Content

Handout: Main Points on PRSP and Stakeholders

Objectives:
This handout provides an example of how to summarise the main points with regard to the entire PRS process. It also represents a good starting point for jointly analysing the specific national PRS process.

Procedure:
This handout can be used in a workshop, seminar, etc., and should be adjusted according to the knowledge of the participants and the individual situation of the country in question.

PRSP

What is it?

PRSP stands for **P**overty **R**eduction **S**trategy **P**aper.
Poor countries formulate and implement a strategy stating how they intend to reduce poverty. The term "PRSP" denotes to the document itself, while **PRS** can mean the political process or an instrument to fight poverty.

Who is involved?

The **World Bank** and the **IMF**, the two most important international financial institutions, with 184 countries as members. These institutions initiated the PRSP approach in 1999, and approve the PRSPs of their member countries.

Government: Today, approximately 70 countries are conducting their own PRS process. The governments of these countries are supposed to be the main actors in the process.

Civil society: The civil society should play an important role in the PRS process. Organisations and institutions such as NGOs, churches, parties and trade unions should be able to give their opinion on how to reduce poverty.

Others: Parliaments, international development agencies and UN agencies also participate in the process.

Why was the PRS approach established?

The PRS strategy was set up by the World Bank/IMF to enable countries which formulate such a strategy to obtain debt relief and access to World Bank/IMF credits. This money should be used to implement the country's Poverty Reduction Strategy.

How does it work?

The PRS is an ongoing learning process, consisting of three main phases:

- **Formulation** (9–24 months): all stakeholders decide on the main points of the strategy. To understand the nature of poverty in the country, a poverty analysis should be conducted. Consultations, workshops and other events also take place.
- **Implementation** (3–5 years): The programmes and actions decided in the formulation process and written down in the PRSP are put into action.
- **Monitoring and evaluation** (this phase starts in parallel to the implementation phase): This is an ongoing process. Approximately every year a progress report is written, with an evaluation at the end of the implementation phase which influences the formulation of the next PRSP.

Checklist: PRS in Your Country

If you have started working on PRS, this checklist is designed to provide you with an initial overview of issues that you should consider. To obtain more specific information on the country-specific PRSP process, you should ask resource persons, discuss in groups, or check the web (e.g. ***www.worldbank.org; www.imf.org; www.prsp-watch.de****), newspapers or other sources.*

What stage has the PRSP process reached?

☐ Formulation

☐ Implementation

☐ Evaluation/monitoring/review

Next important steps and dates: ______________________

What other strategies and instruments are currently being used in your country that might influence the PRSP?

☐ National policies (poverty reduction and others): ______________________

☐ World Bank/IMF credits, CAS, national policies, etc.: ______________________

Who is involved? (if possible, name concrete departments, institutions, persons)

World Bank/IMF: ______________________

Donors: ______________________

UN-Organisations: ______________________

(I)NGOs: ______________________

Department for Coordination: ______________________

Members of civil society: ______________________

Government: ______________________

Parliament: ______________________

Organisations/institutions working in the field of disability: ______________________

DPOs/parents' associations: ______________________

Others: ______________________

How is participation practised?

Describe the type of participatory events: ______________________

Number of the events/person contacted: ______________________

Quality of these events: ______________________

What relationships exist between different parties?

(e.g. how is the atmosphere at the meetings? Is an open discussion possible? Are there any tensions? Do the stakeholders have equal influence, or is anyone dominant?)

Government – Civil Society ______________________

World Bank/IMF – Government ______________________

World Bank/IMF – Civil Society ______________________

Others ______________________

____

What opportunities does the civil society have? Is there any potential to increase its influence?

☐ Yes, because ______________________

☐ No, because ______________________

Checklist: The Formulation Process

If you are seeking to become involved in the formulation process, this checklist is designed to provide you with an initial consideration of the main issues to take into account.

☐ Find out who is responsible for PRSP formulation
Governmental department, person in charge: ______________________________

☐ Find out who is active in the PRSP process
Government stakeholders: ______________________________
Civil society stakeholders: ______________________________
Donors: ______________________________
Others: ______________________________

☐ Try to make an appointment with the important/active stakeholders that you have identified.

☐ Find out when the next participatory event for the formulation of the PRSP is to take place (e.g. workshops, conferences and consultations) and ask to participate.

☐ Try to obtain access to the PRSP drafts (e.g. from the government or from other stakeholders).

☐ Check whether disability is included in the draft, and if so, how.

☐ Define your position on the content of the PRSP.

☐ Make your position public and suggest alternative solutions.

To obtain further information on the PRSP formulation process, you could interview resource persons (e.g. representatives from civil society organisations, from the World Bank, from the government). Check the status of your country's PRS at **www.worldbank.org/prsp** and at **www.prsp-watch.de**.

Checklist: The Implementation Phase

If you are seeking to become involved in the implementation phase, this checklist is designed to provide you with an initial consideration of the main issues to take into account.

☐ **Review which points related to disability have been included in the final version of the paper. In particular, you should ask the following questions**:
☐ Which areas have been missed out, and which are included?
☐ How specific are the objectives and actions related to disability?
☐ Is it clear who needs to do what?
☐ To what degree has a budget been specifically allocated?

☐ **How can your organisation contribute towards the actual implementation of the objectives set?**
☐ Prioritise your actions according to the objectives of the PRSP.
☐ How can you stimulate more local activities by other groups?

☐ **Find out if the government has specific sector or cluster meetings, and see if you can be invited:**
☐ What sector meetings exist: ______________________________
☐ Can you send a representative to these meetings?
☐ Do you have experts on this theme, or do you need to start a disability sector group to develop your expertise?
☐ Invite outside experts to advise the network.

☐ **Budget allocation:**
☐ Find out how the budget is allocated to the specific objectives.
☐ Find out about the yearly budget cycle and where it can be influenced.
☐ Use disability representatives or other official bodies in parliament when available.

To obtain further information on the PRSP monitoring and evaluation phase, you should:

- check the PRSP document (available at: www.worldbank.org/prsp),
- find out the existing institutional mechanisms for PRSP monitoring and the participants involved,
- interview resource persons from the government, the civil society and the donor community, or
- check other available sources.

Checklist: The Monitoring and Evaluation Phase

If you are seeking to become involved in the monitoring and evaluation phase, this checklist is designed to provide you with an initial consideration of the main issues to take into account.

☐ **What does the PRSP document say about monitoring and evaluation?**
☐ Are objectives and indicators clearly defined?
☐ Are there baseline data?

☐ **Is there an institution, working group etc. that is responsible for monitoring and evaluation?**
☐ Is it within or outside the government?
☐ Are there any civil society stakeholders currently conducting monitoring and evaluation?
☐ Can you participate in this institution, working group, etc.?

☐ **Do the PRSP document and/or the Evaluation and Monitoring Plan mention targets and indicators?**
☐ Are the targets and indicators disability-specific?

☐ **Does the government complete regular Progress Reports?**
☐ Are these progress reports discussed in public?
☐ Are disability issues mentioned in the report?

☐ **Is there a plan to review the current PRSP phase?**
☐ When is it supposed to start?
☐ Who will be involved?

To obtain further information on the PRSP monitoring and evaluation phase, you should:

- check the PRSP document (available at: **www.worldbank.org/prsp**),
- find out the existing institutional mechanisms for PRSP monitoring and the participants involved,
- interview resource persons from the government, the civil society and the donor community, or
- check other available sources.

Notes:

Checklist: PRS and Disability

This checklist is designed to help you analyse the country-specific situation of PRS and how this relates to disability. To obtain further information, you should ask resource persons, discuss issues in focus groups and check the PRS documents or other available sources.

Situation 1:
Your country has either not yet drafted or published a PRSP document, or there is a PRSP, but the document does not mention disability at all.

☐ How would you characterise the living situation of people with disabilities in your country?

☐ What are the connections in your national context between poverty and disability?

☐ Which points would be very important to include in your opinion?

In Health: ____________________

In Social Protection: ____________________

In Education: ____________________

In Employment: ____________________

In Accessibility: ____________________

In other sectors: ____________________

☐ What strategies and approaches do you want to promote?

In Health: ____________________

In Social Protection: ____________________

In Education: ____________________

In Employment: ____________________

In Accessibility: ____________________

In other sectors: ____________________

Situation 2:
A PRSP document is already available (either drafted or completed).

Is a disability dimension included in:

In Health?	☐ Yes	☐ No
In Social Protection?	☐ Yes	☐ No
In Education?	☐ Yes	☐ No
In Employment?	☐ Yes	☐ No
In Accessibility?	☐ Yes	☐ No
In other sectors?	☐ Yes	☐ No

Are the statements made in the PRSP adequate?

☐ Yes, because ____________________

☐ No, because ____________________

What do you expect in the implementation process? ____________________

How likely is it that these points will be put into practice? ____________________

Assessment of Different Statements on Disability

Objective
This tool is intended to initiate some reflections and discussions about disability. It can also be used as a means of evaluation during any disability awareness training. Using this tool at the beginning and again at the end of the training shows if and how the participants have changed their perception of persons with disabilities.

Time
15 minutes

Materials
Printed versions of the statements pinned on a pin board, etc.
Pens or small coloured stickers.

Procedure
Each participant should first read all statements carefully and then choose the three that s/he agrees most with. Everybody marks their chosen three statements with a pen or by using small coloured stickers. This exercise should not be done individually; a discussion on the perception of or an explanation of the different models of disability needs to follow the individual choices.

Statements

All persons, regardless of the extent or severity of their disability, have the basic right to affect, through communication, the conditions of their own existence.

Disability is a natural part of the human experience and in no way diminishes the rights of individuals to live independently, enjoy self-determination, make choices, contribute to society, pursue meaningful careers and enjoy full inclusion in the economic, political, social, cultural and educational mainstream of society.

What is retardation? It's hard to say. I would say that it reflects problems with thinking. Some people think that you can tell if a person is retarded simply by looking at them. But if you think that way, you do not give people the benefit of the doubt. You may judge a person by how s/he looks or how s/he talks or what the tests show, but you can never really tell what is inside someone.

People with disabilities are different: their abilities are restricted. Therefore, they need a protective environment where they can learn and work according to their abilities. They cannot participate in normal society. Rehabilitation centres, special schools, special vocational training centres and special residences are suitable places for such people.

People with disabilities prefer to stick together. They cannot integrate themselves into normal schools and workplaces. They represent a burden for society, and would not like to live among "normal" persons.

People with disabilities are victims and suffer a cruel fate. They deserve our pity and help. We should show charity and relieve their burden.

We are people first. At first sight, you may think that we are different. But in spite of our disability, we have much more in common with you than may initially appear.

We want to be accepted as normal persons with personal feelings, needs, problems, interests and opinions. We want to participate in society and lead an independent and full life like other human beings.

Group Work: Models of Disability

Objective
This tool is designed to improve participants' knowledge about the models of disability and to understand how these models affect people's perception and behaviour.

Material
- *Copies of the handouts*
- *Posters*
- *Paper*
- *Small pieces of cards*
- *Marker pens*

Time
About 1½ hours.

Procedure
Divide the participants into three working groups, each of which will work on one model.

Reading the description of their model first, each group should then discuss the following questions:
- *What are the advantages, disadvantages and consequences of this model?*
- *How does this model confirm or differ from your experiences with disability?*
- *How do you deal with your disability or the disability of other persons?*

Based on the result of their discussion, participants should prepare a poster to be presented to the plenary. After the discussion, participants will return to the plenary. Two persons from each group will defend their model in a plenary discussion. Following this debate, all participants should aim to reach a joint conclusion as to which model is the most appropriate.

Handout: The Charity Model

The Charity Model sees persons with disabilities as victims of their impairments. Disability is a deficit. Depending on the disability, the disabled persons cannot walk, talk, see, learn or work. They are unable to help themselves and to lead an independent life. Their situation is tragic, and they are suffering.

