METHOD OF COLLECTION	WHEN & WHO WILL COLLECT
	MAJOR	SUB-TOPIC/ QUESTION				
Indiscriminate felling of trees	How do road construction works affect forest cover?	In what ways and what extent do road construction negatively affect forest cover	Major road construction projects within forest areas Area of forest reserve affected by road construction	Ministry of Roads and Transport Forestry Commission Private Contractors	Document review Direct measurement/Observation	
		To what extent are forest laws enforced when it comes to road construction?	Entities involved in approving road construction in forest areas and their mandates Processes undertaken & timing in the approval & implementation of projects	Ministry of Roads and Transport Forestry Commission Private Contractors	Document review One-on-one Interviews Community Focus Group Discussions Case Study	



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4.3 ANALYZING STAKEHOLDERS

The second step to policy analysis is the identification of the major stakeholders and they can be categorized as follows:

- i. Authority (Policy-makers, Legislators)
- ii. Influencers (Supporters and Opposition)
- iii. Movers (Constituencies/Grassroots/CSOs)
- iv. Affected Communities

After understanding the above categories, participants were given a guide in the identification of stakeholders in the policy issue for which they plan to advocate. The guide also provides a method of analysis of each stakeholder and includes room for actionable measures to address each stakeholder so that they contribute positively to the advocacy. *Handout 6* provides a framework for stakeholder analysis adapted from the UNICEF Advocacy Toolkit. *Handout 7* uses the major elements of the UNICEF Framework but adding an element on Desired Action & Strategic Measures to mobilize each stakeholder based on the previous analyses.

HANDOUT 6 STAKEHOLDER ANALYSIS

1. Identification of stakeholders (individuals, groups and institutions).

- Who is likely to gain from the proposed changes?
- Who might be adversely affected?
- Who has the power to make the changes happen?

2. What is the interest of each stakeholder in the issue?

- What are the stakeholders' expectations of the issue or the proposed change?
- What benefits can stakeholders gain from the change?
- What resources might the stakeholders be able and willing to mobilize?
- What is the conflicting interest of the stakeholder vis-à-vis proposed change?

3. How does each stakeholder support or oppose the issue?

- Does the stakeholder publicly support or oppose the issue?
- Is this position similar to previous periods? If no, what has changed?
- Does the stakeholder privately support or oppose the issue?
- Who are the allies of the stakeholder in supporting or opposing the issue?
- What has the stakeholder previous position been on similar issues?

4. What is the extent of stakeholder influence?

- What is the political, social and economic power and status of the stakeholder?
- How well is the stakeholder organized?
- What control does the stakeholder have over strategic resources?
- What level of informal influence does the stakeholder have?

5. What is the level of importance of the stakeholder to the issue?

- Does the issue compromise the stakeholder's rights, and does the stakeholder have a right to solutions for the issue? Is the stakeholder a rights holder?
- Will stakeholder engagement help address deeper underlying causes to the problem so that solutions can be sustainable in the future?

(Adapted from Advocacy Toolkit: A Guide to Influencing Decision-Making That Improves Childrens' Lives. UNICEF, 2010)



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HANDOUT 7

STAKEHOLDER ANALYSIS FORMAT

STAKEHOLDER	INTEREST	SUPPORT OR OPPOSE (Unknown, Ally, Strong Ally, Neutral, Opposition, Strong Opposition)	INFLUENCE (Unknown, Low, Moderate, Strong, Highly Influential)	IMPORTANCE (Unknown, Least Important, Important, Highly Important)	DESIRED ACTION & STRATEGIC MEASURES



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When using the Stakeholder Analysis format, participants were also guided to assess the relative power of stakeholders and use this information for a positive move to benefit policy advocacy. For instance, in developing an advocacy strategy, it is important to:

- Examine the capacities and abilities to move the opponents and make them less opposed, passive opponents or even allies. Institutions and individuals that are neutral can also become allies through advocacy.
- Aim to increase the strength of allies without power.
- Persuade passive allies with power to provide levels of credible support and become active.
- Influence active opponents to become passive opponents.

Participants went through the following Exercise.

EXERCISE 2 **Stakeholder Analysis**

Objective: To practice the use of Stakeholder Analysis tool and discuss the various stakeholders in forestry-related policy issues

Procedure:

- 1) Participants went back to their original 5 Groups of 6 members.
- 2) Each Group selected a policy issue from the Environmental Problem Tree used in Module 1.
- 3) Each Group identified the stakeholders who may be the Authority, Influencers, Movers, or the Affected Communities in the selected policy issue.
- 4) Each Group chose 3 to 4 major stakeholders and used the Stakeholder Analysis format to analyze the roles of these stakeholders.
- 5) Each Group documented their analysis.
- 4) Each Group presented in plenary.

The outcome of each Group's deliberations on Stakeholder Analysis is presented in *Annex 5*.

4.4 Tools for Advocacy

This module treats some of the major tools for advocacy. These include:

- i. Effective Communication and Facilitation
- ii. Negotiating
- iii. Lobbying
- iv. Reinforcing Messages
- v. Working with Media
- vi. Managing Advocacy Risks
- vii. Building Partnerships and Coalitions

4.4.1 EFFECTIVE COMMUNICATION AND FACILITATION

The session was started with an exercise to demonstrate the value of effective communication.

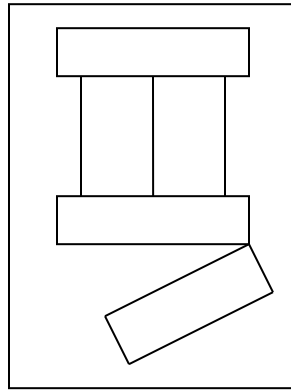
EXERCISE 3: DRAWING BRICKS

Objectives:

1. Participants learn how difficult it is to transmit information using only words
2. Participants able to compare the ease of one- as against two-way communication.

Procedure:

The following drawing was used for the exercise.



- a. Participants were organized in pairs. Members of each pair were made to sit back to back.
- b. One member in each group was given the above drawing with the following instructions:
 - Not to show the picture to the other member(s)
 - Describe verbally what he/she sees in the picture
 - Not to gesture, turn around, or answer questions

The rest of the groups were asked to draw what were told. After giving enough time, the drawings were collected.

- c. In the next phase, the same picture was given to the same member who described the first picture. Members were sitting back to back. The following were the instructions:
 - Not to show the picture to the other members
 - Describe verbally what he/she sees in the picture
 - Can answer questions from the others, but still cannot gesture or turn around

The rest of the groups were asked to draw what were told. After giving enough time, the drawings were collected.

