

DAY THREE

Session 1: Recap and feedback

Session 2: Information, education and communication (IEC) materials: display and analysis

Objectives

Participants should:

- * Practise skills in identifying useful, practical and clear IEC materials
- * Be able to list reasons for repackaging information
- * Be able to identify appropriate materials to meet specific audience needs.

Display of various IEC materials

This is an opportunity for participants to look at different types of IEC materials that other organisations produce as well as displaying their own. Participants will find the activity even more relevant to them if they have access to materials that are printed in their local language as well. The facilitator should also provide a selection of good and bad examples for this activity so that participants can discuss what does and does not make an effective IEC material. You may want to distribute materials to participants or let them choose their own. Individuals or groups can then discuss the effectiveness of the materials; on group chose to place them in order of most to least effective.

The following information can help participants to decide what is effective, and can be prepared on a flipchart. Ask people to feed back to the group about their opinions on the different materials. Be careful if people have provided materials from their own organisation: they may be criticised or deemed ineffective!

Some tips for assessing IEC materials

- Does the resource say who it is for?
- Why was it written? What problem is it trying to solve?
- Is the information clearly presented?
- Is it relevant?



Viewing a selection of IEC resources, Bangladesh



Considering the value of a poster, Bangladesh

- Is it aimed at the right audience?
- Is it easy to understand?
- Is the quality good?
- Do you trust the information?
- Is it clear?
- Is it clear where the information came from?
- What is the purpose?
- Is it attractive? (Layout, design, pictures)
- Are the illustrations appropriate?
- What do you like or dislike?
- Could it be adapted for your settings?

Building on the section from Day 2, Working with the Media, discuss the use of different styles of communications. Different regions favour different forms of media; ask your participants to agree on the main forms of media in their regions or country. For example, the popularity of using billboards or T-shirts for advocacy may vary from region to region. There may also be traditional forms people may want to use, such as drama and dance.

Once you have established which media is most appropriate to your workshop participants, analyse the benefits and drawbacks of the most popular ones by using the scoring matrix overleaf — it may not capture much detail but it is good for promoting lively group discussion.



There are no 'right' or 'wrong' answers to completing this matrix; it is simply meant to promote thinking and discussion within the group about the differing values and purposes of different media.

A format that worked well in the workshops was for the facilitator to lead the discussion at the front of the room with the decided list and matrix on a flipchart. People called out opinions and then debated differences of opinions, until a consensus was reached and the facilitator completed the matrix. This made it a lively activity that promoted a lot of discussion and debate.

Alternatively, you may decide to have a participant facilitate this activity, or get small working groups to fill out the matrix and feedback to the rest of the group for debate.

Generalised benefits and drawbacks of different media

Note that the value and application of different media depend on how and where they are used. Scale runs from +++ (most likely to be applicable), to --- (least likely to be applicable).

	Potential to reach poorest	Participatory potential	Potential number of people reached	Cost-effectiveness
Leaflets, news-sheets, etc.				
Interpersonal meetings				
Video				
Television				
Audio cassettes				
Radio				
Slides, etc.				
Posters				
Theatre, puppetry				
Email, Internet				

Points to remember when dealing with sensitive issues

An important factor in making communication materials effective is representing people fairly and sensitively. Issues to do with HIV/AIDS, gender and disability can be contentious and you must be careful to not offend the people you represent or outrage the people you are trying to appeal to or change. One way to avoid this is to keep up with approved terminology. Some examples of terms that have negative connotations, and should be avoided, are:

- *AIDS victim*: this implies that the person is helpless. Use instead “people living with AIDS”
- *Innocent victim*: this implies that others in the same situation are guilty
- *High-risk group*: this implies that people sharing certain characteristics (i.e. homosexuality, drug users) are all involved in reckless behaviour. Use instead “high risk behaviour”.

It is important to avoid using stereotypes and portraying people as helpless victims.