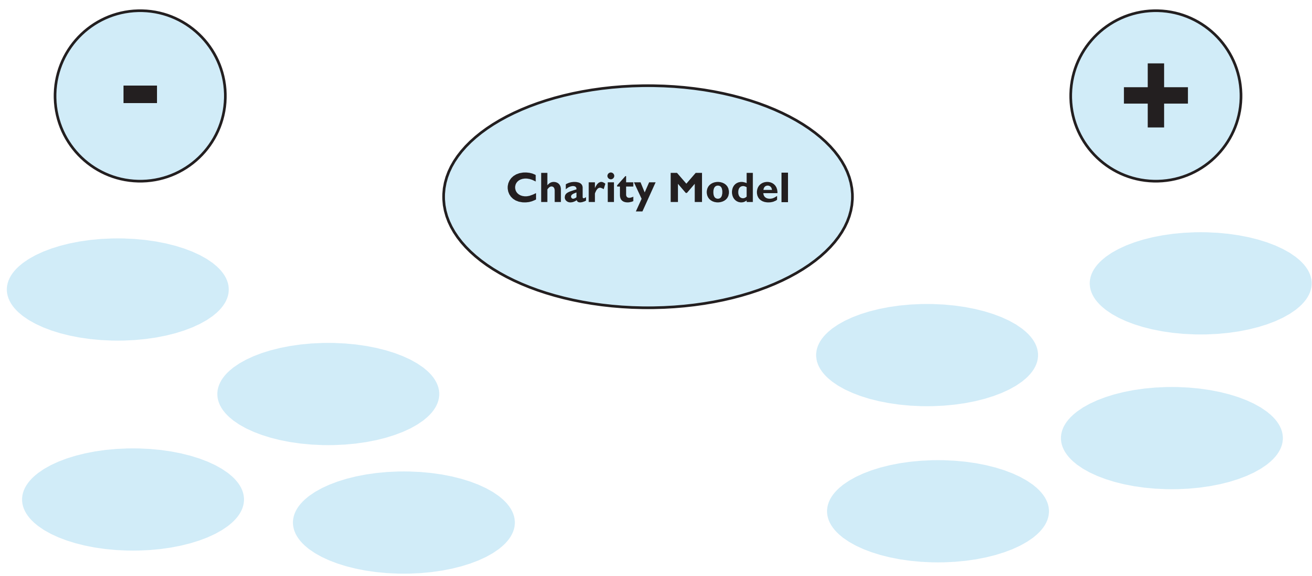
Consequently, they need special services and special institutions such as special schools or living homes because they are different.

People with disabilities have to be pitied and need to be looked after. They need our help, sympathy, charity and welfare.

Sometimes people with disabilities adopt this concept, in which case they usually feel “unable” and have a low sense of self-esteem.

Group work: models of disability

- Read about the model, discuss and develop further associations and examples.
- Discuss the advantages, disadvantages and consequences of this model.
- How does this model confirm or differ from your experiences with disabilities? How do you deal with your disability?
- Prepare a poster about the model along these lines:



- Choose two persons who will defend this model in the ensuing debate on “The best strategies for dealing with disability”

Handout: The Medical Model

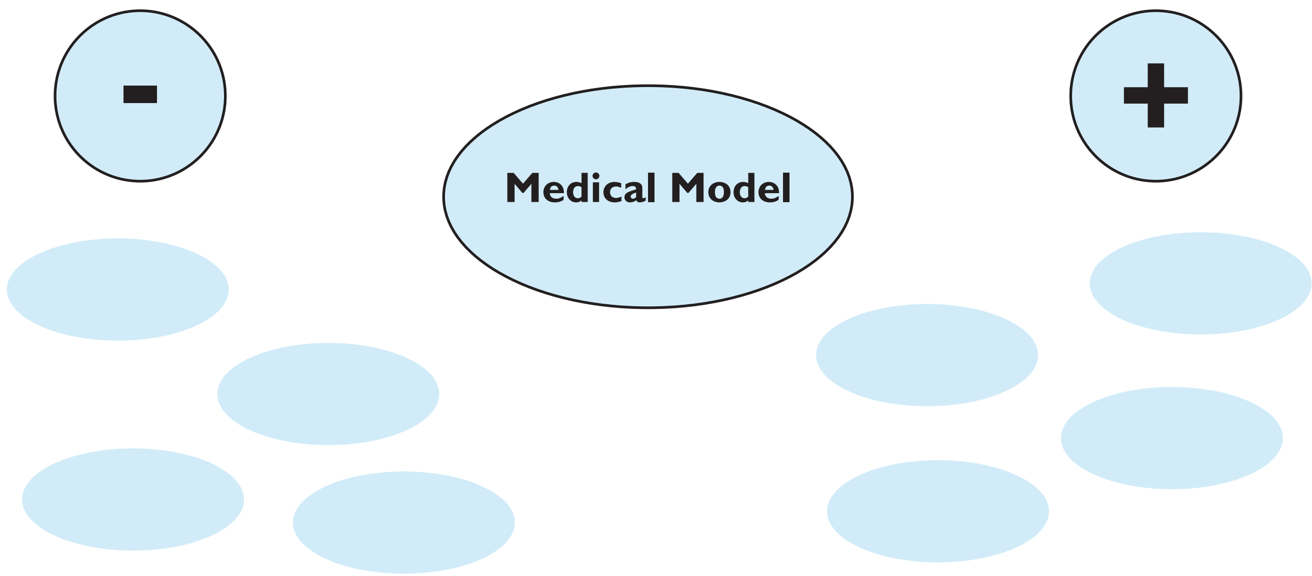
The Medical (or Individual) Model considers people with disabilities as persons with physical or mental problems which need to be cured. This pushes people with disabilities into the passive role of patients.

The aim of a medical approach is to make people with disabilities “normal” – which of course implies that people with disabilities are in some way abnormal. The issue of disability is limited to the individual in question: in case of disability, the disabled person has to be changed, not society or the surrounding environment.

In the understanding of the Medical Model, persons with disabilities need special services, such as special transport systems and welfare services. Society has established special institutions, for example hospitals, special schools or sheltered employment places where professionals (e.g. social workers, medical professionals, therapists, special education teachers) decide on and provide special treatment, education and occupations.

Group work: models of disability

- Read about the model, discuss and develop further associations and examples.
- Discuss the advantages, disadvantages and consequences of this model.
- How does this model confirm or differ from your experiences with disabilities? How do you deal with your disability?
- Prepare a poster about the model along these lines:



- Choose two persons who will defend this model in the ensuing debate on “The best strategies for dealing with disability”

Handout: The Social Model

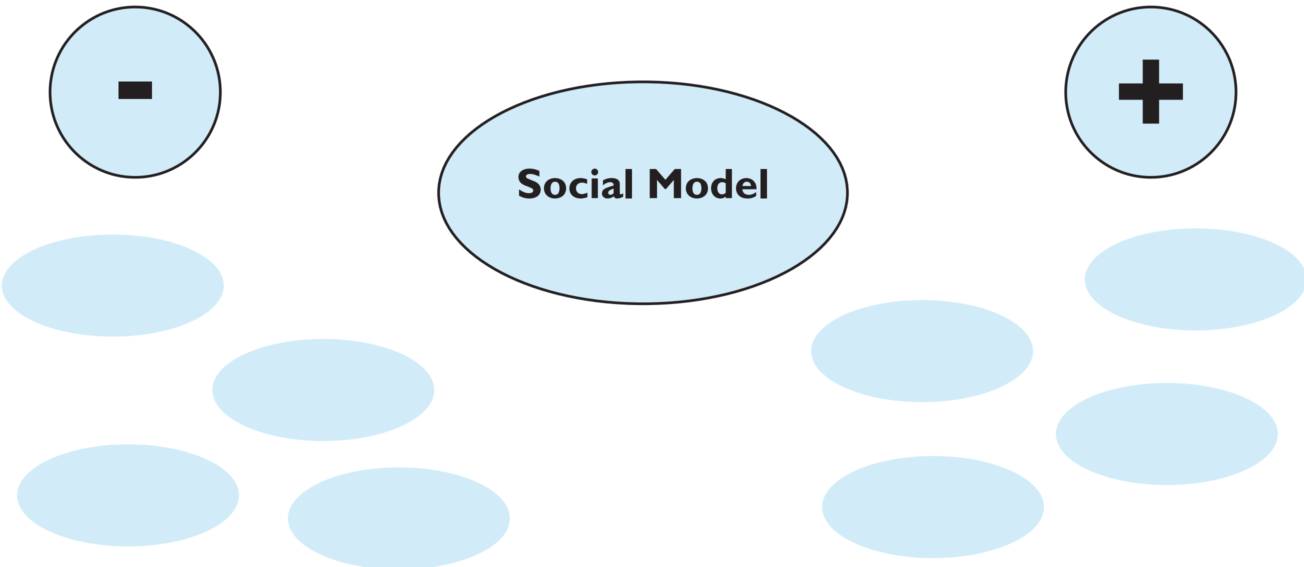
The Social Model regards disability to be a result of the way society is organised. Because of this, people with disabilities face discrimination and barriers to participation:

- Attitudinal discrimination is expressed in fear, ignorance and low expectations. Attitudes are strongly influenced by culture and religion.
- Environmental discrimination results in physical inaccessibility affecting all aspects of life (market and shops, public buildings, places of worship, transport, etc.)
- Institutional discrimination means legal discrimination. Persons with disabilities are excluded from certain rights. For example, in some countries persons with disabilities are not allowed to marry and have children, or are excluded from school.

These three types of barriers make people with disabilities unable to take control of their own lives. According to the Social Model, a disability does not only depend on the individual, but also on the environment, which can be disabling or enabling in various ways. Is a person in a wheelchair still disabled if s/he can drive a car or motorbike and her/his home, workplace and other buildings are accessible?

Group work: models of disability

- Read about the model, discuss and develop further associations and examples.
- Discuss the advantages, disadvantages and consequences of this model.
- How does this model confirm or differ from your experiences with disabilities? How do you deal with your disability?
- Prepare a poster about the model along these lines:



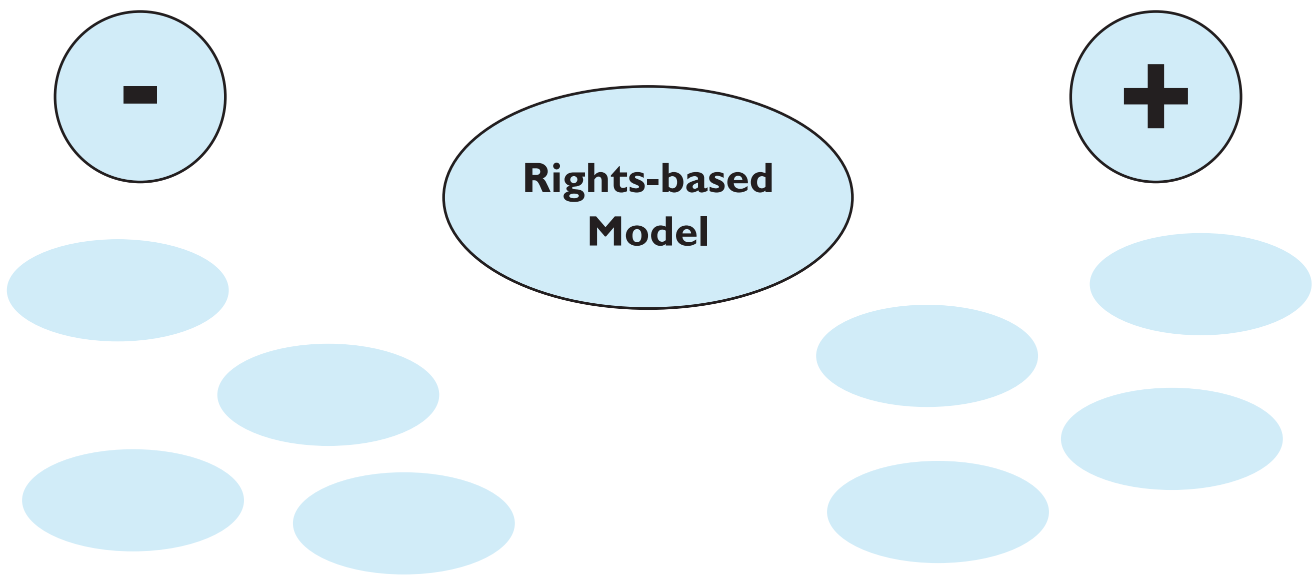
- Choose two persons who will defend this model in the ensuing debate on "The best strategies for dealing with disability"

Handout: The Right-based Model

The Rights-based Model is closely related to the Social Model. It focuses on the fulfilment of human rights, for example the right to equal opportunities and participation in society. Consequently, society has to change to ensure that all people – including people with disabilities – have equal possibilities for participation. It is a fact that persons with disabilities are often denied basic human rights, for example the right to health (physical and psychological) or the right to education and employment. Laws and policies therefore need to ensure that these barriers created by society are removed. The Rights-based Model states that support in these areas is not a question of humanity or charity, but instead a basic human right that any person can claim. The two main elements of the rights-based approach are empowerment and accountability. Empowerment refers to the participation of people with disabilities as active stakeholders, while accountability relates to the duty of public institutions and structures to implement these rights and to justify the quality and quantity of their implementation.