The various diagrams were compared and the lesson discussed. The following questions were asked the group:

- What has been the difficulty in the exercise?
- What were the lessons learned under the 2-phased exercise?

Participants raised the following difficulties during the exercise:

- a) Inability to decode whatever the other members were sending;
- b) One-way communication was not effective;
- c) Inability to follow-up on the message received made understanding difficult;
- d) There were different levels of interpretation; and
- e) There was total lack of knowledge of the messages being sent.



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The lessons raised included the following:

- a) Feedback in any communication is always important;
- b) Two-way communication allows for effective listening and understanding;
- c) Too much information can be counter-productive;
- d) There is a need to agree on a mutually understandable language;
- e) Consistency in packaging the same message is necessary for understanding;
- f) The use of highly-technical language can only be appropriate for some context; and
- g) Message should be clear and simple

The Trainer used the preceding exercises to start a discussion on the concept of communication and the communication process.

The concept of Communication was presented to consist of two components:

- Making oneself understood; and
- Being able to know what another person is saying

The Communication Process has 6 steps, namely:

1. Sender has an idea
2. The idea has to be coded as a message
3. The message gets transmitted
4. The receiver decodes the message
5. The receiver understands the message
6. The receiver acknowledges the message

These steps were emphasized as Important Characteristics of Sender and Receiver in Communication in *Handout 8*

Communication as a "Gift Parcel": The concept of communication was further deepened by introducing it as a gift parcel which once unwrapped reveals a bunch of aspects. Each message...

- has a content or subject matter
- contains a certain self-revelation or information about the sender, whether intentional or not intentional
- indicates the relationship between the sender and the receiver
- has an element of an appeal or attempt to influence the other person (receiver)

Example: Sender calls the receiver a "villager", a term considered derogatory nowadays.

- | | | |
|-----------------|---|------------------------------------|
| Content | - | villager |
| Self-revelation | - | sender is an urban person |
| Relationship | - | sender is superior to the receiver |
| Appeal | - | receiver should obey the sender |



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HANDOUT 8

IMPORTANT CHARACTERISTICS OF SENDER AND RECEIVER IN COMMUNICATION

In order for people to communicate well with each other, they must be able to

- ∞∞ **CONFRONT** their communication partner and the topic of discussion
- ∞∞ **DIRECT** their **FULL ATTENTION** to their communication partner
- ∞∞ Attach a specific **INTENTION** to the communication
- ∞∞ **DUPLICATE** the message received
- ∞∞ **UNDERSTAND** the transmitted message
- ∞∞ **ACKNOWLEDGE** the receipt and understanding of the message

Effective communication is as much a tool for advocacy as effective facilitation. Participants brainstormed on their understanding of the definition of Facilitator before the following was presented:

FACILITATOR

An individual who is responsible for guiding a group through a process, in order to accomplish a specific task or achieve a specific goal or outcome.

The facilitator does not manage the content or task (what the group is meant to accomplish), but the **GROUP PROCESS**

After clarifying that a facilitator manages group processes, participants were made to discuss the key elements of the group process that facilitators need to prepare and manage:

- a) Group Dynamics
- b) Interaction
- c) Group Norms
- d) Climate (environment of discussion or interaction) and Methods
- e) Tools and Structure that shape the process

Next, participants discussed the list of the basic responsibilities of a facilitator when moderating a meeting:

- a) Clarifying Objectives
- b) Ensure Full Participation
- c) Stay On Track
- d) Stay On Time
- e) Clarifying Understanding
- f) Ensure Commitment To Action
- g) Recap



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Other handouts were provided to serve as references for the participants to sharpen their facilitating skills. These included:

- Purposes a Facilitator Asks Questions
- Guided Dialogue
- What to Do and What Not to Do as a Facilitator

Participants went through the following Exercise.

**EXERCISE 4:
DEVELOPING OBJECTIVES**

Objective: Participants get to practice facilitation, brainstorm on the challenges of facilitation, as well as learn how to define training objectives that will help them address the challenges.

Procedure:

Participants were organized into 2 groups. A Facilitator was appointed for the whole group. The following instructions were given:

- a. Discuss your experiences as facilitators or participants in a facilitated group sessions. Identify the most difficult facilitation challenges.
- b. List the facilitation challenges that you would like to address in a training. Agree on the top 4 challenges
- c. State the challenges as learning objectives. Example, to learn how to deal with difficult individuals.
- d. Each group presented their outputs in plenary.
- e. Lessons on the facilitation experience were generated.

Group 1 Output

Challenges in Facilitation:

- i. Managing large number of participants
- ii. Low literacy levels of participants in rural areas
- iii. Controlling difficult individuals like the monopolisers
- iv. Managing the expectations of participants
- v. Managing Facilitator's gestures that can be distractive
- vi. Packaging the message for the participants to understand

Areas of Training Needed:

- i. Effective communication skills
- ii. Appropriate community entry
- iii. Participatory rural approaches
- iv. Human relations development

Learning Objectives:

- i. To be able to communicate effectively to all participants
- ii. To acquire PRA tools at the end of the session

Group 2 Output

Challenges in Facilitation:

- i. Dominance by some group members
- ii. Distractive or unclear body language from some members
- iii. Noisy meeting environment



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- iv. Inappropriate timing and duration of meeting
- v. Inadequate information about participating stakeholders

Areas of Training Needed:

- i. Group dynamics management
- ii. Effective communication skills
- iii. Good ethics in a group

After the presentation of each group, ways to address each of the listed challenges were discussed. The Trainer shared some of the ways to prepare for these challenges and translate them into opportunities that will lead to the success of a group process. Comments on the performance of each of the appointed Facilitators were also gathered and used to emphasize the positive and negative qualities of a facilitator.

4.4.2 NEGOTIATING

The session started with a discussion on the definition of negotiation. Participants volunteered their ideas on the term before the following technical definition was presented.

Negotiation

- A focused discussion on needs and interests, with the intention of finding a mutually acceptable agreement. It is a voluntary action, in which the negotiating parties structure the content of their meeting, determine the outcome of their agreements, and stipulate the methods for assuring the implementation of their final agreements.

