

**MODULE 4**  
**GENDER AND ENERGY ADVOCACY**

# INTRODUCTION TO MODULE 4: GENDER AND ENERGY ADVOCACY

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Gender and energy is a relatively new field in sustainable development policy. Sometimes policymakers are not even aware that gender issues play a role in energy policy, or that energy has the power to shape women's and men's lives; and sometimes policymakers are aware of gender issues, but have no idea how to incorporate gender in energy policy. Raising awareness about gender in energy policy, changing the attitudes of those in power and influencing energy policy so that gender is taken into account are some of the activities that are needed to engender energy policy.

Advocacy is about influencing those in power so that certain objectives are achieved. Advocacy can play an important role in engendering energy policy. This module aims to train people who are planning to be active in advocating around issues related to gender and energy. During the module, participants will work on a case that will teach them how to advocate gender in energy policy.

## ***Aim of the module***

To provide the rationale, as well as tools and techniques, for policy advocacy in the field of gender and energy.

## ***Key concepts and ideas introduced in this module:***

Advocacy, advocacy strategy/process, issue identification, stakeholder analysis, personal/organisational/team assessment, lobbying, networking, media-activities, mobilising, raising awareness, monitoring, product/process evaluation.

## ***Topics in this module:***

- What is advocacy?
- Issue identification;
- Identifying stakeholders;
- Determining an advocacy strategy;
- Creating and assessing an advocacy team;
- Creating an advocacy strategy paper;
- Creating advocacy messages;
- Strategy implementation;
- Evaluation of an advocacy strategy.

## ***Target group:***

People working in the field of energy or gender who want to advocate a gender-aware energy policy.

**Time needed to complete the module:**

The entire course amounts to five days of study time. However, to accommodate the learning process the course is spread over six days. In the table below the division of the units over the different days is indicated. Each block represents two hours of study time. It is advisable to have short breaks between the blocks in the morning and afternoon sessions, and longer lunch breaks between the morning and afternoon periods.

The light-grey cells are the sessions in the course (called Hands-On Activities – HOA) where you will practice particular advocacy skills.

	<i>Morning</i>		<i>Afternoon</i>	
<i>Day 1</i>			Introduction	Unit 1
<i>Day 2</i>	Unit 2	Unit 2	Unit 2	Unit 3
<i>Day 3</i>	Unit 3	Unit 4	Unit 4	Unit 4 HOA
<i>Day 4</i>	HOA	HOA	Unit 5	Free time
<i>Day 5</i>	Unit 6	Unit 6	Unit 6	Unit 7
<i>Day 6</i>	Unit 8	Unit 8	Unit 9	Closure

**Training methods:**

The following training methods are used in this module:

- Reading the material: together with a trainer the theory is read and the trainer explains the content;
- Discussion points: issues relevant to the part of text they accompany; meant to facilitate a discussion between all the participants and the trainer;
- Case-studies: small real-life examples meant to clarify the presented theory;
- Exercises: tasks that are to be completed individually or in groups, and which test understanding of the theory.
- Case-practice: throughout the module all the theory is practiced in one overarching case.

**Sources:**

Most of the material in this module is adopted from:

Gordon, G. (2002). Advocacy toolkit: practical action in advocacy. Tearfund.

POLICY (1999). Networking for policy change: an advocacy training manual. USAID.

Plus many other sources, freely available on the internet.

**Structure of the module:**

In this module, references are made to other parts of this module and to other modules in the series ‘The Gender Face of Energy’. The terminology used in all modules is consistent. When a reference is made to a “unit”, this means one of the seven units within this module unless another module is specified.

A reference to a “section” points to where a major subject within a unit is being addressed. These are indicated by a header preceded by a single digit (for example: **1 What is advocacy?**). When a reference is made to a “part” of the unit, this usually means a subsection (e.g. **1.1 Identify the type of issue**).

Each unit is built up in a similar way. The first part presents the theory on a certain subject. This theory is accompanied by discussion points and sometimes by small case-studies. To get a better understanding of the theory exercises are also included. After the theory, a case-practice is presented. The goal of this case-practice is to use the theory in a scenario which has been constructed to reflect many common situations which occur in advocacy related to gender and energy. At the end of each unit, the trainer will provide feedback on the case-practice. In Unit 6, all elements of this module come together in the advocacy strategy paper. The figure in Section 2.1 of Unit 6 reflects the structure of the module.

<b>Basic terminology in this Module</b>	
<b>Advocacy</b>	An approach aimed at changing aspects of the current situation by addressing people with influence on the situation. In this module, the aim is to engender energy policy and practice.
<b>Civil Society</b>	Groups or individuals, who are not part of government or business, that are either performing certain services or are trying to influence and improve society as a whole, <sup>1</sup> . Examples of Civil Society Organisations include the NGOs within the ENERGIA network.
<b>Energy Services</b>	There is no standard definition of energy services. Here it is taken to mean the form (sometimes known as the <i>final form</i> or <i>energy carrier</i> ) and manner in which energy is delivered to the end user (eg electricity via a grid connection, charcoal in bags sold in the market, LPG in cylinders delivered to the house), as well as the supply and maintenance of conversion technology technologies needed to convert the final form of energy into the <i>useful form</i> that the end-user requires to complete specific tasks (LPG needs a stove to produce heat to cook food). The delivery of these services begins with the collection of primary energy, which is converted one or more times until it is in a form suitable for the user.
<b>Gender</b>	A concept related to the tasks, roles, obligations and privileges in public and private life of women and men as well as the relationships between them. “Gender” is not the same as “sex”. The latter is determined by biology, whereas the former is shaped by society.
<b>Gender-aware policy</b>	A policy which takes into account the social relationships of women and men as well as the differences in their needs, as opposed to a policy that is gender-neutral and implicitly assumes that women and men have the same needs.
<b>Gender mainstreaming</b>	An approach that ensures that the concerns and needs of both women and men are considered in all planning and policymaking, and that all policymakers are aware of the needs of women and men in relation to their roles and responsibilities. There is globally, at present, little gender mainstreaming in the energy sector. Promoting gender mainstreaming in the energy sector is one of ENERGIA’s major activities.
<b>Metabolic energy</b>	Human energy, derived from the food we eat: an important energy source for completing many tasks but one that is usually ignored in energy planning.
<b>Policy</b>	A statement of intent or commitment to act in a certain way to achieve a goal by an organisation (e.g. a government).

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<sup>1</sup> There is no universally agreed definition of the term *civic society*. However, the definition given here gives an idea of the notions underlying the term (adapted from Jørgensen, L., (1996), *What are NGOs Doing in Civil Society?* p36 In Clayton, A., (ed) (1996), “NGOs, Civil Society and the State: Building Democracy in Transitional Societies”, INTRAC, Oxford, UK. ISBN 1-897748-17-5., quoted in Clancy, J.S. and Fienstra, M. (forthcoming 2006), *How to Engender Energy Policy*, paper written for ENERGIA. )

## UNIT 1: WHAT IS ADVOCACY?

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***Aim of the unit:***

Providing the participant with general knowledge about advocacy, the difference between lobbying and advocacy, and what it means to be active in advocacy.

***Learning objectives:***

After this unit, the participant should be able to:

- Define advocacy;
- Explain the difference between advocacy and lobbying;
- Describe four strategies for influencing policy;
- Explain the relationship between strategies and outcomes;
- Describe how one can be active in advocacy;
- Explain why an advocate does not have to be an activist;
- Gives examples of tasks undertaken by an advocate.

***Time schedule:***

- In total: approximately 2 hours;
- Study of the theory: 40 minutes;
- Discussion points: 25 minutes;
- Exercises: 50 minutes;

***Key concepts and ideas introduced in this unit:***

Advocacy, lobbying, awareness raising, attitude changing, policy influencing, political action, roles within advocacy.

***Topics in this unit:***

- What is advocacy?
- Strategies for influencing policy;
- Being active in advocacy;
- Tasks within advocacy.

# 1 What is advocacy?

Policymakers make decisions based on information they receive.

Policymakers, such as government officials and board members of organisations, have to make many decisions about all kinds of subjects such as: What is going to be the speed limit in our country? What is going to be the tax rate on petroleum? Can we expand our market? How can women get better access to management positions? How can poor rural women in developing countries take advantage of increased electricity supply?

Advocacy aims to influence decision-makers so that they change something.