Group work: models of disability

- Read about the model, discuss and develop further associations and examples.
- Discuss the advantages, disadvantages and consequences of this model.
- How does this model confirm or differ from your experiences with disabilities? How do you deal with your disability?
- Prepare a poster about the model along these lines:



- Choose two persons who will defend this model in the ensuing debate on "The best strategies for dealing with disability"

Checklist: National Disability Legislation

*If you are seeking to assess the quality of the disability legislation in your country, this checklist is designed to provide you with an initial consideration of the main issues to take into account. To obtain further information, you should ask resource persons (e.g. lawyers), and check the legislation or other available sources (e.g. International Disability Rights Monitor: http://**www.ideanet.org**/content.cfm?id=5F55).*

☐ Are there national laws for the promotion of opportunities of people with disabilities?
If yes, which: ______________________________

When were they published? ______________________________

Is the public aware of them?
☐ Yes ____________________
☐ No ____________________
☐ Partially ____________________

Do these laws regard the UN Standard Rules?
☐ Yes, because ____________________
☐ No, because ____________________
☐ Partially, because ____________________

☐ Has the government made any commitments to any international conventions and legislation (e.g. the UN Standard Rules, the UN Convention on Human Rights etc.)?

☐ Has your government signed or ratified the UN Convention for Persons with Disabilities?
If yes, date of signature/ratification: ____________________

____

☐ Are there any discriminatory laws (e.g. prohibiting people with disabilities to marry)?
If yes, which: ______________________________

☐ Are there anti-discrimination laws?
If yes, which: ______________________________

☐ Is there a ministry, department or government unit responsible for people with disabilities?
If yes, which: ______________________________

☐ Is there a Member of Parliament or government representative who has a disability?
If yes, are you in contact with him/her?
☐ Yes ____________________
☐ No ____________________

Does s/he actively promote the interests of the national disability movement?
☐ No, because ____________________
☐ Partially, because does not ____________________

Problem Tree Analysis

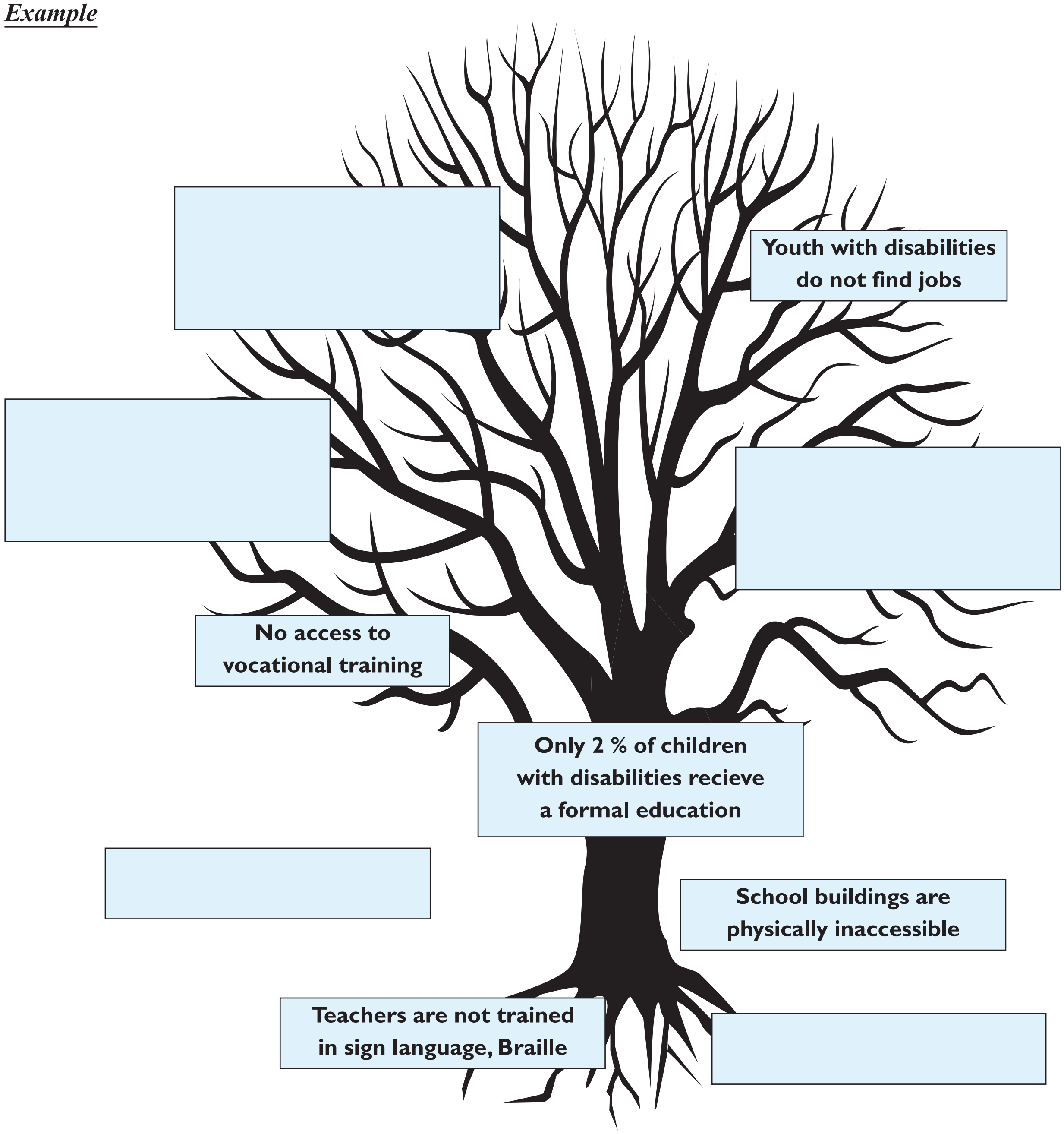
Objectives
A problem tree is a useful way of analysing the causes and effects of a specific problem, e.g. the relationship between education and disability. The problem tree is also a good planning tool.

Materials
A flipchart or blackboard that is visible to all participants; small pieces of card or post-its for each issue that may easily be attached to and detached from the flipchart.

Time
1–2 hours

Procedure
You should discuss these issues in a small focus group with important resource persons: The central problem is identified and placed in the middle of the trunk; the causes then form the roots, and the effects become the branches and leaves.

Example



A more detailed description is available at:

http://**www.fao.org**/Participation/ft_more.jsp?ID=4424

SWOC Analysis

Objectives
This tool can be used in a structured brainstorming session to analyse and discuss a given situation.

Materials
A large sheet of paper (flipchart), marker pens or a blackboard and chalk, etc.

Time
30–60 minutes

Procedure
The group discusses a situation based around the following keywords:

Strengths: Subjects that have worked well internally, which people are proud of.

Weaknesses: Subjects that have not worked well internally.

Opportunities: External occasions promoting the situation discussed

Constraints: External facts that limit the situation discussed.

Factors …	… promoting	… blocking
internal	**Strengths** • Trust • A professional and competent team • Successful projects	**Weaknesses** • Lack of systematic communication • Excessive workload • Family obligations
external	**Opportunities** • Availability of funding • Raising awareness within the community	**Constraints** • Political instability • Strong competition from the private sector • Conflicts within the movement

Adapted from: Save the Children (2003): *Toolkits. A Practical Guide to Planning, Monitoring,* Evaluation and Impact Assessment.

You can find more details at FAO field tools@participation:
http://**www.fao.org**/Participation/ft_more.jsp?ID=720

Portfolio Analysis

Objectives
Evaluation of projects, activities, partners or stakeholders

Materials
A flipchart or blackboard with the table proposed below that is visible to all participants; small pieces of card or post-its for each project/activity/partner/stakeholder that may easily be attached to and detached from the flipchart.

Time
30–45 minutes

Procedure
List your projects, activities, partners or important stakeholders in a brainstorming session with your team. Discuss and organise the listed items according to the following criteria:

1. **Stars:** Strong projects/activities with a potential for growth: these are dynamic, popular and creative.
2. **Question marks:** New or innovative projects/activities that are not yet proven. These may become very effective and develop into “stars”, or they may just as easily fail and become “dead ducks”.
3. **Foundation stones:** Reliable, safe projects/activities that provide a degree of financial security, credibility and reputation.
4. **“Dead ducks”:** Projects/activities that take up management and financial resources and provide little or no added value in terms of the effort required.

Stars ✶ ✶ ✶	**????**
Foundation Stones	**Dead Ducks**

(adapted version, INTRAC/Oxford, 2003 seminar paper)

Timeline of an Organisation/Project/Partnership

Objectives
- *To enable participants to produce a timeline that indicates significant events, achievements, setbacks and changes in the history of the organisation.*
- *To understand better the specific context of a project/activity or partnership.*
- *To generate initial findings that will be deepened in subsequent exercises.*
- *To assess the organisation's capacity to learn and to cope with change.*
- *To provide a reference point for a later assessment of the impact of important changes on the organisation's development.*
- *To help bring out assumptions.*

Materials
A flipchart or chalk-board that is visible to all participants; small pieces of card or post-its for each event that may easily be attached to and detached from the flip-chart

Time
1–1½ hours

Procedure

Selection of participants

- The longest serving members of the organisation, leaders, administrative staff and field staff should be chosen.
- In the case of a project, activity or partnership assessment, the inclusion of the key partners should be considered. Partners may also establish a timeline in an independent group of their own. The results should then later be compared and discussed.

Steps

1. Present the blank timeline diagram, and explain that a timeline helps outline a historical sequence of events over a period of several or many years.
2. Add the checklist of key events to be recorded to the timeline, and ask participants to include other important types of events in this list.
3. Have participants list key events in their organisation's/project's/partnership's history. Write these events and the year/month when each took place on blank cards.
4. Ask the participants to indicate whether each event can be assessed as "positive", "negative" or "neutral/normal". Positive events are those which improved performance or strengthened the organisation; negative events by contrast are those that set back performance or weakened the organisation.
5. Tape these cards onto the timeline, near the corresponding dates and placing them as follows:

- Positive events above the horizontal line,
- Negative events below the horizontal line, and
- Neutral/normal events along the line.

The criteria for sorting the events into these three categories should be determined by the participants themselves.