Participants were taken through the 3 stages of negotiation, namely:

1. Information Exchange
 - Hearing the other’s side
 - Making your point
 - Selling your positions
 - Asking about their positions
 - good planning on each side
2. Bargaining
3. Agreements And Implementation

They were also given some guidelines on planning to negotiate:

- What are your objectives (short-term, long-term)?
- What issues are non-negotiable?
- What common ground can there be?
- What are the possible options?
- What kind of relationship do you want to have with the other party?
- What is your BATNA (Best Alternative Negotiated Agreement)
- What can be the other side’s BATNA?
- Who does what for the other?

It was also noted that it will be crucial to uphold the 5 key principles of negotiating:

- **People:** Separate people from the problem
- **Interests:** It pays to know the real interests behind the positions



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- **Options:** Invent options (including those that are not too obvious) for mutual gain
- **Objective Criteria:** Insist on using an objective criteria as basis for decisions
- **Your BATNA:** any negotiated decision reached should be better than your Best Alternative to a Negotiated Agreement (BATNA)

Two (2) additional Handouts were given out and discussed to emphasize the basic steps and principles of negotiating. These are the Role of Trust (*Handout 9*) and Key Guidelines to Negotiating (*Handout 10*)

HANDOUT 9 THE ROLE OF TRUST

Trust is important in negotiations

Factors That Build Trust:

1. Respect for one another
2. Concern for one another's welfare
3. Preparedness for self-sacrifice
4. Honesty
5. Commitment
6. Readiness to listen
7. Knowledge and wisdom
8. Consistency
9. Reliability
10. Approachability/Accommodation

Factors That Can Destroy Trust

1. Inconsistency/Non-reliability
2. Cheating
3. Dishonesty
4. Selfishness/Self-centeredness
5. Wickedness/Cruelty
6. Unfairness
7. Gossip
8. Hypocrisy/Pretense

HANDOUT 10 KEY GUIDELINES IN NEGOTIATING

- Observe your choice of words. Avoid being judgmental.
- Taking entrenched positions do not help.
- A third party/mediator helps.
- Identify your strategy first. Plan.
- Assumptions should be clarified (
- There should be agreement on procedures.
- Information should be provided clearly and to all parties.
- Use non-confrontational approaches.
- Emphatic listening helps.
- Ask questions that are non-threatening.
- The more information exchange is done, the lesser time is needed for bargaining.
- Adequate time for planning allows one to think things true.



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4.4.3 LOBBYING

The concept of lobbying within an advocacy strategy was clarified.

Lobbying focuses on gaining access to and influencing identified decision-maker who is in the best position to help bring about change.

Participants were engaged in a discussion on how to prepare and behave during and after lobbying with a decision-maker(s). It was emphasized that how a lobbyist presents him/herself to the decision-maker matters a lot to the outcome of the engagement and the eventual success of the advocacy. This does not only include the appearance of the lobbyist, but, the extent of preparation done on the material or position for discussion and the manner by which this is to be delivered. This session proved to be very interesting to participants as there was very limited experience in lobbying within the group. The Trainer shared her own experience lobbying with some of Ghana's Members of Parliament. *Handouts 11* and *12* were used to cover the important guidelines to successful lobbying.

HANDOUT 11

GUIDE TO LOBBYING

- Have clear agendas and priorities
- Be prepared for a conversation with clear talking points
- When the meeting is finished, be sure to leave brochures, fact sheets or other printed information for future reference
- After leaving, make notes and evaluate the visit with colleagues

HANDOUT 12

FOUR KEY STEPS FOR AN EFFECTIVE LOBBYING

1. Become familiar with corridors of power
2. Classify the players
3. Inform and build relationships
4. Get attention and show your power

(Source: Advocacy Toolkit: A Guide to Influencing Decision-Making That Improves Childrens' Lives. UNICEF, 2010)



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4.4.4 REINFORCE MESSAGES

Highly related to lobbying and other advocacy forms is the need to reinforce messages that have been delivered. This is a critical step for 2 major reasons:

- i. A follow-up on the same advocacy message shows seriousness on the part of the advocate as well as the urgency of the policy issue being addressed; and
- ii. A one-time meeting or engagement will not ensure that the advocacy message has been well understood or a commitment was secured for the message to be carried through the process of decision-making.

There can be various reasons for the second situation to occur such as lack of commitment by the receiver; receiver has overlooked/forgotten the promise to carry the message through, loss of a written message, etc. Many of the participants admitted that the practice of reinforcing messages to a target audience is not something they are used to and possibly one of their weaknesses. The various forms of follow-up actions were raised such as by e-mails or phone calls.

Handout 13 was given out to discuss the steps of reinforcing messages.

HANDOUT 13

REINFORCE MESSAGES

1. Respond to the receiver's concerns immediately, such as .
 - Limited funding to pursue the policy issue
 - Inadequate capacity to design a proposal for policy reform, etc
 - Difficult schedule, etc.
2. Re-send the message.
3. Follow up.

Helpful:

- One-page summary
- Letter of thanks
- Facts and figures
- Receiver's ally as a messenger
- Arrange an expert visit to receiver

(Adapted from Advocacy Toolkit: A Guide to Influencing Decision-Making That Improves Childrens' Lives. UNICEF, 2010)



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4.4.5 USING THE MEDIA

Participants were made to brainstorm on what the reasons are for using the Media for advocacy. The following points were generated:

- i. Enhances ability to reach a wider audience;
- ii. Minimizes the cost to reach wider range of communities/areas and in a faster manner;
- iii. Use of community radio allows for more popular dissemination especially with the use of local languages;
- iv. Enhances the credibility and profile of the advocacy organization especially to policymakers and therefore improve access to them;
- v. Policy makers and groups involved in political processes pay close attention to the press;
- vi. More potential allies/supporters can be drawn to the advocacy;
- vii. Provides opportunity to be part of a discussion panel with other experts on the policy issue; and
- viii. Serves as a tool to raise mass awareness on the policy issue

Discussions on the use of media for advocacy had been a dynamic one as participants seemed to have more experience in using this tool. Many of these experiences showed the gaps in the technical and behavioral capacities of the current crop of media personnel. Some of these experiences, which on their own have policy implications, included:

- i. Inadequate knowledge of the subject matter that media are supposed to cover (e.g. forum/conference) and were dependent on the organizers to provide them written statements for publication or broadcasting;
- ii. Seeming indifference or lack of interest on the subject matter based on their non-committal behavior during events;
- iii. Expects monetary handouts from the event organizers outside what is necessary, thus, violating their principle of journalistic neutrality; and
- iv. Lack of subject expertise from media organizations making it difficult to observe continuity in advocacy coverage.