To make good decisions, policymakers rely on information they either collect themselves – from newspapers, scientific articles, etc. – or that is provided for them by others. This provides individuals and organisations with the opportunity to influence the outcome of decisions by presenting the policymaker with information relevant to the subject on which a decision is to be made. This can be either directly, such as in a letter, or indirectly, for example by opening a debate on the subject in the media.

*Advocacy* is an approach that aims to change aspects of the current situation by influencing people with the power to make decisions. Advocacy is about influencing people, communities, policy, institutional structures, etc. in order to achieve a certain goal - a certain change.

Advocacy in the gender and energy policymaking process is aimed at influencing policymakers in order to make energy policy more gender-aware and gender-responsive. The main objective of this module is to investigate how successful advocacy strategies for gender and energy can be formulated.

Anyone intending to become active in advocacy needs to be well prepared.

Advocacy can serve many purposes: its orientations are almost limitless, as are its pitfalls. Anyone who advocates without being well prepared is bound to fail, not only failing to achieve the intended goal, but also probably losing their reputation as a trustworthy source of information. Therefore, one needs a well-prepared, well-designed and well-executed advocacy strategy. This module will help participants formulate such a strategy.

Advocacy is broader than lobbying, which focuses on direct communication with policymakers.

A common misconception about advocacy is that the term is interchangeable with lobbying. Lobbying involves direct communication with policymakers in order to encourage them to formulate or amend policies and legislation. Advocacy aims at changing policies, attitudes, power relations, social relations and institutional functioning. To achieve its goals advocacy uses a broader range of methods than lobbying. Advocacy is not only aimed at policymakers but also at other stakeholders.

## >> Exercise 1.1: Why am I going to advocate?

# 2 Strategies for influencing policy formulation and implementation

Advocacy is all about influencing others. Influencing can be done at different levels in society, with the ordinary citizens (the intended beneficiaries of policy) at the bottom, and politicians and other decision-

makers at the top. In between are other stakeholders, such as the media, energy specialists and donors, who can all influence decision-making connected to policy formulation and implementation. The target of an advocacy strategy might be politicians, but it could be other stakeholder groups who can, in turn, influence politicians. You might, for example, decide it is easier to persuade the government's Scientific Advisor of the need for subsidies on LPG cylinders to improve women's health than convince the Minister of Finance. The Scientific Advisor would be able to understand the medical evidence about the dangers of wood smoke inhalation, and could then lobby the Minister of Finance.

Influencing policy through advocacy can be achieved by targeting different stakeholder groups using various strategies: raising awareness, changing attitudes, influencing policy and eventually political action.

The four strategies for influencing gender mainstreaming in the energy sector distinguished in this module are:

- Raising awareness;
- Changing attitudes;
- Influencing policy;
- Ensuring policy is put into practice

Raising awareness is relatively straightforward and the easiest strategy to carry out. To ensure policy is put into practice is more complex.

Raising awareness means making people aware of your cause, for example by pointing out weaknesses or features lacking in the current policy. This could mean that you publish in a widely-read newspaper a story that shows how women's health is affected by the use of wood fuel and that current energy policy does not promote access to alternative, cleaner fuels in order to raise the awareness of the public about this issue. By raising the public's awareness you hope to initiate a public debate so that more people become aware of the issue you are trying to advocate.

The outcome of the debate could be a change in public attitudes. Only when people are aware of something can they form an opinion on the subject. Changing attitudes can also be an advocacy goal in itself. For example, changing the attitude of the Board of the Electricity Utility towards women engineers as field staff, so that women are able to gain the field experience which is necessary for promotion within the organisation.

The third strategy is influencing policy. This can result from either a direct impact on policymakers or indirectly by producing a changed attitude within public or professional circles towards a particular issue, which then persuades the government to change certain policies. For example, the importance of incorporating gender in energy issues.

Finally, to really achieve a change in the current situation, political action is needed: new policies need to be put into practice. This can, for example, be achieved by putting pressure on policymakers to ensure that the altered policy is implemented and, by monitoring the policy implementation, to check that the policy is being respected.

When you become active in advocacy you have to understand the policy-making process which is the theme of Module 3. It is also important to be aware of the level of influence you are trying to achieve. This topic is discussed later in this module.

**Discussion point 1.1**

The four strategies for influencing policy use different approaches, some of which may be more effective with certain target groups. It may be a more effective strategy to target another group who could then influence decision-makers rather than to try to directly influence decision-makers yourself. Therefore, when designing an advocacy strategy, thought needs to be given as to which group you should target, and how. The following questions are intended to stimulate your thinking on how different strategies can result in changed energy policies:

- Would you use different methods to raise the awareness of the public as against policymakers?
- Whose attitudes need to be changed on the necessity for gender mainstreaming in the energy sector?
- How can you ensure that an engendered energy policy gets put into practice?

Discuss the questions in plenary (15 minutes)

### 3 Being active in advocacy

Advocating means you are active...

Being active in advocacy means being engaged in activities that are trying to change the current situation, and in raising awareness and educating people. To be active in advocacy also requires an awareness of the context in which you operate. Advocacy involves pursuing a perspective, a goal or an ideology.

...sometimes unconsciously, sometimes as an expert...

Anyone can be active in advocacy. Most people have been active at some point in advocacy activities – sometimes unconsciously by trying to persuade someone to share the same point of view of a problem. It helps to be aware of advocacy mechanisms, but you do not have to be a professional or expert to advocate.

...without being necessarily a political activist...

Being active in advocacy does not automatically mean that you are a political activist. Although some people pursue their goals by marching through the streets, there are other tactical approaches. This module will focus on the ‘more formal’ approaches to advocacy.

...individually or in groups.

Although advocacy can be carried out by individuals, advocacy appears to be the most successful when people come together in groups or set up organisations (ENERGIA was initially set up as part of the preparations for the UN Beijing Conference on Women in 1995). Such cooperation helps share the workload and allows efficient and effective use of resources. Speaking with the united voice of a number of people can have a larger impact than when these people speak alone. However, decision-makers will want to be sure that what you are saying is representative of the position of a significant group of people (either in terms of numbers or specific groups in society such as ethnic minorities) and not your personal view. This does not mean that you have to be a representative of that group (that is, empowered to speak on its behalf), but that you can demonstrate that you have accurate knowledge about the situation and needs of that group. For example, you can

advocate for a smokeless stoves programme to reduce women's exposure to smoke from wood fuels, on the basis of scientific evidence published by WHO, from the perspective of a citizen who is concerned about the health of other citizens. You do not have to have a mandate from all women who cook with woodstoves in your country to urge such a programme. An advocacy process can be a one-off activity, or a continuous process of influencing decision-making. An advocacy process can be initiated in response to a specific event, for example, the publication of an Energy White Paper, or be part of a broader plan of your organisation.

## >> Exercise 1.2: Experiences with gender advocacy

### 4 Possible tasks within advocacy

An advocate can fulfil different roles. For example, speak for specific groups of people.

People active in advocacy can assume various responsibilities with respect to the cause they pursue. Usually an advocate is trying to improve the situation for a group of people or to strengthen their abilities to defend their interests. In this module, one of the goals is to make energy policy and practice more gender-responsive. In the previous section, the point was made that policy decision-makers want to know how representative your views are. After all, they probably have members of parliament who are supposed to represent their constituents' views. Why should a policy decision-maker listen to you? One way to make sure your position on a particular aspect of gender and energy policy is accepted to facilitate communication between the decision-makers and the group you are advocating on behalf of, either by:

- Addressing policymakers on behalf of the people you try to help; or by
- Helping communities to address the policymakers themselves;

To be effective an advocate can:

- Form alliances with other individuals or groups to address the policymakers; and/or
- Build up networks to share information.

As you will notice later on in this module, some approaches are more suitable for some goals than others.

#### Discussion point 1.2

- Can you think of other tasks that an advocate could have?
- What do you think is the most important role of an advocate?

## 5 Summary and conclusion

Advocacy involves addressing influential people in order to change something about the current situation. Advocacy is a diverse process that can be performed by anybody. The process is most likely to achieve its goal, if the advocate takes time to prepare.

Four strategies for influencing gender mainstreaming in the energy sector are:

- Raising awareness;
- Changing attitudes;
- Influencing policy;
- Ensuring an engendered energy policy is put into practice.

Each strategy requires distinct approaches. Sometimes it is more effective to indirectly influence decision-makers by aiming your advocacy activity at a group who may have a greater degree of influence over decision-makers.