In the Appendix, the handout *Stereotypes and stigmatization*,

p68, gives examples of posters and book covers that address gender and HIV/AIDS-related issues. This handout is useful for encouraging discussion about such issues, and the types of messages (intentional or otherwise) that can be given. Do these images signify positive or negative messages? What are they trying to achieve? How successful do you think these images and messages would be? Are they ambiguous, and if so, why?

Brainstorm with participants about what they think makes a good poster or cover for a publication. In the workshops some participants said:

- attract attention
- emphasise important points
- can be easily read
- look pleasing
- give information
- create a favourable reaction

Participants will find this helpful when looking at the *Stereotypes and stigmatization* handout. What is it that makes a bad poster?

Session 3a: What materials and tools are already available?

Objectives

Participants should:

- * Identify new and existing sources of information
- * Gain an awareness of the value and problems of Information and Communication Technologies (ICTs)

Discuss and brainstorm different types of information available

Do this as a group brainstorming exercise on a flipchart with participants — see table on next page. This started a discussion about the differences and similarities between advocacy and IEC resources.

Materials needed: flipchart

Brainstorming exercise on different types of information sources

- | | | | |
|--------------------|----------------|----------------------------|---------------------|
| ● Information pack | ● Newsletters | ● Posters/pictures | ● Forums |
| ● CDs | ● Tapes | ● Video | ● TV appearances |
| ● Stickers | ● Streamers | ● Clothes | ● Symposiums |
| ● Infomercial | ● Case studies | ● Press conference | ● Songs |
| ● Testimonies | ● Oral history | ● E-comms | ● Fact sheets |
| ● News pack | ● Manifestos | ● Reports | ● Training sessions |
| ● Pamphlets | ● Rallies | ● Letters to policy makers | |
| ● Position papers | ● Radio drama | ● Websites | |

At this point, you could refer the table below, which discusses advocacy and IEC activities.

Advocacy and IEC activities		
	Advocacy	IEC
What can it change?	Policies, implementation of policies, laws and practice	Awareness and behaviour
Target groups	Decision-makers, leaders policy-makers, people in positions of influence	Particular ages, group, gender, residents of an area
Does it mainly target people who have influence over others?	Yes	No
Typical indicators of success	Policies, implementation, laws which enable particular practices	Change of activity among target group; change in attitude among target group

Many participants then wanted to discuss the use of ICTs in more detail.

Comment

It may be a good idea to ask participants how many of them use ICTs. Are computers and the Internet readily available to them? Are they readily available to the people they are advocating to?

Information and communication technologies (ICTs) and the issue of information overload

With new technology, we have more information readily available than ever before. But is more information always a good thing? Too much information can be a problem too: how can you be assured quality control of information on the Internet? How can you quickly find key information?

Discuss with the participants the problems they have with finding good reliable information on the Internet. Ask participants to brainstorm the disadvantages and advantages of ICTs and then list these on a flipchart. Show participants the box opposite on ICTs and compare lists.

Sessions 3b and 4: Communication – practical skills

Objectives

Participants should:

- * Gain awareness of good practice in producing written materials
- * Develop skills in using visual images
- * Identify good practice in presenting disability images.

This section provides useful tips on different forms of

media. It is not possible to cover all media types here; if there is another media type that you think is important to your participants, or one that you feel you have particular expertise in, use additional materials to explore it.

This session will be very useful when it comes to the participants preparing their own communication materials later on in the workshop. It is quite likely that one or more

Tips for making ICTs effective

Editing

People like information that is short, well drafted, and concise, giving key messages.

Less is more

Think about what you send to people - don't bombard them with messages. People are more likely to pay attention to messages if the sender is seen to be responsible and thoughtful in what they send out.

Highlights

Short e-mails and other bulletins highlighting new information that is available and showing people where they can find it, can be more effective than sending lengthy full text documents.

Demand

People are generally more likely to read information they have asked for themselves, and which meets their specific needs. This demand needs to be stimulated through good promotion and clear signposting.