Checklist of key events (to be completed by participants)

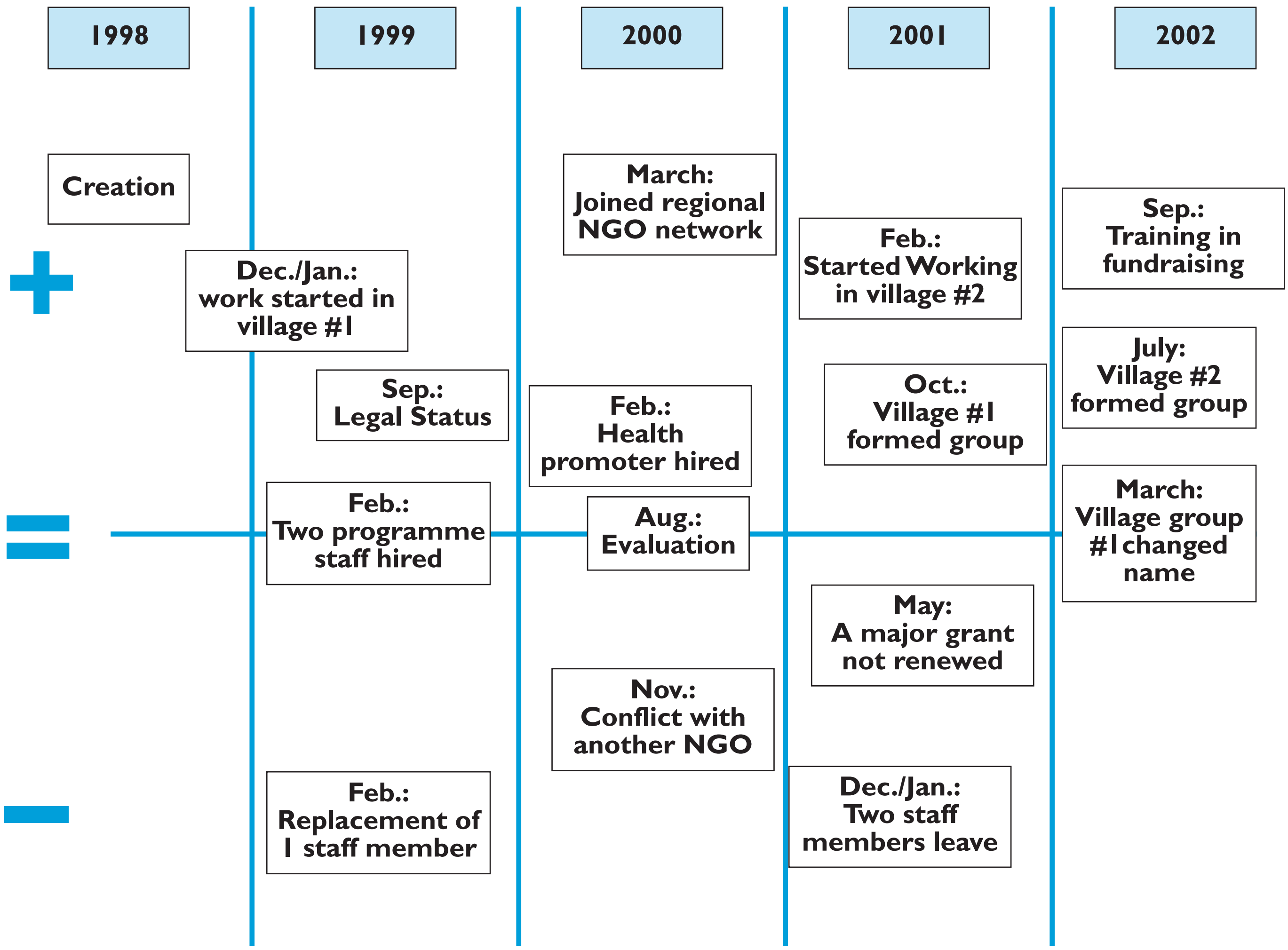
- Creation of the organisation/office, or start of the project/activity/partnership
- Changes in staff and leadership: expatriates or locals
- Funding changes
- Programme evaluations and assessments
- Starting and ending of specific activities or projects
- Programme shifts in terms of strategy or objectives
- Key training courses

• Establishment of links to external groups
• Acquisition of legal status
• Changes to organisational systems and procedures (e.g. accounting, project management, etc.)
• Internal crises
• Political events influencing staff and their work

The questions to be asked depend on what events have been cited. The questions provided here should purely serve as an indicative example. Some key questions for a semi-structured interview with participants could be:

• Who was primarily responsible for creating the organisation/establishing the office?
• What motivated this decision?
• What caused a particular setback to happen?
• How did the organisation expand to reach more groups?
• What brought about a change in the purpose of the organisation?
• Why did a certain leader/important staff member/partner resign?
• How did the organisation succeed in obtaining a major funding grant?
• What did the organisation do with the funding received in year X?
• Are there any critical issues affecting the organisation's performance or viability that arise from analysing the timeline?

Example



This timeline is a modified version of an original taken from Gubbels, Peter and Catheryn Koss (World Neighbors) (2000): *From the Roots Up. Strengthening Organizational Capacity through Guided Self-Assessment.* Pp. 102–105.

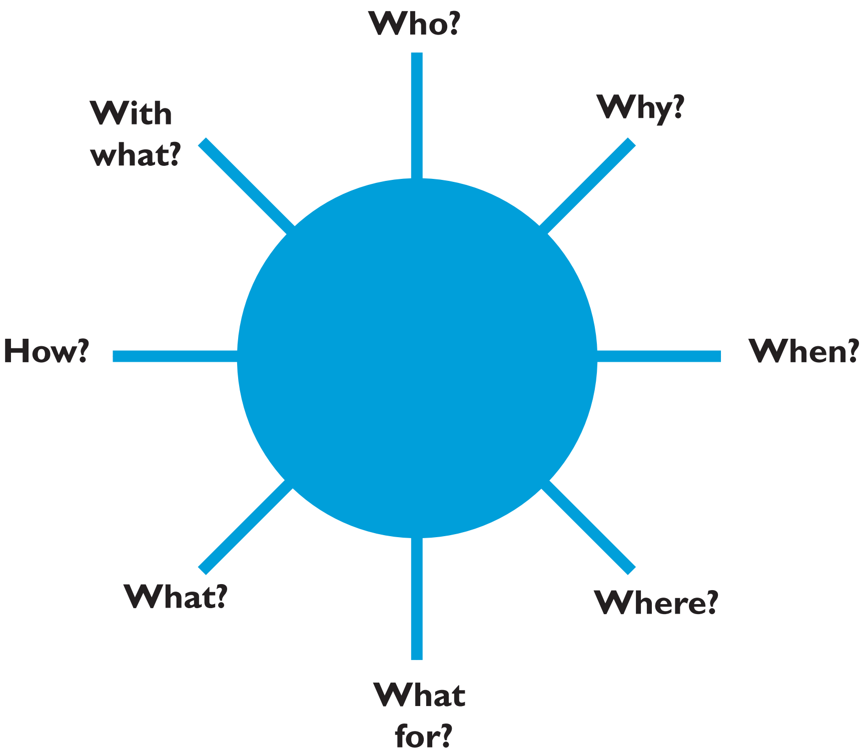
The Eight Sunrays Of Planning

Objectives
The sun reminds all participants involved in the planning that if this is not done well, rain and clouds will appear. The circular form of the sun symbolises the ongoing planning process, allowing participants to start at any point.

Materials
A flipchart or blackboard that is visible to all participants; small pieces of card or post-its for each issue that may easily be attached to and detached from the flipchart.

Time
1 hour.

Procedure
Participants should form small working groups and answer the following questions:



Who?	Who should be involved?
Why?	Why should they be involved? What is the aim?
When?	When should it happen?
Where?	Where should it happen?
What for?	What objectives do you want to achieve?
What?	What needs to happen in order to achieve the objectives?
How?	How should it happen which methods do you use?
With what?	What resources (money, people, etc.) do you need?

Adapted from:

📖 Harris, Alison with Sue Enfield (2003): *Disability, Equality and Human Rights: A Training Manual for Development and Humanitarian Organisations.* An Oxfam Publication in association with Action on Disability and Development (ADD), Oxford, pp. 144–46.

Action or Implementation Plan

Objective
This tool facilitates the planning of project and programme activities

Objective	**Activity**	**Resources needed**	**Person(s) responsible**	**Timeframe**
What for? What objectives do you want to achieve? What needs to happen in order to achieve the objectives?	**How:** How should it happen and which methods will you use?	**With what?** What resources (money, people, etc.) do you need?	**Who** should be involved? **Why** should they be involved? **What** is the aim?	**When** should it happen?

See also: Tool "🖰 Sunrays for Planning"

🖰 Adapted from: CEDPA (1999): *Advocacy: Building Skills for NGO Leaders.* Available at: http://**www.cedpa.org**/content/general/detail/666

The Logical Framework Approach

Objectives
The logical framework approach not only provides a project overview, but also forms a basis for monitoring and evaluation. This chapter introduces the most important instrument of the approach, the so-called logframe matrix, and lists the analyses that have to be carried out before it can be used.

Materials
Copies of the matrix and the explanation below for all participants.

Time
1 hour

Procedure
Distribute a short description of a project, or ask participants to describe one of their projects. Let them discuss the internal (horizontal and vertical) logic of their project, filling in the logframe only as a final summary of their discussion.

Explanation

The logical framework approach is used by a number of development agencies, such as the European Union, the US Agency for International Development (USAID), the UK's Department for International Development (DFID), the Canadian International Development Agency (CIDA), the Organisation for Economic Co-operation and Development (OECD) Expert Group on Aid Evaluation and the Australian Government Overseas Aid Program (AusAID).

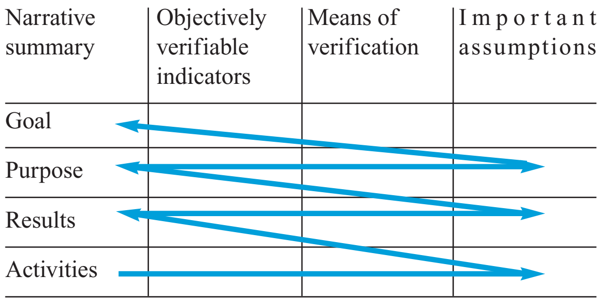
Before using the logframe, the following analyses have to be carried out:

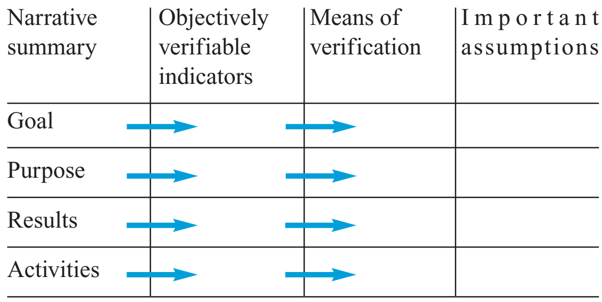
- Stakeholder analysis: An overview of all persons, groups, institutions and so on that are affected by the project (direct and indirect beneficiaries, target groups, project staff, etc.).
- Problem analysis: Analysis of an existing problem, its linkages to other problems and its reasons and effects. A problem tree can be used as a visualisation method.
- Goal analysis: A description of the future situation. This analysis translates the negative situation outlined in the problem analysis into positive sentences or goals.
- Alternative strategies analysis: This assesses different project strategies and helps to choose the most feasible approach.