When you are active in advocacy, you are an advocate. This does not mean that you are a political activist. Most advocacy activities are done in a tactical way and have nothing to do with marching through the streets demanding your goal.

Advocates can undertake various tasks. They can – for example – help people to address policymakers themselves, but they could also address the policymakers on behalf of a group of people. An advocate is more likely to be effective when working with others, either as an informal alliance or as part of an organisation, rather than working alone.

To be accepted by policy decision-makers, an advocate has to demonstrate that his or her views truly represent the situation.

More information about the policymaking process can be found in Module 3, Unit 3.

## EXERCISES UNIT 1

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### Exercise 1.1: Why am I going to advocate?

*The possibilities of advocacy are virtually unlimited. However, if you are not aware of what you are trying to advocate, you will not have any success. As a participant on this course you probably have a desire to be active in advocacy in the near future. This introductory exercise asks you to think about your advocacy aspirations. Take 15 minutes to answer the questions individually, and then discuss the answers in pairs for a further 10 minutes.*

If you are planning to become active in gender and energy advocacy, what is it you want to advocate?

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Why do you want to advocate this? (i.e. why do you want to change the current situation and in what way improve it?)

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At whom or what institution do you intend to aim your activities?

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And how are you – initially – planning to do this? What would be your strategy for advocating your cause?

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**Exercise 1.2: Experiences with gender advocacy**

*Being active in gender advocacy means trying to reach goals that will bring improvements to the lives of men and women. Such a process does not always have to be planned and carried out by professionals. Most people have been active in advocacy at some time in their career. This exercise is meant to reflect on some of the experiences you might have had with advocacy – remember these might not have been formal activities but also informal discussions over a cup of coffee! Take 15 minutes to answer the questions individually, and then discuss the answers in pairs for a further 10 minutes.*

Can you think of an advocacy process, preferably related to gender and energy, you have been active in? That is, have you ever tried to influence others to achieve a certain goal? Please describe this activity:

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Was this a planned activity or did it occur spontaneously? If it was planned, who organised it? If it was spontaneous, what triggered the activity?

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What were your positive experiences in this? (Did you achieve your goal; did you feel comfortable in the situation, etc.?)

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Were there things you would do differently if you had the chance to do it again?

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## UNIT 2: IDENTIFYING ADVOCACY ISSUES

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### *Aim of the unit:*

Enabling participants to identify relevant issues in gender and energy for advocacy.

### *Learning objectives:*

After this unit, the participant should be able to:

- Explain why issue identification is an important phase in the development of an advocacy process;
- Distinguish appropriate issues for advocacy in gender and energy;
- Explain the relationship between gender and energy in the advocacy issue;
- Describe how improvements on a specific issue are achieved;
- Determine the causes and consequences of an issue;
- Draw a problem tree;
- Determine the risks and opportunities for an issue;
- Explain what a regulatory and legal framework is.

### *Time schedule:*

- In total: approximately 5 hours;
- Study of the theory: 40 minutes;
- Discussion points: 65 minutes;
- Exercises: 45 minutes;
- Case-practice: 90 minutes;
- Feedback on case-practice: 30 minutes.

### *Key concepts and ideas introduced in this unit:*

Advocacy issue; causes and consequences; risks and opportunities; problem tree; fish-bone model; regulatory and legal framework.

### *Topics in this unit:*

- How to identify an issue for advocacy;
- Appropriate issues for advocacy;
- Gender and energy issues;
- Reaching your goal;
- Determining causes and consequences;
- Risks and opportunities of an issue;
- Regulatory and legal framework.

# 1 Gender and energy advocacy

The first step in designing an advocacy strategy is to identify the issue.

Identifying an appropriate gender issue for advocacy in the energy sector is the first step in a successful advocacy process. How to identify such an issue for an advocacy strategy is the main objective of this unit.

The issues in gender and energy on which you choose to focus are generally determined by the general objectives of your organisation and could be, for example, engendering energy policy, energy projects for women's productive activities. Your organisation may focus on a particular topic such as rural energy, or a stakeholder group such as an ethnic minority.

As was stated in Unit 1, to have your point of view on a particular gender issue in the energy sector seriously considered by decision-makers, you need to make sure, and be able to demonstrate, that your view is shared by a significant number of people. One of the most effective ways to achieve this is to consult with the group you are advocating on behalf of, in defining your advocacy issue. In this unit, we will focus on tools that can be used to sample the opinions of the group you are advocating on behalf of.

## Discussion point 2.1

You probably have ideas about how to identify an issue that deserves your attention in an advocacy strategy. Perhaps your organisation even has tools and techniques to identify issues that deserve your attention.

- If you have been active in gender and energy advocacy, how did you identify the issues you addressed?
- Which tools did you use to identify the issues?

## 1.1 Identify the type of issue

The mission statement of your organisation gives an idea of the type of issues you are likely to focus on.

Identifying an issue starts with determining a specific aspect of the field in which your organisation is active. The mission of your organisation, as reflected in official policy documents, can give an indication of the main fields of action of your organisation. Once you are aware of these fields of action, you can determine the type of issue you should be working on.

## Discussion point 2.2

- What field of gender and energy is your organisation active in?
- What is the main focus of your organisation (e.g. energy policy, women's health, implementation projects)?
- How important an activity is advocacy on gender and energy in your organisation?

## 1.2 Approach for identifying issues

After you have decided the type of issue you are going to advocate, you can use various approaches to determine the specific issue. This section will describe some of these approaches.

### The use of data

Data show general trends related to a certain issue and help you identify policy weaknesses.

Data can be useful in identifying an issue. Data may show general trends related to a certain issue: for example the changes in the number of women employed in different departments within the energy ministry.

When you are planning on using data you have to ask yourself a couple of questions:

- What would you expect the data to show if the situation was optimal? (For example, if on average 10% of electrical engineering graduates annually are women, it would not be unreasonable to expect the electricity utility to have 1 female engineer to every 10 to 15 male engineers.)
- What do the data actually show?
- How can the difference between your expectations and reality be explained? (If the data show that there is only one women engineer among the fifty employed by the utility, there are other possible explanations than simply that the utility operates a discriminatory policy against women!)

Data can be biased, so be careful when you use them. However, some institutions deliver data that are seen as reliable and believable by decision-makers.

You do not have to collect all the data yourself. Data can be obtained by asking official institutions for data (known as secondary data). Many government and non-government institutions collect data. If you plan on using these, you should be aware that the available data will not always exactly answer the questions you have. You also have no guarantee of their reliability since you did not collect them yourself. However, some institutions are considered as authoritative, and their data and findings carry a lot of weight with decision-makers, a good example is a government's statistical bureau. The internet may seem a tempting source of data. However, data from this source should be quoted with caution. Material that is published on the internet is, in many cases, unmoderated – no-one is checking or guaranteeing the validity of the data. Be sure of your source and be certain to cite your source. The more reliable the source the more likely decision-makers are to take your point seriously.

Assembling the statistics yourself by doing fieldwork is a way to ensure you get the exact data you require. However, this approach takes much more time and requires expertise in data collection and processing. Remember that while you can now be sure of the accuracy of the data, outsiders will need to be convinced of this.

### Doing fieldwork to determine an issue

Fieldwork helps you identify issues that may be missed when relying on secondary data.

A more direct – but time consuming – way to determine your issue is by doing fieldwork. You can choose this option when there is no data, or you do not trust the available statistics or when you are interested in things that can be difficult to capture in statistics such as individual opinions, cultural values, etc.

Data can be collected from the field in different ways, for example by:

- Interviewing the people you are trying to reach or key players in the field you are working in.
- Sending out questionnaires to the people you want to include in the process.
- Organising a meeting or workshop to share opinions, visions, etc. You could also organise a brainstorming session at a meeting.

An important tool you could use while collecting data is the OOPP framework. This tool is presented in Module 5. Module 2 focuses entirely on data collection for project planning, and the methodology presented there could be adapted for data collection for advocacy purposes.

#### Discussion point 2.3

Fieldwork is a powerful tool in identifying an issue that is really relevant to the people you are working on behalf of.

- How would you try to collect data from the field?
- How would you analyse the data you collected?
- How do you want to use the data within an advocacy strategy (this shapes the type of data you need to collect)?