Listening to others

It is easy to think you know what users need, or to treat users as one group that are all the same. People's information needs and habits vary and change over time. Regular assessment of your audience's needs will assist in developing communication strategies that are fine-tuned to match their needs.

You may want to distribute this box as a handout.

Information and communication technologies (ICTs): a double-edged sword

ICTs can create problems as well as offer solutions. For example:

E-mail allows cheap and quick information sharing	BUT	E-mail communication is often less systematic and thought out than paper-based communication
E-mail makes it easy to copy messages to people, just in case it is of interest to them	BUT	People are swamped with 'just in case' information and can't find what is really important
E-mail lists and discussions forums allow users to share interests and ideas easily	BUT	Too many messages mean people stop reading them. Users can resort to deleting them
Websites provide a growing wealth of information on almost any topic	BUT	How do you know where to start, and how do you assess the quality of available information?

TIP Getting participants to share

their experiences or even facilitate small sections will vary the format of the workshop and keep it fresh and interesting. Evaluations show that participants find this empowering!



participants will have had experience in some of these media: use them to your advantage and get people involved!

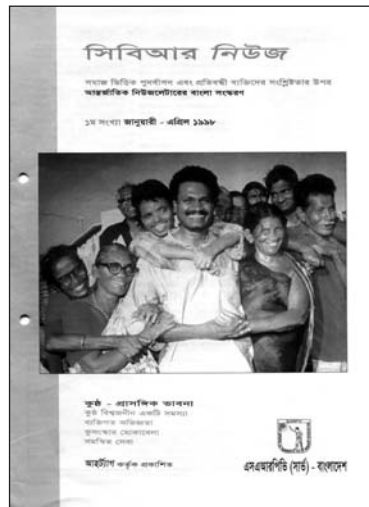
Newsletters

You may want to discuss the benefits of repackaging information for different target audiences and quickly recap on the good communication exercise. What experience do participants have in writing in English and other languages?

Group participants and ask them to discuss what makes newsletters interesting. Look for things such as questions and answer sections, interviews, personal stories, and letters. Some participants may have experience in

newsletter production; encourage them to use their experience in writing and editing to discuss how to make articles easy to read. Have some newsletters for groups to look at to help them come up with ideas.

See the handout in the Appendix called *How to make an article attractive* (p69). Go through this with participants and discuss the tips on how to effectively communicate information in newsletters.



Some examples of newsletters (left: CHETNA, right: SARPV)

Use of photos

This section allows you to have an open discussion about the function of photographs. You may want to bring in photos yourself, or ask participants to do so.

Discuss:

- the purpose of photos
- what makes photographs good and bad, using real examples if you them (you could present them on the overhead projector)
- participants' experiences of taking and using photos
- the advantages and disadvantages of photos compared to illustrations
- the facilities and skills in different organisations: use of digital cameras, scanners and manipulating images.

You may want to present *10 tips for good practice in using images and words* (opposite) as an overhead and discuss



Participants should ask themselves if a visual aid adds to their message

10 tips for good practice in using images and words

1. Preserve the dignity of the people you are photographing. Avoid portraying them as helpless recipients of handouts.
2. Avoid stereotypes and clichés.
3. Convey partnership.
4. Convey people with disabilities as an integral part of the community.
5. Include ethnic groups, women and people with disabilities in your photos.
6. Use language carefully and accurately. Avoid patronising, sentimental or demeaning words.
7. Wherever possible, identify and quote the people in the photograph, unless they prefer to remain anonymous.
8. Match text accurately with photographs and philosophy. Avoid using text and photographs in a way that presents conflicting messages.
9. Avoid cropping or editing a photo in a way that diminishes or caricatures the subject.
10. Use a balance of images that accurately convey the spirit and diversity of your organisation's work.

with groups. Go through *What makes a photo suitable for publication?*, Appendix, p 70.