The identified challenges with media were addressed in the discussions with practical recommendations on alternative measures to take as well as how the prevailing opportunities can also be mobilized for advocacy. These opportunities can include building the capacity of a variety of members in the organization for media encounters, that is not reserving such encounters to the Executives alone. *Handouts 14, 15, 16* were given out for the deepening of discussions on using media for advocacy.



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HANDOUT 14

KEY PLANNING CONCERNS IN USING THE MEDIA FOR ADVOCACY

ENSURE MEDIA REACH THE TARGET AUDIENCE

- Make sure the chosen media organization reach target audience
- Choose a story or issue that will appeal to both your target audience and decision-makers

FIND THE RIGHT MEDIA CONTACTS

- Someone who has covered your organization, or the issue, before
- Identify a journalist with knowledge on the issue
- Identify local outlets covering your issue and others like it

TIMING SHOULD BE RIGHT

- Story should relate to other current or newsworthy issues
- Story or issue should offer something new?

CHOOSE APPROPRIATE SPOKESPERSON

- Experience in media relations
- Qualified and authorized to speak for the organization/coalition
- Readily available to media when needed

AVOIDING NEGATIVE OR INACCURATE COVERAGE

- Have your facts straight (Don't be afraid to call back for the answer)
- Prepare for the worst thing that can happen
- Make sure that the media outlet observes fairness and accuracy
- Choose journalist that have long-term relationship
- Prepare for what opponents might say
- Make sure others will back up your story

(Adapted from Advocacy Toolkit: UNICEF, 2010 and Advocacy Tools and Guidelines: Promoting Policy Change, A Resource Manual for CARE Program Managers. CARE January 2001)

HANDOUT 15

FORMS OF MEDIA COMMUNICATION

News Advisory: Communications designed to alert the media to an upcoming event.

News Release: A written statement that alerts the press to a public announcement or an event.

News Conference: Members of the media are invited to hear an important announcement.

Commentary or Position Statement: Used to take a clear stand on an issue of public importance.

TV or Radio Interview

Conference, seminar and workshop

Newsletter

Digital Media: Website, Blog, Social media (e.g. Facebook, Twitter)

(Adapted from Advocacy Toolkit, UNICEF, 2010 & Advocacy Tools and Guidelines, CARE January 2001)



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HANDOUT 16

EFFECTIVELY PROJECTING YOUR STORY

- Explain why your subject offers something new and timely
- Check the media organization's guidelines in advance
- Keep your scope narrow (don't try to cover multiple topics)
- Present a positive (of the issue) rather than a negative (about opponent) perspective
- Include a local connection to a national-level story
- Make sure content will draw media attention. Journalists and readers respond to controversy, cataclysmic events and natural disasters, or an act of injustice.
- Frame messages around important events such as anniversary, milestone or outstanding achievement
- Use individual's story (case study) for broader public issues
- Name relevant decision makers but also suggest practical steps
- Use compelling visuals, photos, and video
- Use quotes from credible messengers such as academics and decision makers
- Use facts and figures with their sources and methodology

(Adapted from Advocacy Toolkit, UNICEF, 2010 & Advocacy Tools and Guidelines, CARE January 2001)

4.4.6 MANAGING RISKS

Participants were reminded that advocacy initiatives will always face environmental risks, whether it's external or internal to the organization, political or socio-cultural. Therefore, identification of risks and ways to address them should necessarily be a step that starts during the advocacy planning stage, reliably supported by evidence from research. Participants were taken through the steps in addressing risks in advocacy (see *Handout 17*). These steps include:

- 1) Identifying risks
- 2) Analysing risks
- 3) Managing risks

It was also noted that the level of risk goes higher depending on the approach of advocacy. The more the advocacy approach assumes a public at the same time confrontational nature, the higher the risk of extreme opposition. A private, more collaborative approach to advocacy carries a lower risk of extreme opposition. The decision on the nature of advocacy approach will depend on the policy issue and the policy environment especially the extent of openness by the authorities as well as the public themselves to differing views over societal policies.



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Finally, participants were provided with a Risk Management Plan format to analyze the kind of risk that their advocacy strategy will potentially encounter and identify measures that can be taken to minimize the impact of the risk.

Figure 2: Risk Management Plan

Advocacy Strategy	Nature of Possible Risk (Who are Involved)	Measure to Minimize Risk and/or Impact of Risk

**HANDOUT 17
RISK MANAGEMENT IN ADVOCACY**

IDENTIFYING RISK

Risk Assessment within the early stages of research on the issue can identify short-term and long-term risks, for example:

- Forms of advocacy such as public debates and live forums can turn into heated events
- Relationships can be strained when criticisms are made in public
- Partnerships with political or corporate entities can affect organization’s neutrality
- Alliances/coalitions may lead to loss of organizational identity and quality control

ANALYZING RISKS

- Identify possible risks arising from proposed action (or lack of action).
- Assess the potential benefit of the proposed action.
- Identify who could be harmed.
- Assess level of risk.
- Consider measures you can take to mitigate the risks.
- Assess the level of risk remaining after mitigating measures have been taken.
- Decide if the benefit outweighs the risk

MANAGING RISKS

- Reliable evidence is the foundation for an advocacy initiative. It must stand up to scrutiny.
- When research highlights local social norms that go against human rights, using positive local norms, cultural traditions and practices will help advance advocacy work.
- Policy and power analysis can help provide a clearer picture of the political culture of the country, which can help in understanding and minimizing some of the risks associated with advocacy.
- Support from partners, as well as from colleagues and other areas of the organization, can significantly help minimize risks
- Always be prepared for eventual trouble
- Maintain strong communication within the organization or advocacy team

(Adapted from Advocacy Toolkit, UNICEF, 2010 & Advocacy Tools and Guidelines, CARE January 2001)



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4.4.7 BUILDING PARTNERSHIPS

Partnerships in advocacy are critical to success and the sustainability of the initiative beyond any policy reform stage. This is a topic that requires a deep reflection on the nature of CSO evolution in a country like Ghana and how the historical trend as well as current environmental challenges as well as opportunities shape partnerships to affect societal change. Since the time for training was limited, it had been necessary to at least have clarity on the variations of partnerships that an organization can establish to pursue advocacy. *Handout 18* provides these varying partnership forms that include:

- a) Networks
- b) Constituents
- c) Alliances
- d) Coalitions
- e) Capacity Building Of Sector-Based And Community Organizations

Participants were made to discuss the kinds of partnership they have built so far in their operations, particularly in advocacy. It was emphasized that the best form of partnership will depend on the nature and timing of the policy issue, the capacity of the organization and the potential partners as well as the medium and long-term vision for the policy issue and the partnership. A Guide to Forming Partnership (*Handout 19*) was provided and discussed to deepen understanding.