The logical framework approach provides a project overview, but also forms a basis for monitoring and evaluation. The most important instrument of the approach is a matrix, the so-called logframe. This consists of four columns in which you fill in a short summary of the project, elements of monitoring and evaluation, and the main project assumptions:

Narrative summary	Objectively verifiable indicators	Means of verification	Important assumptions
Goal			
Purpose			
Results			
Activities			

The logframe follows a horizontal and a vertical logic, whereby the elements are both linked to each other logically and cause each other (see the figure below). The activities influence the assumptions, and the assumptions in turn influence the results, and so on.





Keywords:

- **Goal:** Broader developmental impact or overall objective. The problem which the project intends to solve. What will be improved in the future?
- **Purpose:** Impact/effect of the project.
- **Results:** What must be achieved in order to fulfil the project purpose? This often takes the form of project milestones, which must be achieved by a specific date.
- **Activities:** What must be done in order to achieve the results?
- **Objectively verifiable indicators:** Indicators that show whether the goal, purpose and results have been achieved, or if the activities have been conducted. The indicators can be quantitative or qualitative, but must be measurable.
- **Means of verification:** Where can we obtain information on the indicators? Can we use existing sources, or do we have to conduct a survey? (for more information on indicators, see
  http://**www.making-prsp-inclusive.org**/uploads/media/Indicators.pdf)
- **Important assumptions:** The framework and working environment that influence the project. This includes conditions for success as well as risks.

Example

Narrative summary	Objectively verifiable indicators	Means of verification	Important assumptions
Goal: Jamaica to become dominant in the field of competitive bobsledding.	Jamaica seen as a serious winter sports competitor.	The international media report about the success of the Jamaican team.	Other teams are not more successful.
Purpose: For Jamaica to win the gold medal for bobsledding at the 2002 Winter Olympics.	The Jamaican team wins.	Results of the 2002 Winter Olympics.	There is enough snow for the Games to be held, and the Jamaican team qualifies.
Results: Team members selected by (date). Team at full fitness by (date).	Team members capable of running x meters in x seconds by x time.	Fitness report by team doctor.	
Activities: Develop a training schedule. Find a practice venue. Conduct a publicity campaign to recruit team members, etc.	Four-year training schedule, budget and outcomes developed and agreed by x, etc. Inputs: funding, coach, bob, etc.	Schedule written and agreed by coach, team members and team doctor. Budget and means for the project exist.	

Taken from BOND (nd): Logical Framework Analysis. Guidance Note No. 4. Available at: http://**www.gdrc.org**/ngo/logical-fa.pdf

BOND (nd): Logical Framework Analysis. Guidance Note No. 4. Available at: http://**www.gdrc.org**/ngo/logical-fa.pdf

The Disability Knowledge and Research Programme (DisabilityKar) (2004): Constructing a Logical Framework. Available at: http://**www.kar-dht.org**/logframe.html

The Venn Diagram

Objectives
To reveal important linkages and constraints according to the perceptions of different groups of participants:
• within an organisation; and/or
• within a certain institutional context, for example: village structures or an institutional environment

Materials
Chalk on a concrete floo **or** *a stick in the sand* **or** *pens, paper, scissors, tape/glue.*

Time
45 minutes – 1 hour

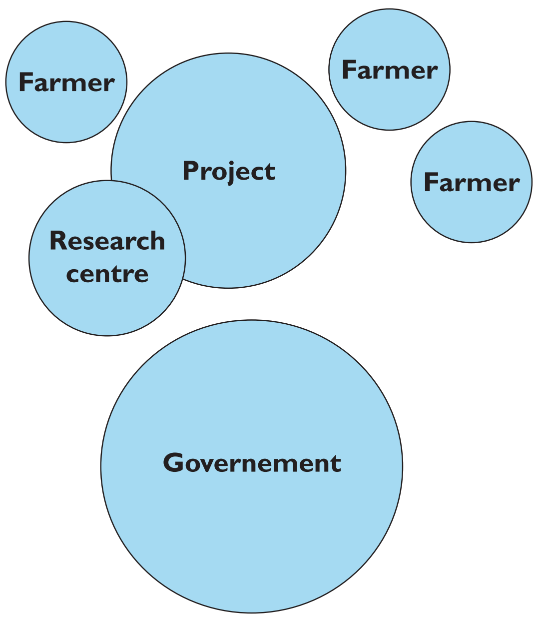
Procedure
Circles of different sizes are allocated to different stakeholders, institutions, groups, departments or programmes. Their size varies according to the importance of the stakeholder or institution. The distance between the different circles (or their overlapping) indicates the intensity of contact and mutual influence.

Group Methodology

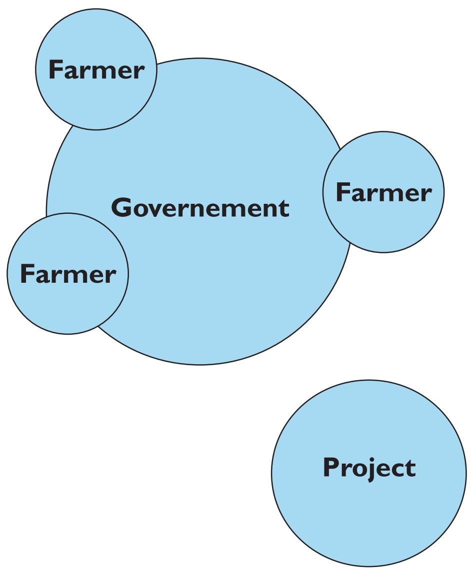
- **One group**: Constructing a Venn diagram together may facilitate the discussion between members of an organisation or a certain environment about linkages, constraints and the structure in general.
- **Several groups**: Participants should join a group either according to what they know about an organisation or according to hierarchy/department. Each group then produces a Venn diagram of their organisation. The different diagrams are then exhibited, and key differences and underlying causes are analysed and discussed.

Example

1. Venn diagram by project staff



2. Venn diagram by farmers



A more detailed description on this topic can be found at:

FAO field tools@participation http://**www.fao.org**/Participation/tools/venndiagram.html

Inventory and Ranking of Stakeholders

Objectives
• Running projects: inventory, ranking and classification of stakeholders
• Planned projects: criteria for choosing a partner

Materials
A flipchart or blackboard that is visible to all participants; small pieces of card or post-its for each stakeholder that may easily be attached to and detached from the flipchart.

Time
1 hour.

Procedure
You should establish the inventory and discuss the ranking of stakeholders in a small focus group with important resource persons.

First step: Structured brainstorming with all participants

Who are the most important stakeholders in the chosen field (disability, PRSP, others)? Use the following list to complete the brainstorming session if necessary:

- **Associations of people with disabilities:** ____________________
- **Associations for people with disabilities:** ____________________
- **Associations of professionals:** ____________________
- **Governmental structures:**
  - Ministry 1 — Politics: ____________________
    Technical/executing: ____________________
    Technical/decision: ____________________
  - Ministry 2 — …
- **Decentralised governmental structures/services:** ____________________
- **Community-based organisations:** ____________________
- **International organisations:** ____________________
- **Religious authorities:** ____________________
- **Private sector: enterprises and private businesses:** ____________________
- **Resource persons/individuals:** ____________________
- **Others:** ____________________

Second step: What are the *criteria* for deciding *on the importance* of a stakeholder/organisation for the national disability movement/field of disability? Use the following list to complete the possible criteria:

- Implemented activities/projects: history and experiences of past cooperation and project implementation
- Size: human, physical and financial resources
- Legitimacy: number and level of satisfaction of members
- Relationships: connections with key persons in politics, the media, etc.
- Type of organisation: identity (vision, ambitions, motivation, etc.), its mission (mandate), its internal structure, staff (permanent staff, volunteers, etc.), and so on
- Others

Third step: Establish a ranking of stakeholders/organisations according to the criteria fixed in step 2.

Matrix of Key Persons/Stakeholders

Objectives
This tool is more complex than the Venn Diagram, but also more systematic in its application. It reveals important linkages and constraints according to the perceptions of different groups and participants, either within an organisation and/or within a certain institutional context, for example a village structure or an institutional environment.

Materials
Copies of the below matrix for each participant.

Time
30–45 minutes

Procedure, Version 1

- List all key persons or main organisations in a specific field (e.g. representatives of department 1 or associations of persons with disabilities) on the vertical axis of the matrix.
- List all key persons or main organisations of another field (e.g. representatives of department 2 or government representatives) on the horizontal axis of the matrix.
- Discuss the relationship between two key persons or main organisations and fill in the "relationship" boxes accordingly.

Example, Version 1

Double entry	Stakeholder A	Stakeholder B	Stakeholder C	Stakeholder …
Stakeholder 1	Relationship of stakeholder 1 with stakeholder A	Relationship of stakeholder 1 with stakeholder B	Relationship of stakeholder 1 with stakeholder C	Relationship of stakeholder 1 with stakeholder …
Stakeholder 2	Relationship of stakeholder 2 with stakeholder A	Relationship of stakeholder 2 with stakeholder B	Relationship of stakeholder 2 with stakeholder C	Relationship of stakeholder 2 with stakeholder …
Stakeholder 3	Relationship of stakeholder 3 with stakeholder A	Relationship of stakeholder 3 with stakeholder B	Relationship of stakeholder 3 with stakeholder C	Relationship of …
Stakeholder …	Relationship of…	Relationship of…	Relationship of…	…

Procedure, Version 2

- Write down all key persons or main organisations on the vertical axis of the matrix.
- Write down the same key persons or main organisations on the horizontal axis.
- Discuss the mutual influence of two key persons or main organisations and fill in the “impact” boxes accordingly.

Double entry	Stakeholder 1	Stakeholder 2	Stakeholder 3	Stakeholder …
Stakeholder 1		Impact of stakeholder 1 on stakeholder 2	Impact of stakeholder 1 on stakeholder 3	Impact of stakeholder 1 on stakeholder ….
Stakeholder 2	Impact of stakeholder 2 on stakeholder 1		Impact of stakeholder 2 on stakeholder	Impact of stakeholder 2 on stakeholder ….
Stakeholder 3	Impact of stakeholder 3 on stakeholder 1	Impact of stakeholder 3 on stakeholder 2		Impact of …
Stakeholder …	Impact of …	Impact of …	Impact of …	

Adapted from:

Handicap International (2002): Partnership. A better understanding of partnership for better collaboration, pp. 30–32. Available at: http://**www.handicap-international.de**/images/pdfs_multimedia/partenariat_uk.pdf

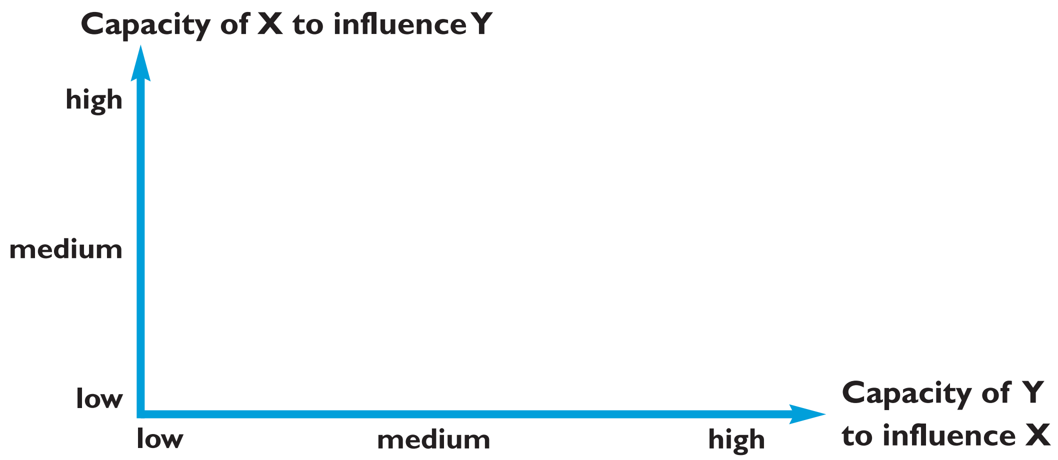
Diagrams of Mutual Influence

Objectives
This tool facilitates discussions about the mutual influence exerted:

- *between two persons (stakeholders, organisations, etc.) at a specific time (option 1), or*
- *of a person (stakeholder, organisation, etc.) on a specific project/activity and vice versa (option 2).*

It is possible to show the influence of X on Y, and vice versa, by plotting the position on the two axes of the diagram; this also reveals potentially divergent opinions about the level of influence.