Radio and television tips

Below are some tips for newcomers to television and radio. You may have people in the workshop with experience on radio and television; some organisations may already employ these media in their campaigns. Call on these people's experience to enhance the list below.

- The speaker does not have to raise his voice; you should have confidence in the power of the microphone.
- Avoid sudden and large changes in the volume of voice.
- Avoid and correct any voice or speech faults.
- Minimise the use of "s", "sh", "z", "zh" sounds. If they are unavoidable, try to limit the breathiness of the sounds.
- If the microphone is very sensitive, don't take deep breaths but inhale quietly.
- In a radio station, avoid unintentional sighing, ruffling of papers, playing with pencils, sneezing, coughing and touching the microphone.
- The microphone favours the vibration frequencies of baritone for men and contralto for women.



Using microphones to create radio spots, Cambodia

- The microphone stresses the need for conversational tone of delivery.
- Confidential and sentimental tones are enhanced by speaking in a low voice, close to the microphone.

Effective press conferences

A press conference can be a good use of media if your organisation has some particular news that it wants to let the public know about. It should last no longer than an hour and allow for questions afterwards. Below are some useful tips for holding a press conference.

- Your immediate audience is the journalists. Make sure you set a date for the press conference that is convenient for them; you want as many as possible to attend, and call them again before the day of the press conference to ensure their attendance.
- Prepare who will say what. You may choose to have someone from your organisation introduce the press conference and another person give the actual news.
- Keep the language simple and explain all concepts and issues clearly: the journalists and people in their audiences may not know much about the issue.
- Use simple, easy to see transparencies or slides.
- Engage with your audience: use eye contact, welcome questions at the end.
- Distribute a handout with contact details. You may also want to include a press release — see below.

Effective press releases

A press release should be one page or less, and give news about your organisation. Types of news may include: a new project or funding, a new director for your organisation, or release of your annual report. Some tips for writing your press release are:

- Use a good, strong headline that captures the meaning of your news.
- The first paragraph should hold the key message: what, when, where, who and why.
- It should be short and use simple language.
- Use examples and tell a story; this will hold the readers' interest.
- Describe the benefit of the news to your audience: how will it affect them?

- Provide your contact details, and be prepared for responses. Is there someone to answer the phone if you receive many calls from journalists?

Session 5: Interviewing skills

Objectives

Participants should:

- * Practise basic interviewing skills and know the difference between open and closed questions
- * Be able to develop a topic guide suitable for fieldwork.

Given the limited time during the workshop, we decided to concentrate on certain key elements of interviewing.

Preparation

Before interviewing, you need to consider what information you require and why. This will inform who you interview and how (the questions). When interviewing, there are a variety of different question types you can use depending on the type of information you are trying to collect.

Types of questions

Closed questions are specific and require short and relatively simple answers (may be yes/no answers). For example, “How old are you?” “Have you been given any information on HIV/AIDS and STIs by your school?” These types of questions provide specific and short answers. They do not really promote discussion.

Open questions require longer answers, more detail and are more complex. They are appropriate if you wish to find out about knowledge, beliefs, attitudes and practice (behaviour) of the people being interviewed. They are often appropriate for unknown, sensitive and/or complex issues. They often begin with how or why. For example, “How do you think your school could improve sexual health education?” “Where do you think young people would feel most comfortable in talking about sex? With whom?”

Practising interviewing skills

An activity to practise using open and closed questions might be useful, and can work as an energiser as well. One way is to form a circle, with the facilitator in the middle. The facilitator is the interviewee and the participants the interviewers, who take it in turns to ask the facilitator a question. The facilitator should be playing a role, for



Discussions in small groups can be a successful way to find out people's views and ideas

example, a health worker in a rural office or a teenage boy at school. The interviewers should try to maintain a steady stream of questions and use a variety of open and closed questions. If you have a lot of participants in the workshop, you may want to form them into two or three groups to perform this activity.