HANDOUT 18

BUILDING PARTNERSHIPS

NETWORKS

Informal, less-structured connections among individuals and/or organizations with similar causes and interests. This can be a platform of information and idea exchange, using more efficient means such as electronic and telecommunication media but with a potential for a more concrete collaborative initiative

CONSTITUENTS

People and organizations that support an organization's policy position. The organization is responsible to represent the interest of its constituents and is accountable to them for how the advocacy is being managed as well as its outcomes. Constituency-building implies engaging the supporters in participatory development of the advocacy position and the processes.

ALLIANCES

Alliances form when there is a common issue for discussion and advocacy. They are non-permanent but can be more structured depending on the urgency and importance of joint action to be pursued.

COALITIONS

Coalitions are formal collaboration among organizations that have a common issue for advocacy. There is a definite organizational structure and decision-making system. Members serve as policy decision-makers while a more permanent staff manages the daily operations of the organization

CAPACITY BUILDING OF SECTOR-BASED AND COMMUNITY ORGANIZATIONS

Empowerment of groups and communities affected by the policy issue to manage their own advocacy

(Adapted from Advocacy Toolkit, UNICEF, 2010 & Advocacy Tools and Guidelines, CARE January 2001)



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HANDOUT 19

IMPORTANT GUIDE IN FORMING PARTNERSHIPS IN ADVOCACY

- Be clear about the advocacy issue proposed as the focus of the coalition
- If the group is large, select a steering committee of five to seven people who represent the different interests of member organizations.
- Establish a task force to plan and coordinate activities, such as advocacy priorities, specific agendas, publicity, outreach, lobbying, fund-raising and procedures.
- Assess progress periodically and make whatever changes are necessary.
- Develop a code of conduct to ensure mutual respect and responsibility.
- State clearly what you have in common and what you don't.
- Let the membership and the issue suggest the coalition's structure and style.
- Choose interim objectives very strategically.
- Maintain strong ties from the top to major organizations.
- Make fair, clear agreements and stick to them.

(Adapted from Advocacy Toolkit, UNICEF, 2010 & Advocacy Tools and Guidelines, CARE January 2001)

5. Advocacy Planning

The identification of a policy issue for advocacy was treated in Module 1, under Situation Analysis. Participants were given the following criteria for selection:

- Impact on the problem
- Least expensive
- Probability of Support
- Probability of Success
- Political or Social Risk
- Potential for Existing Alliances and Partnerships

The next step is to identify the targets of the advocacy, starting with the higher impact goal to target effects and results, which are short to medium-term objectives. Firstly, participants were introduced to the "Objective Tree" as a tool to identify short, medium and long term goals for addressing a problem. *Attachment II* shows an Environmental Objective Tree that reflects the practical positive situational statements to address the Environmental Problem Tree (*Attachment I*). From this Objective Tree, the appropriate goals and objectives can be selected based on the above criteria.



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Another tool that can be used for the purposes of advocacy planning is the Logical Framework: Setting Hierarchy of Objectives tool. A brief explanation on how the tool can be used was provided but with more emphasis on the hierarchy of objectives. Obviously, the participants will need a fuller session on the Logical Framework tool in order to obtain actual knowledge and skill on it.

Figure 3: LOGICAL FRAMEWORK

OBJECTIVES HIERARCHY	INDICATORS	VERIFIABLE INDICATORS	ASSUMPTIONS
GOAL (IMPACT)			
OUTCOMES (RESULTS/EFFECTS)			
OUTPUTS			
ACTIVITIES			

Having knowledge on the policy issue and the hierarchy of objectives, planning for the advocacy strategy can take on the following format. An example was established based on one of the Training group’s output that chose the policy issue “Logging conducted without following the prevailing laws and regulations”.

Figure 4: Advocacy Strategy: An Example

Policy Issue	Logging conducted without following the prevailing laws and regulations
Primary Target Audience	Select Committee of Land Natural Resources and Environment
Secondary Target Audience	Forestry Commission Management
Impact Goal	By January 2020, incidences of violation of timber regulations reduced to 10%
Effect Goal	By January 2017, the Forestry Commission will have an effective monitoring and control mechanism for logging that actively involves organized fringe communities

Some participants were of the opinion that the Effect Goal is already a statement that can be found in the Forestry Act although the problem is its enforcement. At this point that the value of using the Logical Framework for advocacy planning was emphasized:



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- a) The Logical Framework requires the identification of target indicators for each goal level, that has quality, quantity and timing that can be monitored by CSOs; and
- b) The Effect Goal is another higher level goal that requires some completed Outputs to be achieved.

As a demonstration of the second point above, participants were engaged in a brainstorming for appropriate Outputs to the Effect Goal statement, “By January 2017, the Forestry Commission will have an effective monitoring and control mechanism for logging that actively involves organized fringe communities”. The following were the agreed statements of Outputs (among others):

- i. Enhanced system of community participation institutionalized based on solid consultation processes; and
- ii. Enhanced capacity of communities to effectively conduct their forest monitoring role.

Finally, a sample format for starting an Advocacy Plan based on the earlier planning and analysis tools were provided. Figure 5 is the sample format using one of the Group outputs. Participants were advised that an elaborated Action Plan should take each of the activities and then its requirements identified in terms of the date/period of implementation, what is the milestone output, who is responsible to implement it, who are the collaborating units, what inputs are needed to implement, how much resources are needed to implement and where are the resources coming from.