Materials
A flipchart or blackboard that all participants can see, with the following diagram:

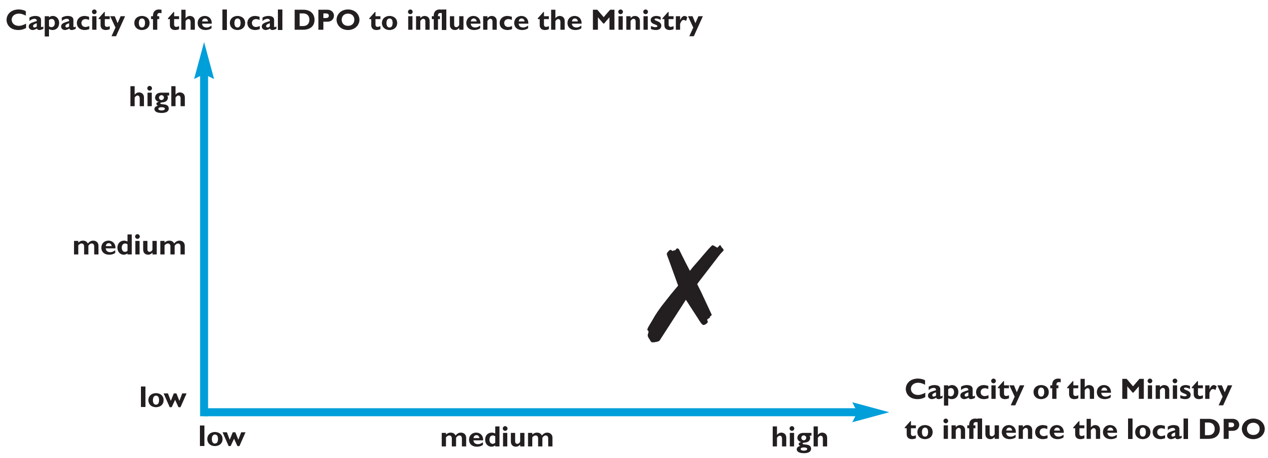


Option 1: Influence between key persons / stakeholders

Time
5–10 minutes per stakeholder, depending on the importance of the stakeholder and the degree to which participants' opinions converge or diverge.

Procedure
Discuss the capacities of different stakeholders vis-à-vis each other in a small focus group with important resource persons using the proposed diagram.

Example: A DPO and the Ministry of Social Affairs



Option 2: Influence between two persons

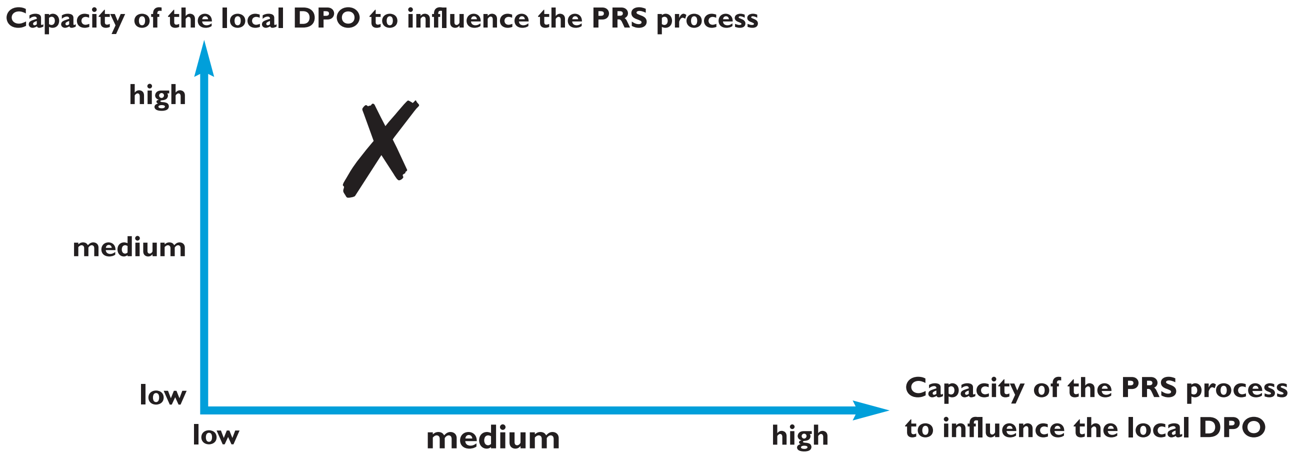
Time

5–10 minutes per stakeholder/activity, depending on the importance of the person (stakeholder, organisation, etc.), the specific project/activity and the degree to which participants' opinions converge or diverge.

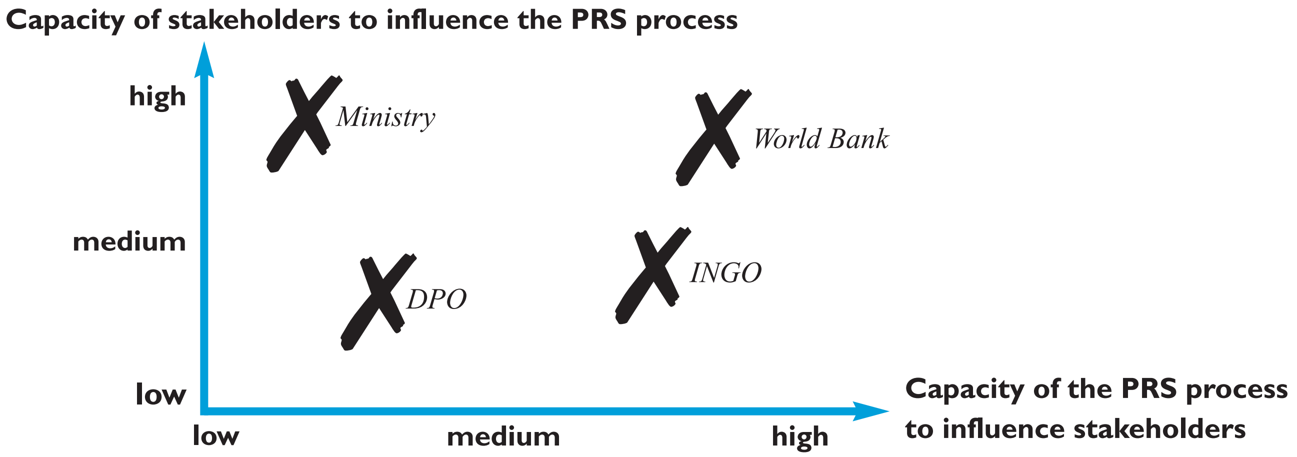
Procedure

Discuss the capacities of a person (stakeholder, organisation, etc.) with regard to a specific project or activity in a small focus group with important resource persons using the proposed diagram. This tool facilitates the discussion and the analysis of the level of influence the project has on one person (stakeholder, organisation) at a time and vice versa. It is also possible to include all the main stakeholders in the diagram in order to discuss and compare their positions.

Example 1: A local DPO and the PRS process



Example 2: Several stakeholders and the PRS process



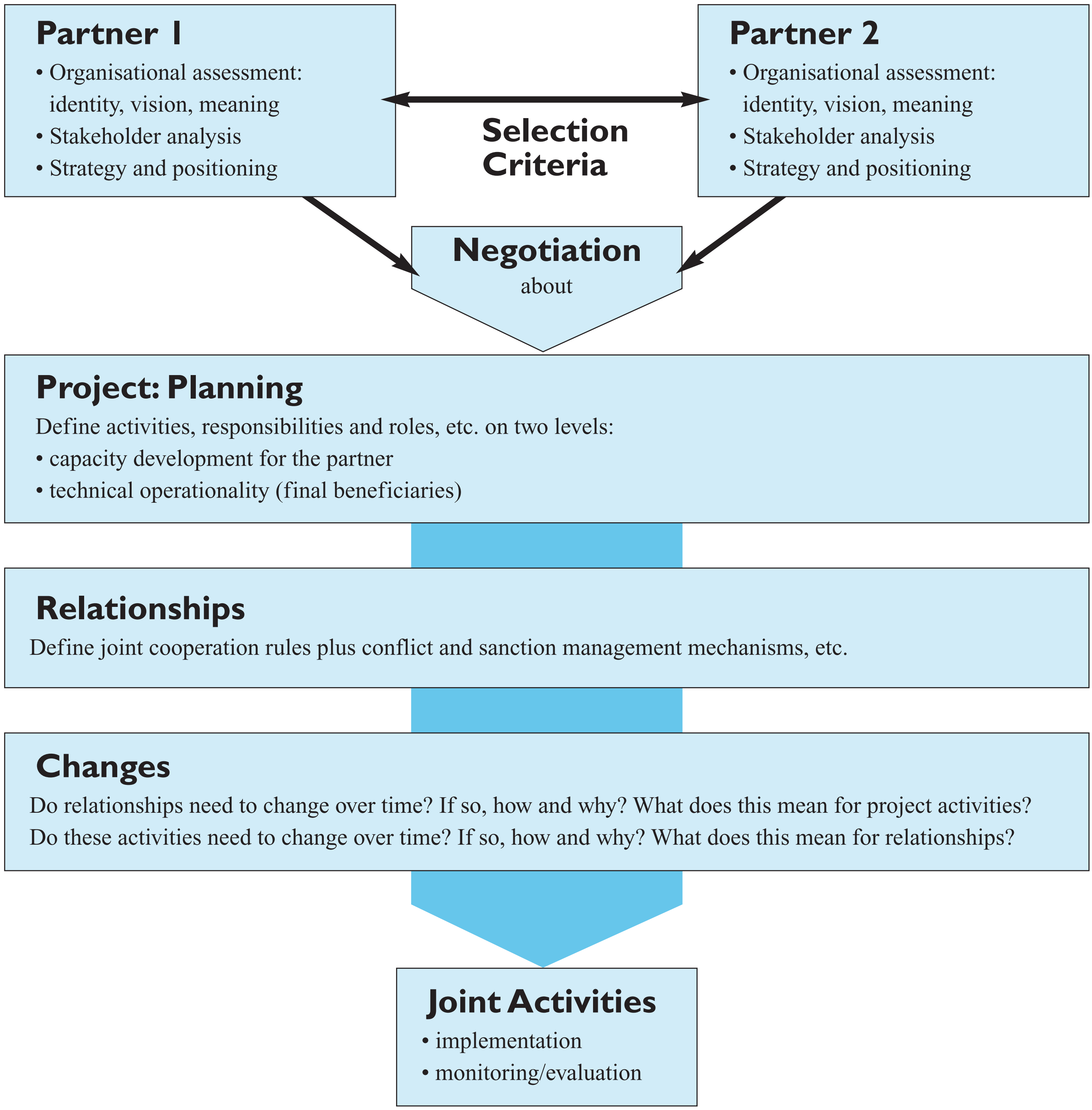
The Ideal Approach to Cooperation

Objectives
Analysis of a specific example of cooperation between two organisations on the basis of the diagram below, which summarises an ideal collaboration.

Materials
Copies of the diagram below for all participants.

Time
15–30 minutes.

Procedure
You should choose a specific activity or project of your organisation where you are cooperating with another organisation. Use the diagram below to discuss with your team the important aspects of your project and the way you cooperate on it. You should ask your partner organisation to do the same and then compare the results, or invite the partner organisation right from the start and discuss the diagram together.