Active listening

A big part of interviewing is *listening*. Active listening involves encouraging the speaker to continue speaking until he or she has given all of his or her information that is relevant. For example, questions like, “Then what happened?” and “Why do you think...?” will encourage people to talk more, if this is appropriate and necessary. This does not involve giving your own opinion about something, or arguing if you disagree.

Active listening means:

- Giving your full attention to the person speaking
- Concentrating on what the person is saying
- Respecting the speaker's point of view
- Checking that you have understood accurately
- Picking up unclear points and prompting for further information or clarity.

Exercise for practise interviewing (groups of three people)

Each person will play each of three roles: interviewer, interviewee, observer. Set a time limit per interview (maximum 10 minutes). Pretend you have never met. Set an appropriate topic (that will have meaning for all present) for everyone to base their interviews on.

Instructions:

- Each person: Develop an interview schedule of about 5 key questions. Write the questions carefully.
- ABC in each group to role play. A = interviewer, B = interviewee, C = observer. Observers are not to say anything but to sit back, observe and take notes. The observer notes what is happening: is there active listening? Are correct question types being used? Did the interviewer explore what lies behind particular opinions?
- 10 mins per interview, one min between each interview. No discussion between the interviews (until all three people have played all three roles).
- At end of the three interviews, discuss issues that arose. Observers should feed back to the other two participants and they all discuss how they think the three interviews went (strengths, weaknesses and learning points). Each group then feeds back to the whole group for discussion.
- Plenary discussion should draw the issues out and give guidance on appropriate interviewing techniques and issues. You need someone with research experience if this is to be done well.

Comment

You should talk about ethics. Do not promise or raise false hopes. Think about how to maintain confidentiality!

Essentials in interviewing

- Ethics: no interview should ever do damage to any party involved. Beware, particularly in sensitive situations and about sensitive and private issues.
- Do not make promises you cannot keep and do not falsely raise hopes. This means being honest about what you can and cannot achieve. Think carefully about any follow-up you promise. (What is possible? What is appropriate?)
- If you need to and promise to ensure confidentiality, consider the implications. How will you make sure that only those who really need to see the data will see it? How will you make sure that all names/sources are kept confidential?
- Consider how you can make best use of the information you find out. Who can help? (Is there a trained researcher you can bring in to support and advise?)
- Think carefully about how you will introduce yourself, the organisation, the process and about what you hope to achieve through the interviewing. Be honest!
- Time keeping is important. Interviews that are too long are usually not focused enough. Only collect relevant and useful information (that is, not everything that the interviewee has to say!)

Remember that you should always thank your interviewees!



Preparing sample topic guides

Participants form groups to brainstorm and create a topic guide suitable for fieldwork. They also need to consider the introduction, fact-finding and recommendation sections of the interview.

Sample topic guide: Young people and sex

Note that carefully worded questions will have to be created to explore topics like this.

- What do young people know about reproduction and sex?
- What questions do they have?
- What do they think about having sex before marriage?
- Do young men and women have different feelings about this?
- When do they start having sex?
- What would help them to delay having sex?
- What do they know about HIV, and do they feel at risk of infection?
- What do they know about other sexually transmitted infections?
- What do they know about safer sex and sexual activities that could be safer than intercourse?
- Where do they get information?
- Who would they like to teach them about sex?
- *Should* young people have access to treatment for sexually transmitted infections, and *do* they?
- What do they feel about people with HIV?
- How would they like things to change in their communities?

Source: Starting the discussion: Steps to making sex safer, Healthlink Worldwide, 1996

DAY FOUR

Session 1: Recap and feedback

Sessions 2 and 3: Group fieldwork

Objectives

Participants should:

- * Have carried out interviews in small groups
- * Visited field study sites in the local community
- * Have a greater knowledge of the dynamics of interviewer/interviewee.

The field study sites should be arranged prior to the workshop. How many sites you locate will depend on how many participants in the workshop, but a general rule may be about three or four participants for each working group. Location may be important to you when approaching sites for the field trip: what schools, health centres and/or organisations are there near the workshop? How convenient and quick is it for people to reach the sites?