Figure 5: ADVOCACY ACTION PLAN

KEY AUDIENCE	KEY MESSAGE	KEY ACTIVITIES
Timber Merchants	Make them aware of the long-term benefit of protecting the forest resource base	Identify key leaders Send letters asking for appointments to meet on the policy issue Invite leaders awareness-raising workshops



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6. EVALUATION

The training evaluation had 2 parts, namely:

- 1) Participants Overall Evaluation
- 2) Participants Self-Assessment Results

PARTICIPANTS OVERALL EVALUATION

A. Overall Rating (17 Completed Evaluation Form out of Total 21 Participants)

		Very Satisfied	Satisfied	Not Satisfied
Overall impression of the course		13 (76%)	4 (24%)	
Meeting your expectations		9 (53%)	8 (47%)	
Addition to your knowledge and skills in advocacy		11 (65%)	6 (35%)	
Trainer	Expertise	16 (94%)	1 (6%)	
	Delivery & Clarity	16 (94%)	1 (6%)	
	Relevance	16 (94%)	1 (6%)	
Course training materials		8 (47%)	9 (53%)	
Methodologies used		14 (82%)	3 (18%)	
Venue		7 (41%)	10 (59%)	
Schedule		1 (6%)	15 (88%)	1 (6%)

B. Course Content

ADVOCACY MODULE/SESSION	VERY USEFUL	USEFUL	NOT USEFUL
1. Definitions and Concepts	12 (71%)	5 (29%)	
2. Situation Analysis/Identifying Policy Issue	14 (82%)	3 (18%)	
3. Stakeholders Analysis	16 (94%)	1 (6%)	
4. Lobbying	13 (76%)	4 (24%)	
5. Reinforcing Messages	10 (59%)	7 (41%)	
6. Effective Communication And Facilitation	13 (76%)	4 (24%)	
7. Negotiating	6 (35%)	11 (65%)	
8. Working With Media	12 (71%)	5 (29%)	



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9. Managing Risks	12 (71%)	5 (29%)	
10. Building Partnerships And Coalitions	15 (88%)	2 (12%)	
11. Setting Advocacy Objectives And Action Planning	15 (88%)	2 (12%)	

C. What will you apply in your practice?

- All tools acquired from the training – (35.3%)
- Working with the media – (35.3)
- Effective Communication and Facilitation – (23.5%)
- Managing Risks – (11.8%)
- Lobbying, Negotiation
- Setting Advocacy Objectives and Action Planning
- Building Partnerships
- Train staff on all the tools
- Transfer of advocacy knowledge to industry associations

D. Strengths of the training

- Very clear and interactive delivery (highly participatory and sharing of experiences) – (35.3%)
- Facilitator was very knowledgeable and experienced in the subject – (29.4%)
- Handouts were adequate and simple to understand – (17.6%)
- Excellent training content and facilitation – (11.8%)
- Training has enhanced my capacity in facilitation, lobbying and other advocacy skills – (11.8%)
- Facilitator was time-conscious
- Participants were the right audience since most were heads of organization
- Advocacy challenges for organizations and individuals were addressed
- Effective but more room for improvement

E. Weaknesses of the training

- One and half days not enough for a well-packed training (58.8%)
- Duration should be four days
- One more day will be useful
- Lesson on Effective Communication and Risk Management needed more time
- Some participants went on personal trips to town and did not participate in the sessions

F. What can be improved?

- Time for training should be longer – (64.7%)
- Use of role plays
- More time for practice for participants
- Emphasis on the advocacy cycle, that is, opportunity to re-plan
- Better travel arrangements to also favour nursing mothers

G. Topic/Information you need for further training

- Setting Advocacy Objectives (Logical Framework) and Action Planning – (29.4%)
- Risk Management
- Strategic Planning, Monitoring and Evaluation
- Negotiation
- Lobbying



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Modules that Facilitator indicated required in-depth treatment
PRA for effective community work – (17.6%)
Human Relations

T

PARTICIPANTS SELF-ASSESSMENT RESULTS
(14 Completed Evaluation Form out of Total 21 Participants)

(Original Guideline: Listed below are the Modules/Sessions that will be the content of the Training Workshop on advocacy in the forestry sector. Please rate your current knowledge and skills per Module/Session. Use 1, 2, 3, 4 & 5 noting that 1 is the lowest and 5, the highest)

ADVOCACY MODULE/SESSION	RATING (%)	
	Pre-Training	Post-Training
1. Situation Analysis	2.6	4.3
2. Stakeholders Analysis	3.1	4.5
3. Lobbying	2.6	4.2
4. Reinforcing Messages	2.9	4.2
5. Effective Communication And Facilitation	3.7	4.7
6. Negotiating	2.9	4.1
7. Working With Media	2.9	4.4
8. Managing Risks	2.4	3.9
9. Building Partnerships And Coalitions	3.2	4.4
10. Setting Advocacy Objectives And Action Planning	2.9	4.3

Participants on the average have increased by 138% points in their self-assessment ratings suggesting a higher satisfaction in their knowledge and skills level, which has moved from generally Fair-Average to a confident High-Very High.

7. CONCLUSION

The course has been accepted well by the participants based on their high level of participation during the training and the results of their evaluation. This is a positive indicator for CSOs' capacity moving forward in their advocacy for more effective enforcement of forestry laws. The training was also able to assess the expectations of the participants for further training and this will be a good basis for the Refresher Training planned within the WAFPO timetable. It is strongly suggested, however, that the length of training be pegged at a minimum of 3 days to ensure practical learning and interaction.



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Time	Session	Objective	Methodology
Day 1, 12 March			
Module 1: Definitions and Concepts			
8:00 – 8:15	Opening <ul style="list-style-type: none"> - Welcome Remarks - Objectives & Programme Schedule - Participants' Expectations 	Participants understands the objectives and expectations from the workshop	Brainstorming
8:15 – 9:15	Advocacy Defined Principles and Components of Sustainable Advocacy Strategy Environmental Factors Affecting Advocacy	Participants have an understanding of why advocacy as a tool is needed by civil society. Participants have understanding on key conceptual frameworks of advocacy as a tool for societal change Participants are able to identify the internal and external factors that can influence the outcomes of their advocacy work	Presentation Brainstorming Participants Sharing
Module 2: Developing the Advocacy Message			
9:15 – 10:15	Analysing the Situation and Prioritising the Advocacy Issue Building evidence through research	Participants are able to utilize the “Problem and Objective Tree” tool to identify their priority issues and goals in doing advocacy Participants understand the need for evidence-based advocacy	Presentation Brainstorming
10:15 – 10:35	TEA BREAK		
Module 3: Analysing Stakeholders			
10:35 – 12:30	Stakeholder Analysis and Strategy Measures Identify Target Audience of Advocacy	Participants are able to identify the major stakeholders and interest groups that can influence the form and outcomes of their advocacy	Presentation Brainstorming Group Exercises
12:30 – 1:30	LUNCH BREAK		
Time	Session	Objective	Methodology
Module 4: Tools for Advocacy			
1:30 – 2:30	Lobbying Reinforcing Messages	Participants learn the definition, principles and steps in lobbying as an advocacy tool Participants learn the definition, principles and steps in Reinforcing Messages as an advocacy tool	Presentation Brainstorming