When collecting field data, remember that energy is always a means to an end, not an end in itself. Therefore women will not say “I need electricity so I can work in the evenings” – they will say “I need light so I can work in the evenings.” You will have to translate women’s and men’s needs into specific energy services. In this case, your advocacy strategy might focus on ensuring that energy policy supports grid extension to specific needy areas and/or solar home systems.

However, there is a long list of potential gender and energy issues, and you need to identify your target group’s priorities for an advocacy strategy. Tool 2.1 can be used to summarise the output of a participatory exercise to identify and rank energy issues in a community from a gender perspective. The exercise begins with a brainstorming of issues in separate groups for men and women (to ensure that women’s voices are heard). Once everyone in the group is satisfied with the list, the issues can be ranked in terms of priority. Ranking can be done by simple voting systems; for example, each community member gets three buttons which he or she can place on top of a

card representing an issue. They can put their buttons on different cards, or all three buttons on one card if it is an issue they feel strongly about. The issue with the highest priority is the card with the most buttons. Once the ranking has been completed, this can be followed by a second round of brainstorming on what women and men sees as the best way to improve the situation. The number of issues to be discussed could be restricted to the three issues with the highest priority. The results from the women’s session can be presented to the men and vice versa.

**Tool 2.1: determining advocacy issues for gender and energy.**

<i>Women</i>		
<i>Daily tasks women would like to have improved</i>	<i>In what way?</i>	<i>Priority</i>
<i>Men</i>		
<i>Daily tasks men would like to have improved</i>	<i>In what way?</i>	<i>Priority</i>

Not all issues are appropriate for an advocacy strategy. How to select issues is dealt with in Section 2.

**Staying informed about significant issues and general trends in society**

As the media focuses on significant issues and general trends, they can be an influence in determining your issue.

Newspapers, specialist magazines, scientific publications, television, radio and other media can all be sources for identifying gender and energy issues. Staying informed about current issues in the media may help you to identify issues that the government will respond to or has initiated themselves. For example, perhaps the government has announced a programme to privatise the electricity utility. Such a programme raises a number of gender issues, for example, how will this change of ownership affect poor women’s access to electricity? Will a privatised utility take social issues into account in its pricing policy? Should the government include such a provision in its regulatory guidelines?

As the media can be a strong and useful ally in an advocacy process, it is worth considering an issue that is already addressed by them since they are then more likely to provide support than if you choose a relatively unknown issue. (Unit 1 of this module looked at awareness-raising as part of an advocacy strategy).

To identify current gender and energy issues, your organisation should develop a strategy to monitor the various types of media that deal with energy issues, such as international and other energy journals, reports by

energy service companies, energy consumer groups, and regulatory energy authorities, e-newsletters and websites (e.g. of the World Bank and ENERGIA). Also looking at keynote speeches from energy conferences can give you insights into the issues that are currently attracting the attention of decision-makers.

## 2 Appropriate issues for advocacy

The scope of issues that needs to be addressed is broad. Organisations and individuals have to at some point make pragmatic choices about which issues to take up as part of an advocacy strategy. Taking on too many issues simultaneously can overstretch your resources, and can result in diluting your message and so not achieving your objective. Some topics might not be right for an advocacy strategy, for example, they might be too controversial.

Not all issues are appropriate for advocacy.

So, when is an issue appropriate for advocacy? An appropriate issue for advocacy should...

- ...be based on the community needs, so people are likely to benefit from your actions;
- ...be feasible within your limitations and those of your organisation;
- ...be affordable and achievable with the resources at your disposal;
- ...not have a negative history, as this will make it more difficult to achieve;
- ...be easy to understand by the public, as at some stage you will need to explain the issue to them; and
- ...mobilise key stakeholders to support your cause.

In the next exercise you will have to think about certain issues and whether they are appropriate for advocacy.

### >> Exercise 2.1: Appropriate issues for advocacy

## 3 Identifying gender goals in energy issues

In this module you are learning how to advocate a gender issue in the energy sector. This section gives a short overview of the theory about gender and energy issues. Participants who want to learn more about this are advised to read and study the first two modules of the 'Gender Face of Energy'.

Your advocacy strategy rests on your gender goals, in other words: what motivates you in respect of the relative societal positions of men and women? You need to be clear about what your goals are so that you can target the right decision-makers with a coherent message. It is possible to

identify four types of gender goals that create motivation for advocating particular issues related to gender and energy:

There are four types of energy-related gender goals: welfare, empowerment, equity/equality and anti-poverty.

- **Welfare:** to increase women's welfare by lightening women's daily burdens and improving their health - but not to change their roles structurally or to open new doors for them. The aim is to meet practical or reproductive needs.
- **Empowerment:** to transform women's lives through creating greater self-reliance by building skills and initiating activities covering various needs and aspects of life.
- **Equity/Equality:** to ensure that there is an agreed and fair system of distribution of rights, power and money between men and women (equity) and that men and women equally share these things (equality). Both the empowerment and the equity/equality goals aim to address the strategic needs of women, opening up new roles and opportunities for women beyond their traditional ones: in the economic, social and political spheres.
- **Anti-poverty:** to ensure that poor women can earn more income, which will help them to move out of poverty. The aim is to meet women's productive needs in particular and to enable women to participate in economic activities or increase their productivity/efficiency.

The concept of empowerment came to prominence following the Beijing Platform for Action in 1995. There is often confusion about the term "empowerment" and many people state that they are pursuing "empowerment" goals when, in reality, they are aiming at welfare or productive goals for women. For example, it is often assumed that if a woman receives an energy-efficient conversion device, and thereby increases her productivity and income, that her decision-making in the household will increase. Here the gender goal would be to transform gender relations in the household (men's influence over women's lives is reduced). In reality while the former is relatively easy to guarantee (in other words her productivity increases), there is no guarantee of the latter from the type of project proposed.

It should also be recognised that some of the gender goals are more readily accepted than others, and this means that different advocacy strategies are appropriate.

## >> Exercise 2.2: Gender and energy issues

### 4 Reaching your goal

The goal of your strategy is to achieve your desired end situation for the issue you are working on. For example, if you are working on the situation

To achieve an improvement related to an issue, you need to establish advocacy goals.

of rural women with regard to the use of fuelwood, the goal of your strategy could be to ensure that rural women are provided with affordable alternatives to wood (your gender goal in this example could be increasing welfare of women).

Your goal should be well-constructed, and include a time plan and measurable indicators so you can assess the results of your strategy. A well-constructed goal is realistic: it should be achievable in the time available and with the resources that are present. The topic of defining a well-constructed goal will be discussed in Unit 4.

After you have determined your goal, you have to try to reach it! To have any chance of reaching your goal you will have to design a strategy and make a plan. Approaches for designing and implementing the strategy form the rest of this Module.

## 5 Determining causes and consequences

An issue does not exist in isolation: there are underlying causes of the situation which in turn have consequences. In this section you will learn how you can determine the causes and consequences of a particular issue.

### 5.1 Why is it important to understand causes and consequences?

Every issue has causes and consequences which need to be understood if you want to be successful in changing the current situation.

An awareness of the causes of the situation over which you want to advocate a change is needed to ensure that you are addressing the right issue. Trying to solve an immediate ‘problem’ can result in a failure to achieve the intended change if the underlying factors which are causing the situation are not addressed. An analogy would be taking a painkiller to stop your ankle hurting (the immediate issue), which would not be a long-term solution if your ankle is broken because it does not address the cause of why your ankle is hurting in the first place! So if for example, you aim to improve job equality between men and women in the energy sector, you might determine that the cause lies in the recruitment policy, while actually the cause lays in the traditional (cultural) attitudes in the society. If you neglect the latter, you will find that improving the recruitment policy through advocacy does not necessarily improve the equality between men and women.

An awareness of the consequences of your issue will help you understand what else will change once you have managed to change the central issue.

### 5.2 Tools to determine causes and consequences

In this section, two tools will be described that will help you determine the causes and consequences of an issue. The first is the ‘problem tree’, the second the ‘fish-bone model’.