Your workshop may have a particular topic focus, such as disability or sexual health, in which case you will want to consider this when finding interviewees. Does your organisation already have established focus groups or partnerships with other organisations in the area? These may be useful too.

Once participants have finalised their interview questions or topic guides, they can visit their field sites in their groups.

Session 4: Analysis of the field visits

Objectives

Participants should:

- * Critically analyse the information collected in the field visits
- * Clearly document the findings and recommendations from the field visit and present them to the rest of the groups.



Presenting facts, Philippines

Once the participants have returned to the workshop, they can begin to analyse the data in the following way:

FACTS: What was actually said?

FINDINGS: What does it mean? How do you interpret this?

RECOMMENDATIONS: What will you do about this? What are the action points?

Participants will develop a presentation about their work including: what they received from the interview, how they interviewed, who conducted the interview, what they found, and what they recommend. They should then present this to the rest of the groups. This information will form the basis of their communication material development.

Example field trips

At the CFA workshop in Cambodia, participants were divided into four groups and assigned to the FRIENDS centre (a local NGO for street children), a market, a school, and the CHEMS youth focus group. One group attended the school and carried out an interview with students on the topic of HIV/AIDS and sexual health knowledge. The analysis of their fieldwork appears on the following page.

Facing the Cambodia findings is an example from the Bangladesh workshop, from a field trip that one of the groups made to a women's group.

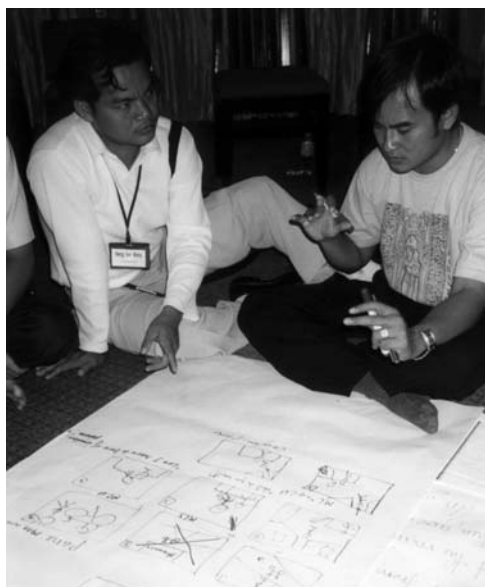
Session 5: Develop messages for communication materials

Objectives

Participants should:

- ✱ Develop ideas for communication materials.

Once groups have presented their findings and recommendations to the rest of the groups, they can begin developing messages for the communication material that they will produce the next day. The group should decide what form of media will be most effective for the messages that they want to convey. Participants can brainstorm within their working groups to come up with storyline ideas in preparation for producing the material on the fifth day.



Creating story-boards to develop messages, Cambodia

Fieldwork in school, Cambodia

Hello, my name is... and I'm from the Health Workshop at Cambodiana Hotel. We would like to find out what you and your friends know about HIV/AIDS and sexual health. It won't take long!

Question 1: Have you heard about HIV/AIDS?

Question 2: How can it be transmitted?

Question 3: What are the methods that we use to prevent contracting HIV?

Question 4: Do you think you have enough knowledge or information to protect yourself from HIV/AIDS?

Question 5: If you want to get the information about HIV/AIDS, where would you find it?

Question 6: What do young people do during their free time?

Question 7: Have you ever talked about HIV/AIDS with your friends? If not, what would you like to talk about with them?

Question 8: Do you have any questions for us?

Thank you very much for your contribution!