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2:30 – 2:50 TEA BREAK			
2:30 – 4:30	Effective Communication and Facilitation	<p>Participants learn about the elements of effective communication</p> <p>Participants learn about listening, presentation and group communication skills</p> <p>Participants learn more about the concept of facilitation, facilitators' basic responsibilities, challenges and develop personal facilitation skills development objectives</p>	<p>Presentation</p> <p>Brainstorming</p> <p>Games</p> <p>Exercises</p>
2:30 – 2:50 TEA BREAK			
4:30 – 6:00	Negotiating	Participants understand the negotiation process and the skills it requires	<p>Presentation</p> <p>Brainstorming</p> <p>Case Study</p>
Day 2, 13 March			
Module 4: Tools for Advocacy			
8:00 – 10:00	<p>Working with Media</p> <p>Managing Advocacy Risks</p>	<p>Participants are able to identify strategies that will maximize the use of media as an advocacy tool</p> <p>Participants are able to project the underlying risks of pursuing an issue within their internal and external environment and plan to manage such risks</p>	<p>Presentation</p> <p>Brainstorming</p>
10:00 - 12:00	<p>Building Partnerships and Coalitions:</p> <p>Building Local Capacity For Advocacy</p> <p>Organizing Constituencies</p> <p>Working Through Coalitions</p>	Participants are able to identify the constraints and potentials of working with others in advocating for policy or programmatic reforms	<p>Presentation</p> <p>Brainstorming</p> <p>Participants Sharing</p>
10:15 – 10:35 TEA BREAK			



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Time	Session	Objective	Methodology
Module 5: Advocacy Planning			
12:00 – 1:30	Assessing the Best Advocacy Strategy Logical Framework: Setting Hierarchy of Objectives Action Planning	Participants are able to systematically identify the form of advocacy they will use Participants can clearly identify the short, medium and long-term objectives of their advocacy and systematically plan for activities to achieve these objectives	Presentation Brainstorming Group Exercises
1:30 – 2:00	Training Evaluation and Closing		
2:00 LUNCH AND DEPARTURE			



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ANNEX 2

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LIST OF PARTICIPANTS



NO.	NAME	ORGANIZATION
1.	Mr. Prosper Buaka	Green Globe Society International
2.	Ms. Dzifa Kumag	The Development Institute
3.	Mr. Moses Korgah	National Forestry Forum Ghana
4.	Mr. Augustine Dabo	National Forestry Forum Ghana
5.	Ms. Doreen A. Yeboah	National Forestry Forum Ghana
6.	Ms. Patience P. Darnor	National Forestry Forum Ghana
7.	Ms. Pearl Addo	National Forestry Forum Ghana
8.	Mr. Obahi Pulplampu	National Forestry Forum Ghana
9.	Mr. John Arko Jetty	DEVASCOM Foundation
10.	Mr. Aristotle Boaitey	Kumasi Wood Cluster Association
11.	Ms. Herty Ofosuhene	Kumasi Wood Cluster Association
12.	Mr. Samuel Akurugu	Action For Green Life
13.	Mr. Abraham Armah	Institute for Cultural Affairs (ICA)
14.	Mr. Nehemiah T. Odjer-Bio	Friends Of The Earth –Ghana
15.	Mr. Anthony K. Dako	New Generation Concern
16.	Mr. Boakye Twumasi-Ankra	Tropenbos International Ghana
17.	Ms. Shirley Ayeh	PROMAG Network
18.	Mr. Newman Ofosu	PROMAG Network
19.	Mr. Edwin A. Dzigbordi	Ghana Wildlife Society
20.	Mr. William Asamoah	CIKOD
21.	Mr. Zakaria Yakubu	CARE
22.	Ms. Salomey Tetteh	WWF-WAFPO
23.	Ms. Margaret Appiah	WWF-WAFPO
24.	Mr. Mustapha Seidu	WWF-WAFPO
25.	Fred Soglo	GTV
26.	James Addoquaye	GTV
27.	Richard Mensah	GTV



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28	King Emile Short	GBC Radio
29	Antoinette Abbah	GBC Radio



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ANNEX 3



PARTICIPANTS' SELF-ASSESSMENT OF ADVOCACY KNOWLEDGE AND SKILLS: PRE-TRAINING

Guideline: Listed below are the Modules/Sessions that will be the content of the Training Workshop on advocacy in the forestry sector. Please do the following:

1. Rate your current knowledge and skills per Module/Session. Use 1, 2, 3, 4 & 5 noting that 1 is the lowest and 5 is the highest rating
2. Describe your known gaps or knowledge/skills needs per Module/Session (if any)

ADVOCACY MODULE/SESSION	RATING
1. SITUATION ANALYSIS	
Knowledge/Skills Gap:	
2. STAKEHOLDERS ANALYSIS	
Knowledge/Skills Gap:	
Using Advocacy Tools	
3. LOBBYING	
Knowledge/Skills Gap:	
4. REINFORCING MESSAGES	
Knowledge/Skills Gap:	
5. EFFECTIVE COMMUNICATION AND FACILITATION	
Knowledge/Skills Gap:	
6. NEGOTIATING	
Knowledge/Skills Gap:	
7. WORKING WITH MEDIA	
Knowledge/Skills Gap:	
8. MANAGING RISKS	
Knowledge/Skills Gap:	
9. BUILDING PARTNERSHIPS AND COALITIONS	
Knowledge/Skills Gap:	
10. SETTING ADVOCACY OBJECTIVES AND ACTION PLANNING	
Knowledge/Skills Gap:	