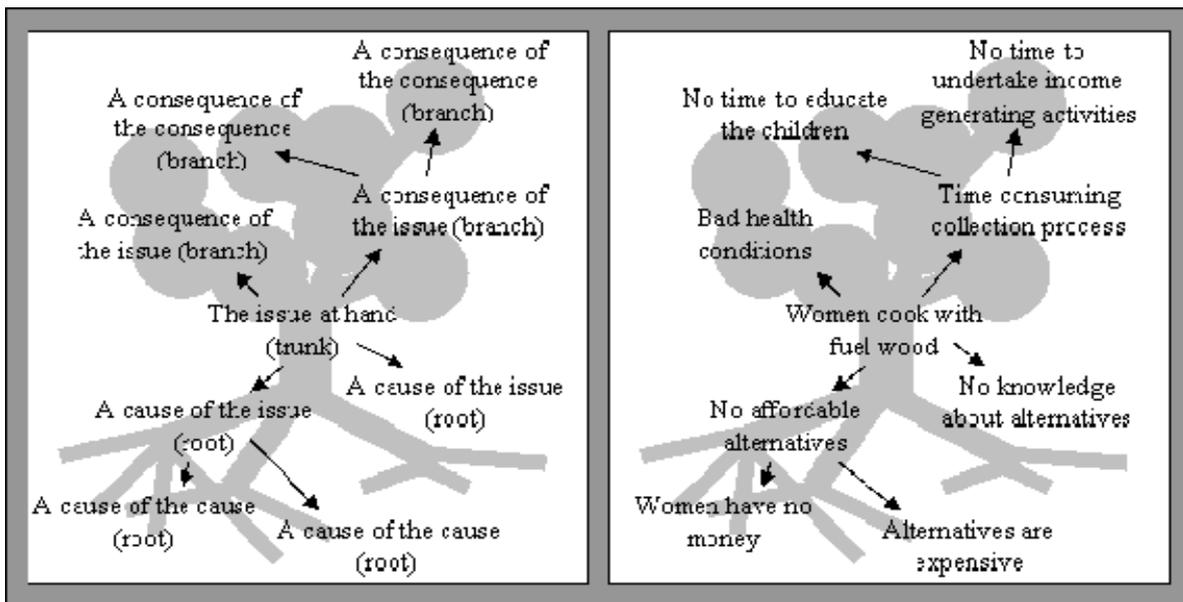
### Using a problem tree

Problem tree analysis breaks a problem down into sets of causes, consequences and relationships.

A *problem tree* is a tool that can be used to reduce a problem to its essential components. It breaks complex problems down into a simpler set of causes, consequences and relationships. Tool 2.2 provides an example of a problem tree based around the issue of women’s continued use of fuelwood.

You can determine what in the problem tree are “causes” by asking the question: why does this situation exist? The consequences can similarly be determined by asking the question: what happens as a result of the situation?

**Tool 2.2: problem tree outline (left) and completed example (right).**



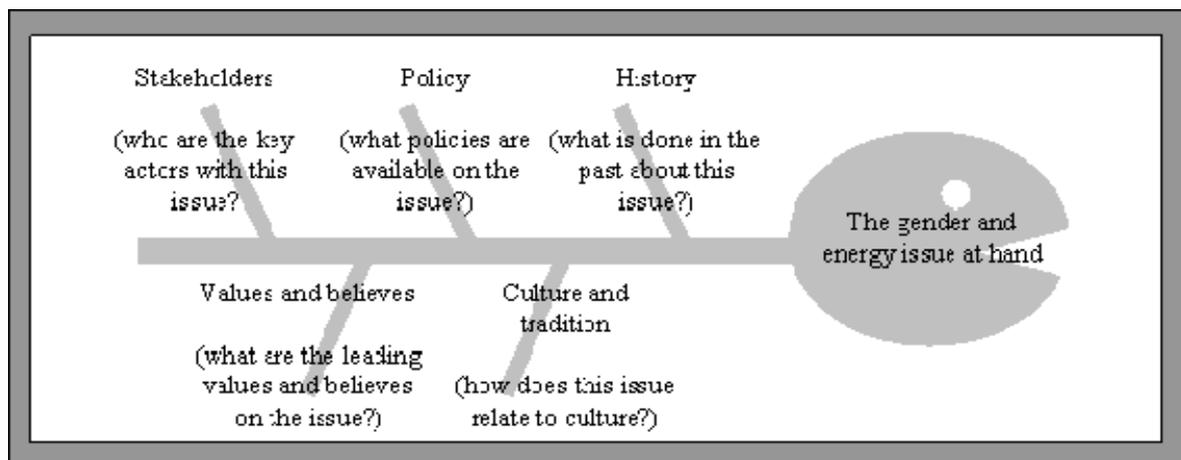
### Using a fish-bone model

The fish-bone model gives insight into the contextual elements that shape your issue.

In the fish-bone model the issue you want to deal with – the problem – is the head of the fish. The bones are the elements of the problem, such as the stakeholders, policies, etc. The fish-bone model helps you to understand the different factors that influence the issue. The fish-bone model for gender and energy issues is presented in Tool 2.3. The concepts represented by the “bones” do not necessarily have to be the same for every issue.

The fish-bone model gives context and underlying reasons for the elements of the problem tree.

**Tool 2.3: fish-bone model**



(See also Module 2: 2.3B Worked example: Problem analysis – Project Formulation.)

**Discussion point 2.4**

Look at the problem tree in Tool 2.2. One of the underlying reasons for the main problem “women cook with fuelwood” is “no knowledge about alternatives”. In the group, discuss the elements of the fish-bone model and try to construct a fish-bone model including all the possible reasons for this part of the problem tree.

Why do women not know about alternatives?

## 6 Risks and opportunities of an issue

Risks are threats to your goal; opportunities create openings for change.

Risks and opportunities have to do with changes: how will the situation change over time and/or due to certain events?

Every advocacy issue has associated opportunities and risks. Opportunities create possibilities for the change you are trying to achieve with your advocacy strategy; risks can result in drawbacks in the advocacy process. Risks and opportunities exist within the context of the issue on which you intend to advocate. In the previous section, you learnt how to identify the relevant context of the issue that you and your organisation are working on.

Risks and opportunities can have to do with changes. A risk refers to something that is likely to make the situation worse. For example, a shortage of firewood close to a village means that women have to walk long distances to collect firewood. As the shortage is likely to become even worse in the future, this poses a risk. A new technology, such as an electric grain mill, can be an opportunity, here because it is likely to reduce the drudgery for women of grinding grain. To determine the probable changes, think of the positive and negative aspects of each element of the context that is likely to change over time.

Risks and opportunities can have to do with power. Some stakeholders in society benefit more from a certain situation than others. Some have more influence than others (this was already mentioned in Unit 1). For each of the elements making up the issue at hand you can write down the people who are involved in that element, as is done in the fish-bone model. After that you can think about which of these people have a positive influence and which a negative influence in terms of your objective. For this, a stakeholder analysis can be carried out as described later in this module.

### Discussion point 2.5

Risks and opportunities exist within the context of the issue at the heart of your advocacy strategy. In this discussion point, you are asked to think about the risks and opportunities in the ‘fuelwood’ situation mentioned in Section 5. As determining the risks and opportunities can be a time-consuming process, please limit your considerations to the elements presented in the two problem trees. Try to answer the following questions:

- What changes in any of the elements would have a positive effect and why?
- Who are the main stakeholders for each element?
- For the situation in your country, which of these stakeholders are creating risks or opportunities?

## 7 Regulatory and legal framework

The regulatory and legal framework here covers the policies, institutions, guidelines and legal issues related to gender and energy.

The regulatory and legal framework is also part of the issue’s context. The framework covers the policy, institutions, guidelines and legal matters related to your issue. These determine the possible choices and the priorities of a government, as well as the room available for change.

The regulatory and legal framework manifests itself in laws, structures, organisations and frameworks. In the area of gender and energy, the regulatory and legal framework can include:

- Ministries for Gender, Energy or Women’s affairs;
- Laws on equal treatment, equal access, equal rights, etc;
- Agreements on gender and energy, such as the Beijing Platform for Action;
- An approved gender-mainstreaming methodology;
- Mandates on equal treatment of women in the economic sectors in general, or in the energy sector specifically;
- General international agreements, such as the Millennium Development Goals and the WSSD/CSD process.

The regulatory and legal framework defines part of the context you will be working in.

It is advisable to draw up an overview of the regulatory and legal framework in your country, as it gives an idea of the legal background and the laws, institutions, etc. that you can build upon.

#### Discussion point 2.6

Each country has a different regulatory and legal framework.

- What policies, institutions, frameworks, etc. exist in your country which relate to gender and energy?
- Are these appropriately shaped for the issues you intend to address (i.e. are they gender-responsive)? What role does the government play in establishing and enforcing the framework?