Ownership Chart

Purpose
The process of empowering an organisation to achieve better independence and autonomy is a project which in itself demands a clear distribution of roles and responsibilities between the concerned stakeholders. This tool facilitates the discussion about the distribution of roles and about the question of the ownership of a project or an activity by any given stakeholder.

Objectives
- *To identify the different perceptions in respect to the autonomy and independence of a given stakeholder in the implementation of a specific activity.*
- *To discuss the existing differences.*

Steps

1. The participants agree on the project to be discussed.
2. They list specific activities on the vertical axis and the stakeholders involved on the horizontal axis.
3. Every person fills in the matrix according to a scale ranging from a minimum of 1 point to a maximum of 5 points.
4. The participants compare, exchange views on and discuss the reasons for the existing differences.

Project/activity:	**Person 1 or organisation 1**	**Person 2 or organisation 2**	**......**
Ex.: Who identified the problem?			
Ex.: Who proposed the solution? (= project proposal)			
Ex.: Who funds the activities?			
Ex.: Who takes the decisions?			
Ex.: Who supplies the technical expertise?			
Ex.: Who mobilises the human resources?			
Ex.: Who manages the project resources?			
Ex.: Who links the different stakeholders?			
Ex.: Who evaluates them?			
Ex.: Who is responsible for the fund?			
Ex.: Who is responsible for the results?			
Ex.: Who manages any conflicts that may arise?			

Power Mapping

Objectives
To identify stakeholders who might be supportive, neutral or actively oppose an activity or project, and to reveal important linkages and constraints according to the perceptions of different groups and participants, either within an organisation and/or within a certain institutional context, for example a village structure or an institutional environment.

Materials
A flipchart, chalk on a concrete floor, a stick in the sand or pens, paper, scissors, tape/glue.

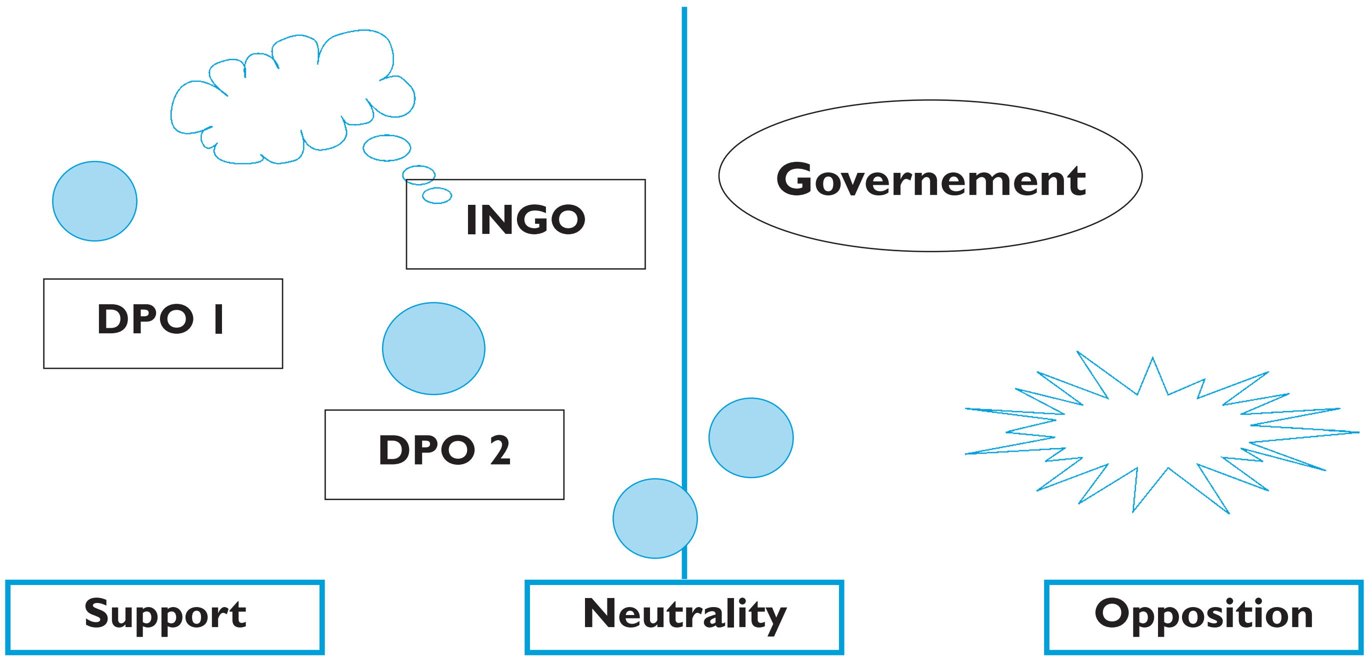
Time
45 minutes–1 hour

Procedure
The exercise is quite similar to the Venn Diagram. However, this time the paper (or whatever background material is used) is divided into two areas: support and opposition, both separated by a line indicating a neutral zone. You should write down the different stakeholders on different types of paper (i.e. using different colours and sizes, etc.; photos and pictures can also be useful) and arrange them in relation to the objective/target you want to achieve, and in relation to each other. Their size should vary according to the importance of the particular stakeholder or institution. The distance between the different circles (or their overlapping) indicates the intensity of contact and mutual influence.

Group methodology

- **One group:** Conducting a Power Mapping exercise together may facilitate discussion between members of an organisation or ones acting in a certain environment about linkages, constraints and the structure in general as well as about stakeholders that may support, be neutral or actively oppose an activity or project.
- **Several groups:** Participants should join a group either according to what they know about an organisation or according to hierarchy/department. Each group then conducts a Power Mapping exercise for their organisation. The different diagrams are then exhibited, and key differences and underlying causes are analysed and discussed.

Example
Objective/Target: Improve the accessibility to schools for children with disabilities



Power Map, adapted from CEDPA (1999): Advocacy: Building Skills for NGO Leaders. Available at: http://**www.cedpa.org**/content/general/detail/666/, p. 24.

The Cs of Communication

This checklist is designed to support you when planning advocacy and lobbying campaigns. Whenever you communicate with individual persons or a large public, it is helpful to think carefully about the way you communicate. Check all forms of communication against the following seven criteria to ensure that your communication is:

- ☐ **C**lear ➔ What you say should be understood after first reading or hearing.
- ☐ **C**orrect ➔ Avoid making mistakes and do not supply incorrect data. If you have conducted your research thoroughly and if you are well-informed, your chances of retaining credibility are high.
- ☐ **C**omplete ➔ The information collected should not have gaps, and should clearly answer the "Four Ws and the one H", namely: Who? Why? What? When? How?
- ☐ **C**oherent ➔ The given information should be logical and easy to read.
- ☐ **C**oncise ➔ Use words economically: do not waste time saying the same thing in three different ways.
- ☐ **C**ourteous ➔ Adopt an appropriate neutral tone, not too formal, but not too colloquial either.
- ☐ **C**ulturally ➔ Keep in mind that communication is also related to culture. When communicating adapted with somebody from another culture (e.g. with a staff member of an INGO), you must realise that not only is his/her language different, but also his/her attitudes and behaviour, which also form an important part of communication.

Group work: The message

Objective
To develop appealing messages, e.g. for lobbying and advocacy activities.

Materials
Poster, markers, copies of the handout.

Time
1 hour and 15 minutes

Procedure

1. *Brainstorming – 15 minutes*
   Joint brainstorming on a poster
2. *Discussion – 15 minutes*
   Discussion and selection of the three most important messages
3. *Formulation – 30 minutes*
   Reformulation of the three most important messages
4. *Presentation – 15 minutes*
   Development of the best way(s) to present these three messages

Handout: The message – What? How?

1. Brainstorming: Our message(s) – 15 minutes

Put the poster in the middle of the table. Each person needs a marker pen. For the next 15 minutes, each person should think about possible messages, noting down all ideas that come into your mind on the poster, rather than voicing them aloud. You should not try to judge your ideas, but rather simply write down everything. The aim is to put down on paper as many ideas as possible. You can also comment on other ideas if you like. You can also represent your ideas visually if you choose.

2. Discussion – 15 minutes

Which three messages are the most important?

3. Formulation – 30 minutes

Formulate the three messages in a clear, understandable and convincing way.
The example below shows how you should clearly structure your message:

1. Statement	Few disabled children receive formal education.
2. Evidence	Only 2% of disabled children are enrolled in school.
3. Example	10-year-old Xuan from Vietnam has difficulties in walking: she has never attended school because the next school is 4 km away from her home and her parents cannot bring her.
4. Invitation to action (optional)	The provision of transportation or financial support would be able to help this family.

4. Presentation – 15 minutes

Which communication means (e.g. posters, letters, flyers, TV ads, exhibitions, etc.) would you choose?
Develop ideas on how you could present your message. For example, posters should be eye-catching and attractive to the target audience. Photos can often be more telling than words. If possible, sketch a draft for the plenary meeting.

Presentations

In a meeting, workshop, seminar or other situation you may be asked to present an issue. When preparing for this, you should think about the following points:

☐ **The structure:**

1. Welcome the audience, but do not make this too long. Present yourself or (better) let somebody else present you.
2. Give a clear introduction: briefly summarise what you plan to present and how long you intend to speak.
3. Start with your main point.
4. Tell the audience how they can support you and the issue.
5. Summarise your most important points.
6. Thank the participants for their attention and allow time for questions.

☐ **Ways of keeping the interest of the audience:**

- Speak freely, keep your language simple (e.g. avoid using abbreviations or technical terms as far as possible).
- Use visual elements to underline your main points.
- Try to be friendly and impartial even if you feel really passionate about an issue.
- Interact with your audience.

Structure of Press Releases

Press releases should be easy to read, clear and short – one page is normally enough. Write in short sentences and use active (rather than passive) voice, using as many verbs as possible. Quotations can enliven a story. You should structure your text using headlines, which should be short and concise.

Structure

☐ Provide contact information (contact persons, telephone number if possible) at the top of the page or at the end of the document.

☐ Summarise the most important facts in the first paragraph. Answer the "Ws" in the first two sentences: What? Who? Where? When? Why?

☐ Provide more background information in the following paragraphs. The most important points should be placed at the beginning (see figure).