**PARTICIPANTS' SELF-ASSESSMENT OF ADVOCACY
KNOWLEDGE AND SKILLS GAPS**

ADVOCACY MODULES / KNOWLEDGE AND SKILLS GAPS
<i>SITUATION ANALYSIS</i>
<p>Establishing conceptual frameworks for advocacy -2 Problem Analysis -2 Forest Laws and Policies in Ghana Overlapping of causes and effects in problem tree analysis Use of PRA tools Limited access to public information</p>
<i>STAKEHOLDER ANALYSIS</i>
<p>Identification of appropriate stakeholders and getting their views on issues - 3 Information on stakeholders especially from the Ministries Difficulty in understanding all the stakeholders How to achieve true representation from stakeholder groups Drawing the line between stakeholder needs and wants</p>
<i>LOBBYING</i>
<p>What are the principles and ideal time for effective message delivery to policy-makers What constitute inducement when lobbying with policy-makers How to access high-ranking public officials Drawing lines on what is legal and moral lobbying Delivering message with firmness but also with subtlety</p>
<i>REINFORCING MESSAGES</i>
<p>Developing information kits and reader-friendly messages especially for forest communities Developing the right follow-up messages for better impact to the various stakeholders Use of mass media</p>
<i>EFFECTIVE COMMUNICATION AND FACILITATION</i>
<p>Understanding the cultural set-up for better packaging of communication messages – 2 Setting right targets and communication strategy for every audience type - 2 Responsibilities of a Facilitator Effective engagement of audience Group dynamics and management Learn issues in-depth for effective communication to audience – 2</p>
<i>NEGOTIATING</i>
<p>Identification of short and long-term objectives Identifying and negotiating for the best option How to influence authority for the good of stakeholders How to empower communities How to bring all stakeholders to a consensus</p>



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ADVOCACY MODULES / KNOWLEDGE AND SKILLS GAPS
<i>WORKING WITH MEDIA</i>
<p>Establishing proper contact and support of media personnel</p> <p>Setting media programme at the right time to attract the right listeners</p> <p>How to deal with media that have obvious political leanings and material expectations - 2</p> <p>How to engage the media</p> <p>How to use the mass media</p> <p>Monitoring the media delivery of target message</p> <p>Media dependence on client organization capacity support and written official statements</p>
<i>MANAGING RISKS</i>
<p>Timely identification of real risks including the less obvious ones - 4</p> <p>How to minimize risks - 2</p> <p>How to convince the opposition</p> <p>Protection of volunteers including source of information</p>
<i>BUILDING PARTNERSHIPS AND COALITIONS</i>
<p>Difficulties in formation and internal workings of Coalitions</p> <p>Identifying the relevant groups and individuals -2</p> <p>Establishing sustainable relationships</p> <p>How to manage conflicts created by rivalry over funds</p> <p>How are responsibilities and leadership roles distributed?</p>
<i>SETTING ADVOCACY OBJECTIVES AND ACTION PLANNING</i>
<p>How SMART should the objectives be</p> <p>Setting advocacy agenda</p>



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ANNEX 5



STAKEHOLDER ANALYSIS: GROUP OUTPUTS

Group 1 Policy Issue:

Dependence of District Assemblies on logging and charcoal levies for internally-generated funds (IGF)

STAKEHOLDER	INTEREST	SUPPORT OR OPPOSE (Unknown, Strong Ally, Opposition, Ally, Neutral, Strong Opposition)	INFLUENCE (Unknown, Low, Moderate, Strong, Highly Influential)	IMPORTANCE (Unknown, Least Important, Important, Highly Important)	DESIRED ACTION & STRATEGIC MEASURES
District Assemblies	Income or revenue generation	Opposition	Highly influential	Least important	Focus on other sources of income
Charcoal Producers & Illegal Loggers	Profit or high income-generation	Opposition	Moderately influential	Highly important	Regularize their operations
Traditional authority	Community welfare and sustainability of resources	Strong ally	Strongly influential	Least Important	Support the advocacy by setting local laws
Community Members	Sustainability of resources	Strong ally	Strongly influential	Highly important	Serve as monitors in the implementation of local laws

Group 2 Policy Issue: Environmentally-destructive cattle grazing techniques

STAKEHOLDER	INTEREST	SUPPORT/ OPPOSE	INFLUENCE	IMPORTANCE	DESIRED ACTION
Cattle Owners	To have well-nourished cattle for profit purposes	Strong Ally (if alternative is affordable and sustainable) Strong Opposition (if expensive)	Strong influence	Highly important	Further research on the cost-benefit of various technical intervention
District Assemblies	Forest resource revenue, peace a development within their jurisdiction	Strong ally	Strong influence	Highly important	Enlighten them on the implications of alternative techniques
Traditional Authorities	Revenue generation from stool lands	Strong ally (Majority)	Strong influence	Highly important	Enlighten them on the implications of alternative techniques



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Group 3 Policy Issue: Logging conducted without following the prevailing laws and regulations

STAKEHOLDER	INTEREST	SUPPORT/OPOSE	INFLUENCE	IMPORTANCE	DESIRED ACTION
Select Committee on Land, Natural Resources & Environment (LNRE)	Formation of ideal policies for LNRE management	Strong ally	Highly influential	Highly important	Lobby government for policy reformulation
Forestry Commission	Enforcement of forest policies to ensure sustainability	Neutral	Strongly influential	Important	Increase human resources for effective monitoring & policy implementation
Timber Merchants	Availability of resource base and high profit margin	Strong opposition	Strongly influential	Least Important	Make them aware of the long-term economic benefit of the resource base
Forest Fringe Communities	Fair access to non-traditional forest products (NTFP) and development of the community	Strong ally	Low influence	Highly important	Raise their awareness on forest laws and policies

Group 4 Policy Issue: Farmers' insecurity over ownership of nurtured trees

STAKEHOLDER	INTEREST	SUPPORT/OPOSE	INFLUENCE	IMPORTANCE	DESIRED ACTION
Ministry of Land and Natural Resources / Forestry Comm	Revenue from stumpage	Opposition (due to long culture of managing natural trees for the state)	Highly influential	Highly important	Lobby them for law reform
Timber Companies	Trading in economic trees	Strong ally (It will be easier for them to deal with individual farmers than a bureaucratic Forestry Comm)	Highly influential	Important	Raise their awareness on the benefit of law reform
Farmers	Ownership of nurtured trees	Strong ally (Majority)	Low influence	Important	Build farmers' groups and link them to stronger organizations
Community Leaders	Royalty from felled trees	Strong ally	Moderate influence	Important	Raise their awareness on the benefit of law reform



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Group 5 Policy Issue: Logging conducted without following the prevailing laws and regulations

STAKEHOLDER	INTEREST	SUPPORT/ OPPOSE	INFLUENCE	IMPORTANCE	DESIRED ACTION
Forestry Commission	Sustainable forest management Revenue generation Job security	Strong ally	Highly influential	Highly important	
Land owners	Royalties	Strong ally			
Lumber Sellers Association	Lumber	Strong opposition	Moderately influential		
Forest Fringe Communities	Fair access to non-traditional forest products (NTFP) and sustainability of livelihood	Neutral			