## 8 Summary and conclusion

The issue you will address in your advocacy strategy is first identified from your organisation: its goals and its mission. Further, you can use statistics, fieldwork or issues raised in the media to identify a promising advocacy issue.

Not all issues are appropriate for an advocacy approach. Important characteristics of appropriate issues are that they serve community needs, are feasible and affordable, and are achievable. Further characteristics were described in this unit.

Issues in the field of gender and energy tend to relate to improving the situation of women relative to that of men in the energy sector. This means that energy-related gender goals appropriate for advocacy actions come within welfare, empowerment, equity/equality and anti-poverty headings.

Every issue has causes and consequences, and these determine part of the context of the problem. Two tools that can be used to determine these were addressed: a problem tree and the fish-bone model. Also, there are risks and opportunities related to any issue. These have to do with change in the context of the issue. Even the best designed advocacy strategy is vulnerable to changes in its context.

Another element in the context of an issue is determined by the regulatory and legal framework in the country concerned. This consists of the policies, institutions, frameworks and legal situation with respect to your issue.

## CASE-PRACTICE UNIT 2

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*A key component of this module is a case-practice in which all the aspects of advocacy will feature. Throughout the module, various elements of advocacy will be practiced using the same case study. In each unit, after the theory is discussed, a new part of the case will be presented, sometimes with additional information. It is important to note that although the case is presented in stages (some in each unit) the information in the earlier units will continue to be relevant throughout the case-practice. Therefore participants are encouraged to read the information about the case carefully and make notes of both the presented text as well as of the feedback you will receive after every case-practice component from the trainer. (70 minutes)*

In this unit, the case will be introduced. Your goal here, as participant, is to determine an issue in this case that requires advocacy. Also, you should look for the risks and opportunities, as well as for causes and consequences. Statistical background information for the case-practice can be found in the appendices.

Please study the introduction to the case study carefully (15 minutes).

### **Disclaimer**

The country represented in this case practice is fictional. Any resemblances to any country, government, institution - public or private, organisation, person and/or event are coincidental. The organisations and documents referred to have been created for this exercise and the former should not be interpreted as pseudonyms for real world entities.

### **Introduction to Anchellius**

The republic of Anchellius is a medium-sized country in Africa. The country became independent from its former colonial power soon after the Second World War. Until the early 1990s, several rulers governed the country and this period is associated with a lack of transparency. In 1991 a relatively peaceful uprising, supported by the majority of the country's citizens, started a process of democratisation. Currently the Party for a Free and Democratic Anchellius (PFDA) has an absolute majority of the seats in parliament. The president, Mr. A. Makanwi, is also from the PFDA and is in his second term in office.

Anchellius is a member of the United Nations and has signed all their recent mandates including, in 1995, the Beijing Platform for Action on gender mainstreaming. The Multilateral Development Bank (MDB) and the Regional Development Bank (RDB) have supported the country with considerable loans under the usual terms for public sector reform, and are active in encouraging economic reform of the country. In 2002, a \$200 million loan was approved to initiate the second phase of the privatisation and decentralisation of public services, including the electricity utility. Public spending has decreased quite markedly over the last few years.

The country's climate is varied. In the north, mountains and vast forests form a natural boundary with neighbouring countries. The main river of the country flows from the eastern mountains to the coast in a south-westerly direction. Here, the capital of Anchellius, Chelluville, lies on relatively flat terrain. The river flows through a large, semi-arid area. To the north, the country is bordered by another river, to the west by the sea and in the south partly by the main river and partly by barren desert.

About 40% of the country's almost 18 million people live in the only three cities (all coastal), and of these almost four million live in Chelluville. The remaining 60% mostly live in the country's semi-arid areas in rural communities and communication with the capital and the other cities is poor. About one-third of the population is Christian, about a third is Muslim and about a third professes animalistic religions. Over 30% of the population live below the poverty line; 60% with sufficient income to keep them above the poverty line, 8% are relatively wealthy and 2% of the population extremely rich. In the

semi-arid areas, most people live from agriculture; in the cities some industrial work is available. The last ten years have seen the cities expanding because of migration to the city, primarily by young men.

Half of the population is literate, with a substantially higher percentage of literacy among men and in urban areas. Enrolment rates in primary education are about 60% for boys and 40% for girls, but completion rates are lower. Secondary and tertiary education sees only low enrolment rates.

The health conditions are typical of countries in a similar economic situation, with a life expectancy of between 40 and 45 years, and this has decreasing significantly in the last ten years due to HIV/AIDS. The average age of the population is just above 18 years. GDP per capita has been steady for some years at \$500 per year. The country has no external or internal conflicts. However, tensions between small groups of people living in the forests and along the southern border do occasionally flare up but, given their remoteness, they tend to have a more-or-less autonomous existence.

The national currency of Anchellius is the Anchellius Dollar (AD). One US dollar buys about 100 AD.

**Energy in Anchellius**

The three cities in Anchellius are connected to the electricity grid of the private energy provider “Lumos Inc.”. The provider has several power plants, located in the cities, and running on fossil fuels. The availability of electricity is – even in the cities – limited and intermittent. Most of the urban population has no more than two hours of electricity a day and this can be of poor quality. The population suffers from blackouts due to the poor condition of the power plants and of the electricity grid. Lumos Inc. hardly have any resources to update the former public network and tend to focus on the capital’s main economic and tourist centres.

The physical geography in the country is not favourable for large scale hydro power. Some NGOs have been busy in setting up small hydro power installations in rural villages near the country’s rivers. These installations are mostly used by men for irrigating their cash crops. Although the country has a good solar energy resources, there is only very limited small-scale use of solar energy. In 2002, a large, MDB financed project provided about 5% of the villages in the semi-arid areas with solar panels which are used to provide energy to small enterprises. These enterprises are almost without exception run by men. Wind energy is only used on a small scale by some farmers to pump water for irrigation.

Most of the rural population still use fuelwood as their main energy source. Women in these areas often spend up to four hours a day collecting wood for their energy needs. Charcoal, produced in the north of the country (and is a male dominated business), is available in most of the rural areas. However, due to the higher costs, this is rarely used by women for their daily tasks; and for income-generating activities, men would rather use petroleum (to provide motive power for transport or driving machinery, such as lathes and mills).

**Gender and energy issues in Anchellius**

In Table CP2.1 an overview is given of the gender and energy situation in Anchellius. The data has been obtained by combining information supplied by both the Government of Anchellius and the Multilateral Development Agency (MDA).

**Table CP2.1: gender and energy in Anchellius: population and sources of energy.**

Variable	% men in population	% women in population	Hours per day spent by women collecting fuel	Energy sources: household/ income generating tasks (in %)				
				Fuelwood	Charcoal	Petroleum	Electricity	Sustainable
Small rural settlements (<200)	37	63	2-4 hours	89 / 23	6 / 18	3 / 51	0 / 0	2 / 8

Medium rural settlements (200-1000)	40	60	2-5 hours	81 / 16	10 / 20	5 / 56	0 / 1	4 / 7
Rural town (>1000)	46	54	1-3 hours	72 / 14	11 / 19	12 / 59	0 / 4	5 / 4
Urban periphery	67	33	1-3 hours	65 / 12	10 / 20	17 / 39	8 / 27	0 / 2
Urban centres	58	42	0-1 hours	23 / 13	9 / 12	35 / 28	33 / 46	0 / 1

In general, women are responsible for collecting the energy sources for household tasks, and men are responsible for the energy needed for income-generating activities. Based on experience from other countries, and the specific situation in the rural areas of Anchellius, an estimate has been made of the energy costs for different household tasks. These estimates are shown in Table CP2.2 and can be used to give an idea of the possibilities for reducing the time women spend collecting fuel if greater funds were available, or energy sources were made more affordable. Fuelwood is available for free, apart from the metabolic energy put into collecting it. As rural areas are not connected to the electricity grid, three options have been proposed for increasing electricity access, varying from a low density electricity grid (small-scale use of electricity and few connections) to a high density electricity grid (large-scale use of electricity and many connections). Of course, the average start-up (connection) costs differ depending on the overall approach. In Table CP2.2, the start-up costs reflect the costs of arranging connection to each type of supply (so the costs of grid extension or of a solar home system for example).