Press Release Format

Headline (highlight the main news point)

For immediate release or Embargoes for relaesed until …

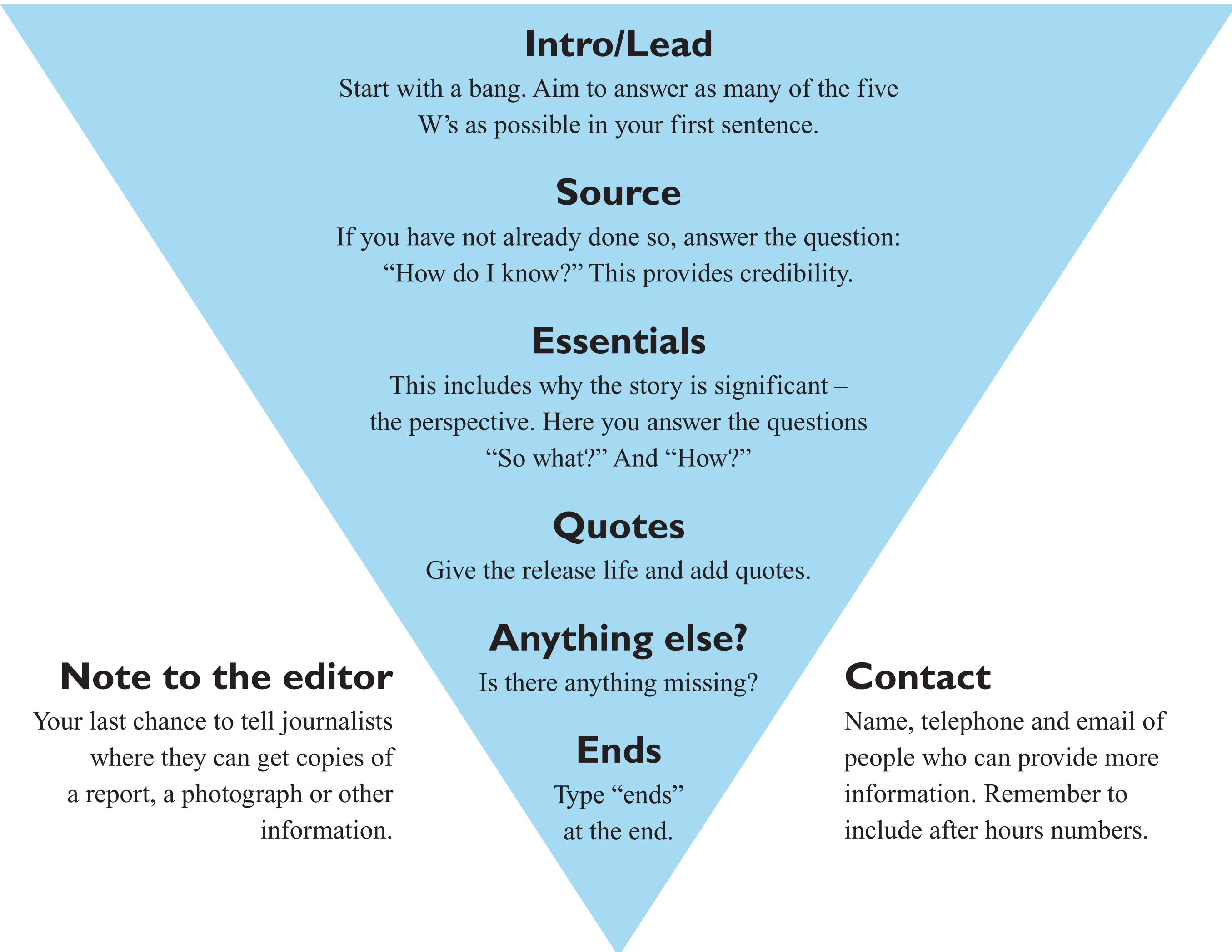


Figure: Press Release Format (adapted from MDG Campaigning Toolkit, Chapter 5: Campaigning Skills, p. 5).

CIVICUS: *MDG Campaigning Toolkit*. Available at: **www.civicus.org**/mdg/title.htm

Checklist for organising Press Conferences

This checklist is designed to highlight the main issues that should initially be taken into account when preparing a press conference.

Choosing a date

- ☐ Try to obtain as much information as possible about internal deadlines of the media you are targeting, and schedule your press conference accordingly
- ☐ In general, scheduling a press conference in the morning hours of a working day is preferable
- ☐ Try to avoid a date parallel to other events that are likely to attract considerable public interest

Choosing and preparing a location:

- ☐ Make sure the location can be reached easily, and with little effort for journalists
- ☐ Locate your press conference at a meeting room of your organisation, at a conference venue, or in a hotel where you can talk without being disturbed by others
- ☐ Make your organisation/network visible (e.g. with a banner, roll-up, poster)
- ☐ Provide good signage so that journalists arriving late can still join
- ☐ Provide sufficient chairs for journalists
- ☐ The speakers of a press conference should sit around a table or use a lectern that microphones can be added to
- ☐ Ensure that the venue is accessible in case either one/more of the speakers or journalists is/are disabled

Invitations

- ☐ Build a good list of contacts in advance, and try to use existing media directories
- ☐ In many countries it is acceptable to send out invitations by fax or email, about one week in advance
- ☐ Keep it short and simple (maximum one page), highlighting the date, time, duration (45 to 60 minutes) and location, and invite a well-known speaker if possible
- ☐ Include contact data at the end, and ask for feedback on planned attendance and accessibility requirements (are physical access, alternative formats and a sign language interpreter required? – if so, these must be provided)
- ☐ Follow up by telephone a few days before the press conference

The press conference itself

- ☐ Have a moderator/facilitator to host the press conference
- ☐ Each speaker should prepare a short presentation or statement
- ☐ Communicate clear messages
- ☐ Align the whole programme around one key message, e.g. think of the headline that you would like to see the next day in the newspaper
- ☐ Keep input short and easy to understand
- ☐ Do not assume that journalists necessarily understand technical terminology
- ☐ Be prepared to answer critical questions regarding your topic or organisation
- ☐ Prepare written or printed information on the topic; you can add information on the speakers and organisation(s) involved (cf. a media kit)
- ☐ Invite journalists to ask questions

Organising Meetings

This checklist provides an overview of the main issues to be taken into account before organising a meeting.

When organising a meeting, you should think carefully about the following aspects:

☐ **The room:** Try to find a room that is large enough for everyone to sit in a circle, so that all involved can see each other.

☐ **Accessibility:** This applies not only to the room, but also to the information provided. Documents can for example be printed in Braille and translated into different languages.

☐ **The number of persons:** This affects the dynamics of the meeting.

☐ **The agenda:** Fix a clear agenda, as this allows everyone the chance to voice his or her opinions.

☐ **Facilitator:** S/he is crucial for the success of the meeting. S/he must be very skilled, good at listening, and should encourage everybody to participate, rather than dominating discussions.

☐ **Icebreaker:** Allow participants time to get to know to each other.

☐ **Breaks:** Plan regular breaks, usually after 1.5 to 2 hours. The work will be more productive if the participants have time to relax. Breaks are also a good way for participants to get to know each other informally.

☐ **Evaluation:** Ask participants for feedback, as it is important to learn from mistakes as well as successes.

Checklist for organising events with Politicians/Parliamentarians

This checklist is designed to highlight the main issues that should initially be taken into account when preparing a meeting or event with politicians and parliamentarians.

Choosing a date: Be aware of the parliamentary schedule

- ☐ Do not host meetings that run parallel to fixed parliamentary meetings, such as Committee meetings
- ☐ Choose a date when plenary sittings are taking place at the capital

Choosing a location

- ☐ Make sure the location can be reached easily, involving little effort for parliamentarians (i.e. close to the parliament)

Invitations

- ☐ Build up a good database of addresses in advance: involve members of all committees involved, find out if a disability inter-group exists, etc.
- ☐ Involve as co-workers politicians and staff from ministries, since such people may exert considerable influence behind the scenes
- ☐ Think about sending out pre-announcements to the top 50 people you would like to become involved
- ☐ Send out invitations 2–3 months in advance, and ask for feedback (standardised fax or email)
- ☐ Plan to conduct a follow-up by phone with the most important stakeholders

The event itself

- ☐ Try to involve some high-ranking persons or politicians in your programme (e.g. for an opening speech or a presentation)
- ☐ Keep input short and easy to understand, and vary the format (i.e. not only presentations: interviews or short films should also be considered)
- ☐ Allocate extra time for informal talks before or afterwards
- ☐ Make sure that your organisation/network is highly visible
- ☐ Provide printed information material and in various other formats

Media Campaigns

This checklist is designed to highlight the main issues to be taken into account when planning a media campaign. In order to analyse the situation and the conditions before launching a media campaign, you and your team should discuss the following questions:

☐ What is the most important type of media in your country?
Radio? TV? Newspapers? Another means?

☐ Which audience does a specific newspaper, radio/TV station, etc. reach?
- What is this target audience really interested in?
- Is this target audience synonymous with your target audience?

☐ Who publishes the newspaper in question or owns the radio/TV station, etc.?
- What is his/her relationship to the government and other institutions?
- Who is s/he influenced by?

☐ What topics does s/he normally write/talk about?

Group Work: Lobbying and advocacy techniques

Objective
To train basic techniques for lobbying and advocacy, such as gathering information, preparing presentations and writing press releases.

Material
Copies of handouts, computers/laptops with internet access, a poster, marker pens, papers, pens, etc.

Time
Approximately 2 hours.

Procedure
Divide participants into small working groups and distribute the handout. Each working group should have one resource person to support them.

1. *Group work: Gathering information (45 minutes)*
2. *Group work: Public presentation (30 minutes)*
3. *Group work: Writing and presenting a press release (30 minutes)*
4. *Feedback of all participants in plenary about the strong points of the presentation / press release and points needing improvement (15 minutes)*

Handout: Lobbying and advocacy techniques

Choose an issue you want to lobby for. In this session you will apply three important techniques to this issue in order to make your lobbying efforts efficient and successful:

- **Gathering information**
- **Preparing a presentation**
- **Writing a press release**

For any lobbying activity, it is important to have reasonable and reliable arguments and to be well informed. Thus, **the first step** is to gather relevant information on the issue in order to convince others. This is not only helpful in finding and defining your position, but also to learn more about the opinion of others (not only possible allies, but also opponents).

The second step is to communicate the results of your information gathering and the position reached via presentations and/or a press release.

1. Group work: Gathering information (45 minutes)

Access to reliable information is essential. The internet provides an almost unlimited range of information, but of varying quality. Useful information can also be found in printed documents such as books, journals, magazines and newspapers.

1. Find information which can help you to describe how things are and/or to compare situations (e.g. now and 10 years ago).
2. Find useful statistics, e.g. via the internet links in the *Fact Sheet "Disability and Poverty"* in the handbook/ website.
3. Collect the information you have found on a poster.

2. Group work: Public presentation (30 minutes)

One way of presenting a position or situation in meetings or conferences is to deliver a speech. This needs extensive preparation, as it is difficult to catch the interest of an audience and deepen their interest in any given issue. A speech or presentation should have a clear structure, and the speaker should endeavour to speak as entertainingly as possible. It is often helpful to illustrate presentations with visual elements such as diagrams, pictures or graphs. It is also helpful to have visual eye-catching elements such as posters or pamphlets that could attract the attention of passers-by.

1. Prepare a presentation about the issue your group has chosen.
2. Use the information you have gathered and follow the handbook's *Checklist: "Presentations"*.
3. Make your presentation in the plenary.

3. Group work: Writing a press release (30 minutes)

A press release or a press statement is a short written statement on a specific issue. It is designed to inform the media with the aim of being published. Normally a press release is sent to as many different forms of media as possible. The best way to distribute press releases is either by email or fax, and in general they will only be published if they are considered sufficiently newsworthy and interesting. After distribution, a systematic follow-up can ascertain whether journalists actually received the press release and if they need or are interested in obtaining more information.

1. Write a press release about the issue you have chosen.
2. Use the information you have gathered in the morning and follow the handbook's *Checklist: "Press Releases"*.
3. Present your press release.

Analysing Your Audience

Objectives
To evaluate the target audience and identify potential interest related to the issue, e.g. when planning a lobbying or advocacy campaign.

Materials
A copy of the "audience analysis form" below for each participant.

Time
30 minutes

Procedure
In order to analyse your target audience, you and your team should make a list of the organisations, institutions and/or individuals that you want to reach; if the list is too long, set priorities. You should then discuss how familiar the invited audience is with your organisation, how much they know about the issue in question, whether they agree with your position and have previously demonstrated any support for the issue. In each case you should give a rating from 1 to 5 (1 = low level up to 5 = high level). In a second step, you should identify the potential interest of your taget audience in the issue, and discuss which important and influential persons could exert influence over your target audience.

Example:

Audience Analysis Form

Target audience:					
Issue:					
1. Evaluate the target audience according to its level of….:	1 = low level	2	3	4	5 = high level
…familiarity with your organisation					
…knowledge about your issue					
…agreement with your position on the issue					
…previously demonstrated support for your issue					

2. With regard to your target audience, identify…:

…its potential interest/benefit related to the issue:	…influential persons (secondary audiences who can exert influence over your target audience):

Adapted from: CEDPA (1999): *Advocacy: Building Skills for NGO Leaders. p. 30.*
Available at: http://**www.cedpa.org**/content/general/detail/666/