FACTS

1. They are aware of HIV/AIDS through TV, radio, T-shirts, NGOs, national curriculum.
2. They know HIV can be transmitted by sharing needles, unsafe sex, and from mother to child.
3. Students said using condoms, being faithful to one partner, and abstinence are methods to prevent contracting HIV. Also, avoiding peer group pressure and learning information on the topic.
4. Some say they have enough information, some say they have not.
5. Information can be found from hospitals, health NGOs, magazines, teachers, hotlines on radio counselling programmes.
6. Young people go to parties, go for walks, play sports, watch videos and TV, play games.
7. These students very seldom talked about HIV. Some do not care or believe in HIV/AIDS.
8. Students are curious about HIV/AIDS.

FINDINGS

- Acceptable, believable. Most of them are educated on HIV/AIDS awareness. HIV/AIDS is a taboo topic in the family.
- Young people want to go outside with friends for personal relationships.
- NGOs, teachers and friends are sources of information for young people.
- TV, radio, posters, T-shirts and leaflets are popular sources of information.
- Some need to know more about HIV/AIDS.

RECOMMENDATIONS

- Encourage/educate parents to be aware of HIV/AIDS, dare to talk about HIV/AIDS in the family.
- Hold campaigns at the school.
- Peer education should be set up among school students.
- Media campaigns, especially TV, radio, posters, T-shirts and drama.
- Train teachers.
- Encourage NGOs to seek more funds, do more activities related to young people, especially targeting those in rural schools.

Field trip to Kishori (Women's) Group, Bangladesh

FACTS

1. Good skills in kitchen gardening.
2. Knowledge about family laws related to early marriage and problems associated with this.
3. Awareness of personal healthcare during menstrual cycle.
4. Sharing of knowledge with family members, friends and neighbours.
5. Will power to protest if unfair things happen to girls, such as early marriage or physical violence.
6. Desire to get beyond their boundaries.

FINDINGS

- The young girls are organised in a group.
- They are able to share skills with other family members, friends or neighbours.
- They have knowledge and information to produce nutritious vegetables using their own affordable resources.
- They have the knowledge to break superstitions/myths and the will power to fight them.
- They are aware of family laws related to early marriage and the problems of early marriage.
- There is acceptance in the family.
- There is growing awareness of the value of unity among adolescent girls.
- Few girls have good leadership skills.
- There is a desire to see the outside world.

RECOMMENDATIONS

- Continuous nurturing of the group for sustainability.
- Motivational programme for formal/non-formal education and vocational/skills training.
- Orientation/training in advocacy to help them become effective advocates and good leaders, to establish their rights.
- A recreational programme.

Comment

It may not be possible to visit sites, but you could perform simulation exercises instead, for example by using role-play or interviews within the group. You can still develop findings on which to base the content and design of your resource but remember it is not based on fact!

DAY FIVE

Session 1: Recap and feedback

Sessions 2 and 3: Production and presentation of communication materials

Below: Example newsletter produced at the Cambodia workshop (see box)



Objectives

Participants should:

- ✱ Practise skills in the production of communication materials
- ✱ Practise skills in presenting communication materials.

The production of the communication materials is the chance for participants to bring together many facets of the workshop in a practical way. It should be a fun and satisfying exercise: participants can use their newly developed skills and ideas.

To recap, we are now familiar with our advocacy issue, our target audience and type of communication. We are now ready to produce our communication materials.

Example of communication materials production at the Cambodia workshop

Different groups produced a radio spot, print materials and video spot. They then presented back to the main group and discussion was had on meaning, style, content and so on.

Radio spots: productions based on the group's own storylines, edited using messages from the fieldwork.

Print materials: newsletter (pictured above), press release and magazine column.

Video spot: short film about having the confidence to buy condoms.

Session 4: Workshop lessons learned

Objectives

Participants should:

- ✱ Analyse how learning has taken place
- ✱ Discuss different types of methodologies used
- ✱ Briefly look at evaluating advocacy work
- ✱ Discuss how they might use all or part of the workshop in their future training activities.

Remember
in the
discussion



to draw out *why* people
felt they learned as well
as *what* they learned.