**Table CP2.2: costs of various energy sources for carrying out household activities.**

<i>Activity</i>	<i>Metabolic energy</i>	<i>(monetised equivalent of metabolic energy)</i>	<i>Charcoal</i>	<i>Petroleum</i>	<i>Solar</i>	<i>Electricity (low grid density)</i>	<i>Electricity (medium grid density)</i>	<i>Electricity (high grid density)</i>
Costs/unit	-	4	8	12	2	24	18	12
Fetching water for consumption	2 hours	8	-	9 (pump)	1.5 (pump)	18 (pump)	13.5 (pump)	9 (pump)
Washing family laundry	2 hours	8	-	-	-	96 (washing machine)	72 (washing machine)	48 (washing machine)
Collecting fuelwood	3 hours	12	10 (use instead of)	18 (use instead of)	2 (use instead of)	24 (use instead of)	18 (use instead of)	12 (use instead of)
Grazing livestock	2 hours	8	-	-	-	-	-	-
Watering livestock	2 hours	8	8 (irrigation)	12 (irrigation)	2 (irrigation)	24 (irrigation)	18 (irrigation)	12 (irrigation)
Visit to local market	1 hour	4	-	-	-	-	-	-
Estimated start-up costs	-	-	0	0	1000 – 5000	8000 – 20000	7000 – 18000	4000 – 12000

It is important to note that the average rural man in Anchellius earns around 60 AD per day.

In interviews held with the rural population in various villages, women indicated that their main development interest in the area of energy was to obtain a connection to electricity, either through sustainable energy or through a connection to the electrical grid.

**Governmental structure**

The country's Ministry for Energy, Transport and Irrigation (METI) is responsible for the energy situation in the country. Given the recent privatisation of energy provision, they now mostly focus on the interests of the country's economic centres in the three cities. Their mandate is to formulate and coordinate the national energy policy and to facilitate the availability of efficient, affordable and reliable energy services to all citizens in an environmentally-sustainable manner. The Anchellius Energy Plan (EAP) is used as a guide towards achieving these goals. In practice, their main non-urban interests focus on providing energy for agricultural purposes to the larger villages. Recently, METI carried out research into the use of sustainable energy (solar and wind power) for these purposes. For an initial period of five years, funds are available to increase the number of people with access to sustainable energy in rural areas, and to increase the quantity and quality of connections to the electricity grid in the urban areas.

Since 2000, Anchellius has had a Ministry for Equality and Women's Affairs (MEWA) which is responsible for fulfilling the Government's obligations as a result of signing the Beijing Platform for Action, which includes a commitment to gender mainstreaming in all areas of the economy. As a new ministry, their main activities still focus on analysing the country's gender problems. Their first major accomplishment is the endorsement by parliament of a policy that ensures equal rights and access to basic services (education, health and energy) for all the population. Ensuring access to these services by the more vulnerable women's groups in society (widows, single mothers, ethnic minorities) plays a central role in implementing this policy. Currently MEWA, which has only a modest budget, is investigating the translation of this policy into action.

METI and MEWA have had some meetings on the subject of energy provision to women, with a particular focus on rural women, but discussions have not yet moved on from the initial meeting to establish the working party on gender and energy. The working party is trying to focus on making the EAP more minority/gender-aware. Most of the MEWA staff have an understanding of the inequalities in the current energy policy. METI staff, and especially their director, prefer to focus on those groups in society that they think can add to the economic development of the country: namely, urban men. Energy policy is about having the most up-to-date technologies and women are just not interested in technologies (apart from their cookstoves). At the last METI/ MEWA meeting only a few junior civil servants bothered to turn up from the METI side.

**Case-practice 2.1: Identify the issue**

*After you have read the case outline above, you should be able to identify an issue you would like to address with an advocacy strategy that you are about to design. Identifying this issue should take about 20 minutes.*

Look back at the first three sections of this unit and identify an issue for advocacy. If you need additional information, you can make assumptions, as long as you clearly write these down.

**Case-practice 2.2: Identify causes and consequences**

*Now you have identified the issue, you can look at the underlying causes behind this issue and the possible consequences of changes in the situation. This should take about a further 20 minutes.*

Take a look at Section 5 of this unit and use the problem tree and fish-bone model to determine causes and consequences related to the issue. Draw on your own experiences on the subject to make the overview of causes and consequences as complete as possible.

### **Case-practice 2.3: Identify risks and opportunities**

*Finally, use 15 minutes to think about the risks and opportunities related to the issue.*

Look back at Section 6 of this unit and try to determine a list of risks and opportunities that will occur when you start to address your chosen issue.

## EXERCISES UNIT 2

### Exercise 2.1: Appropriate issues for advocacy

*In this exercise, each participant will spend fifteen minutes identifying three appropriate issues concerning gender and energy that are appropriate for advocacy at the national level within their own country. Once this individual task is complete, the participants will form groups of threes, and each individual will have five minutes to convince the other two of the validity of their choices.*

Look at the list in Section 2 detailing the characteristics that make a topic appropriate for an advocacy strategy. Your challenge is to select three issues in your own country, related to gender and energy, that you believe could be the focus of an advocacy strategy. These issues do not have to be related to a current activity in your organisation. Then complete the table below. When you have finished the task, from a group with two other participants and present your case. You have only five minutes, so you have to be brief and convincing - an important aspect of successful advocacy!

<i>Issue</i>	<i>Who should be the target audience?</i>	<i>Why is it an appropriate issue for an advocacy strategy?</i>
(1)		
(2)		
(3)		

### Exercise 2.2: Gender and energy issues

*The type of gender issues you adopt for advocacy will depend on which gender goal(s) motivates your organisation. As this Module is part of a series to create awareness about gender in energy issues, participants should be able to identify which gender goal is linked to which gender issue and identify issues that relate to a specific goal. This exercise is done either individually or in small groups (2 or 3 students). This exercise takes 15 minutes followed by 10 minutes discussion in plenary.*

In the table below, determine for each of the issues the motivation that seems most suitable for the issue. Choose from the following gender goals: welfare, empowerment, equity/ equality and anti-poverty. Please explain your choice.

<i>Issue</i>	<i>Gender goal</i>	<i>Explanation</i>
Women's rights on access to the electrical grid.		
Inclusion of metabolic energy in official government statistics.		
Improvement of possibilities for women to engage in income generating activities.		

Next, you will have to think of an appropriate issue for each of the four goals for gender and energy projects. Please give your answers in the table below.

<i>Gender goal</i>	<i>Issue</i>
Welfare	
Empowerment	
Equity/ equality	
Anti-poverty	

## UNIT 3: IDENTIFYING STAKEHOLDERS

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### *Aim of the unit:*

To provide the participant with knowledge about tools and techniques for the identification and analysis of stakeholders in an advocacy context.

### *Learning objectives:*

After this unit, the participant should be able to:

- Identify the different types of stakeholders;
- Make a map of the stakeholders in a specific situation;
- Ascertain the interests, resources and mandates, problems and the level of influence of different stakeholders for a given issue;
- Make a distinction between allies and opponents;
- Use mapping strategies to assess allies and opponents;
- Carry out a force field analysis;
- Explain how to approach a stakeholder.

### *Time schedule:*

- In total: approximately 4 hours;
- Study of the theory: 40 minutes;
- Discussion points: 30 minutes;
- Exercises: 45 minutes;
- Case-practice: 90 minutes;
- Feedback on case-practice: 30 minutes.

### *Key concepts and ideas introduced in this unit:*

Stakeholders; mapping methods; stakeholder analysis; allies and opponents; force field analysis.

### *Topics in this unit:*

- What and who are stakeholders?
- Analysis of stakeholders;
- Allies and opponents;
- How to approach a stakeholder.

# 1 What and who are stakeholders?

Every advocacy process has stakeholders. You need to understand who they are in order to design a successful strategy.