Provide participants with pieces of A4 paper cut into two and ask them to write what they have learned. Each group can write as many cards as they want. Stick these up and read them out.

Using a flipchart, build on the list developed from previous daily feedback groups. If you find that there is a lot here that has been missed, you may have to probe into *why* and *how* things happened.

Discuss the monitoring and evaluation of advocacy (see box below), and also the importance of networks and networking. How do you build alliances from here?

Monitoring and evaluation

Monitoring is the collection of information about a project over time. It seeks to understand what is happening. **Evaluation** is an assessment of the project at one point in time, including the successes and failures. It seeks to understand the reasons for what happened.

Why monitor and evaluate advocacy work?

1. To produce credible funding reports
2. To demonstrate to managers, colleagues and partners that advocacy work is a cost-effective way of improving people's lives
3. To learn from experience.

An essential ingredient of any advocacy strategy is an action plan which includes:

Inputs – resources such as staff and production costs

Outputs – activities you will be undertaking

Outcomes – expected impact from each output

Indicators – evidence to show the outcome has been achieved.

Some types of monitoring indicators

1. Monitoring your target

Record and observe changes in the rhetoric of your target audience. Keep a file of their statements over time. What are they saying about you and your campaign? Are they moving closer to your position, adapting to or adopting any of your language or philosophy?

2. Monitoring your relationships

Record the frequency and content of conversations with external sources and target

audiences. Are you discussing new ideas? Are you becoming a confidante or a source of information or advice?

3. Monitoring the media

Count column inches on your issue and the balance of pro and anti comment. Count the number of mentions for your organisation. Analyse whether the media is adopting your language.

4. Monitoring your reputation

Record the sources and numbers of inquiries that you receive as a result of your work. Are you getting to the people you wanted to get to? How and where have they heard of your work?

5. Monitoring public opinion

Analyse the popular climate through telephone polling or by commissioning surveys.

To get an overview of how successful you were, you need to solicit the views of a range of stakeholders. This can be done through:

- Surveys to provide an overview of what was achieved
- Interviews with different stakeholders
- Participatory Rapid Appraisal (PRA), useful in assessing the success of grassroots activities
- Video — effective in capturing emotions
- Case studies to provide useful lessons and to present complex material.

From the BOND handout Monitoring and Evaluation

Session 5: Final evaluation and wrap-up

Participants fill in the final evaluation (see Appendix). While participants are filling out the evaluation, they should each give one short sentence summing up their feelings about the workshop. You can steer the general discussion on the workshop back to the original objectives drawn out on Day 1.



Some groups used this session to develop action plans on how they will integrate the experience gained in the workshop into their organisations' work. To do this it is best if the participants work with other people from their own organisation. Below is an example of a plan developed by one of the Philippines groups.

Workplan developed following final evaluation

Institute of Reproductive Health (Philippines)

Current scenario:

Natural family planning (NFP) is being mainstreamed by the Department of Health (DOH)

Problem Focus:

Standard days method (SDM) is not included in the list of NFP Methods endorsed by DOH

Goal:

SDM to be a NFP method endorsed by the DOH and the Catholic Church

Objectives:

(a) to compel DOH to endorse SDM as NFP; (b) to enlighten the Catholic Church that SDM is an NFP.

Stakeholders: Catholic Church authorities, government agencies, couples in union.

Advocacy Plan:

1. flyers, brochures
2. press releases
3. letters to editors
4. information pack on SDM
5. forum for medical practitioners, government policy makers, researchers
6. symposium for moral theologians, medical specialists, researchers

Monitoring and Evaluation:

1. Number of issues and positions being written about SDM
2. Number of attendees to forum and symposium
3. DOH to endorse SDM as NFP
4. Catholic Church to accept SDM as NFP

Session 6: Highlights of the workshop to guests, certificate presentation and closing

Start with a brief summing-up by the facilitator. Don't forget a vote of thanks to all, including cleaning staff and caterers. Present certificates to participants and support staff, if appropriate and wanted.