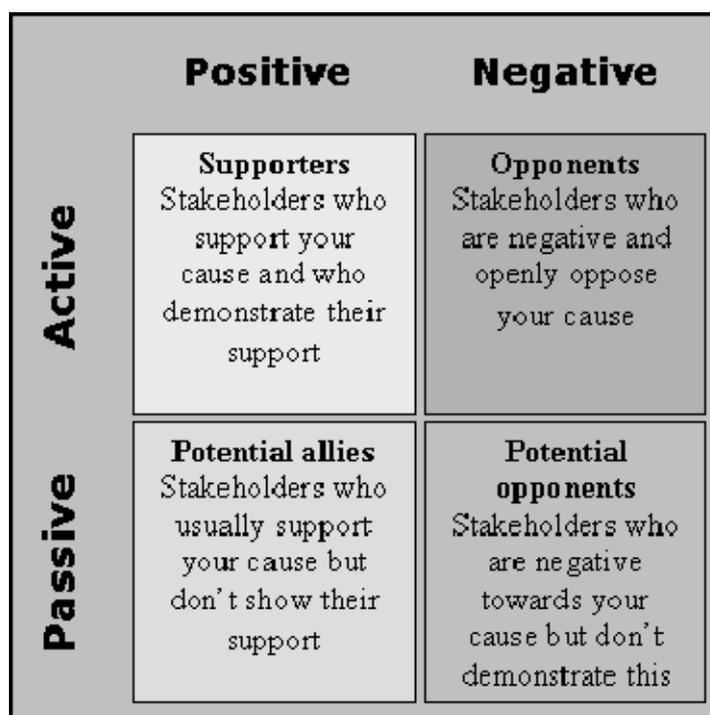
Each advocacy process is focussed on a particular issue, and this issue will have specific stakeholders. If you are trying to raise awareness, this will be of certain groups of people. If you are trying to change policy, this is the policy created and changeable by specific policymakers. It is important to understand all the various groups of stakeholders – those with power, both supporters and opponents of the issue on which you focus - and the dynamics among the stakeholders. This unit focuses on tools that will help you to determine stakeholders.

## 1.1 Types of stakeholders

Stakeholders can have a positive or negative attitude towards your goal and can further be active or passive.

Various stakeholders will influence an advocacy process in different ways. Some will have a positive attitude towards integrating gender into energy; others will have a negative attitude. Some stakeholders will be active supporters, while others will have a more passive approach. You will need to identify the various types of stakeholders since you will need to adopt different approaches to each type if you are to achieve your advocacy goal (the different approaches will be discussed later in this unit). The matrix in Tool 3.1 is useful for mapping stakeholders into their respective categories. This tool can be applied either as a desk tool or as part of a small participatory workshop. Those taking part in the workshop can write organisations' or individuals' names on cards, which can be pinned on the wall. A discussion on who belongs in which section can be helpful in understanding better your stakeholders. However, remember that stakeholders can be active at different stages in the policy planning and implementation processes and at different levels in society (e.g. Ministry or Community). Therefore you need to monitor stakeholders when implementing an advocacy strategy. Stakeholders also have different levels of power and influence. It is not sufficient just to identify stakeholders, you have to make a more detailed analysis to enable you to focus on the key stakeholders and so make the most effective use of your resources. A tool to help with this identification is given in Section 2 of this unit. Stakeholders can also have different positions during a process. They may be an ally on one issue related to gender and energy (e.g. support smokeless kitchens) but oppose you on others (e.g. women's empowerment). Section 3.3 provides a tool to help with this type of monitoring.

**Tool 3.1: mapping the key stakeholders.**



**1.2 Some possible stakeholders**

Making a complete list of all potential stakeholders in the energy sector can be time consuming. Table 3.1 gives some possible stakeholders who might be involved at different stages in gender mainstreaming in the energy sector in the gender and energy context.

**Table 3.1: Examples of stakeholders likely to be involved in gender mainstreaming in the energy sector**

<i>Private sector</i>	<i>Public sector</i>
LPG suppliers	Ministry for Energy
Fuelwood suppliers	Ministry for Women Affairs
Banks	Ministry of Finance
Training consultants	Parliamentary Committee on Energy
Electricity Utilities	Local council's health department
Gender advisors/consultants	National Institute of Standards
Renewable Energy ESCOs	Environmental Commission
	UNDP
	World Bank
	Ministry of Energy Staff
<i>Civil Society</i>	
ENERGIA national network	
University Gender Specialists	

Gender NGOs

Ministry Gender Policy advisors

<b>Other</b>
Male-headed Rural Households
Female-headed Rural Households

**Discussion point 3.1**

A complete list of all stakeholders in the gender and energy context will be a useful resource when you later have to determine stakeholders in designing an advocacy strategy.

- Try to think of additional stakeholders to make the above list more complete.
- Can you think of other categories of stakeholders?

## 2 Analysis of stakeholders

Stakeholders can be analysed using a simple tool, based on their interests, resources and focus of activity, and their level of influence.

There are numerous tools available to identify and analyse stakeholders. Most of these tools are complex and time-consuming to use. In this section, a simple tool is presented that can be used to analyse stakeholders. It can be completed in a short period of time as a desk exercise, without the need of too much research.

Tool 3.2 makes use of a table to systematically present data on every stakeholder, covering their main interests, their resources, the focus of their activity and their level of influence.

**Tool 3.2: stakeholder analysis table**

<i>Stakeholder</i>	<i>Interests</i>	<i>Resources</i>	<i>Focus of activity</i>	<i>Level of influence</i>

The table can be completed using a simple procedure:

- Identify the relevant stakeholders (for instance from the list in the previous section);
- Write down the main interests of each stakeholder in relation to the gender and energy issue you are focusing on. These can be found in their mission statements, their policy documents, etc.
- What resources are they able to utilise (for example: money, influence, knowledge about a certain subject – particularly in relation

to gender and energy)? This will help you assess their strength and the possibility of each stakeholder advancing or blocking your cause.

- What is the focus of their activities in relation to the gender and energy issue at the heart of your advocacy strategy? This helps identify any common ground between your organisation and the stakeholder?
- Finally, determine the level of influence of each stakeholder, so you know how powerful they are in relation to the issue in hand and the decision-maker who will be the focus of the advocacy strategy. Remember that a stakeholder's level of influence will depend on the decision-maker in question (and there may be more than one), the subject and the time. To assess the level of influence you could use a simple scale (such as high/medium/low/unknown) or weighting (1 = unknown; 2 = little importance; 3 = some importance; 4 = very important; 5 = key player).

When the table is completed it is useful to map the stakeholders using the tool in Section 1 of this unit. Also, try to rank the stakeholders from the most important to the least important. This information can be used in the force field analysis presented in Section 3 of this unit.

### 3 Allies and opponents

Stakeholders can be divided between allies and opponents.

An advocacy process is a struggle between various stakeholders over change. To determine the nature of the struggle, you need to know who your allies and your opponents are. This section will give you some tools to determine such issues based on the tools described earlier.

#### 3.1 Identifying your allies and opponents

Who your allies and opponents are, depends primarily on whether you have common or different interests. Stakeholders that share the interests of your organisation with respect to the issue you are trying to advocate are likely to be allies. Stakeholders that have different, opposing interests are likely to become opponents in the process for change.

Stakeholders without an active attitude towards your issue can be converted into potential allies with the right strategy.

You will find that not all stakeholders have a clear idea about all the issues related to gender and energy, or know how to respond to these issues. They may even not yet have thought about the issue you are advocating about. You would like to convert them to passive, or better still active, supporters; rather than let your opponents perhaps convert them into fellow opponents.

Identifying allies and opponents can be done by analysing their interests.

How a stakeholder is likely to respond to a new issue can be assessed from the general policies of the organisation or their past behaviour on similar issues (for example, has the Minister of Energy in the past always voted in favour of legislation that contributes to women's empowerment, such as land inheritance rights?). This type of information can be found in secondary sources of information (for example, annual reports, promotional brochures, parliamentary records, newspaper articles). After using this type of analysis, strategies can be designed to ensure that potentially supportive stakeholders that share your interest work with you, and those who might remain passive

can be moved into an actively supporting role, for example as a counterbalance to an identified opponent.

Tool 3.1 allowed you to arrive at a general classification of stakeholders based on their stance on gender mainstreaming in energy. As was pointed out in Section 1, stakeholders may be allies on one issue but opponents on another. They may be interested in one issue, but not another. Therefore you may need to make a more detailed analysis of stakeholders on an issue by issue basis. Tool 3.3 can help in this. First, list the interests that are the current focus of your advocacy activities. For example, if your organisation is involved in women’s empowerment, you may be focused on: persuading the electricity utility to pro-actively recruit women engineers (Interest 1); promoting the need for a gender audit of the energy sector (Interest 2); and raising parliamentarians’ awareness of gender issues in the energy sector (Interest 3).

Write these down in the first column. Then use the results from Tool 3.2 to determine which stakeholders actively share or oppose these interests and enter these in their respective columns in the ‘active stakeholders’ cells. For the other (non-active) stakeholders you will have to judge their position based on, for instance, their mission statements and past activities. Enter these stakeholders in their respective columns in the ‘passive’ cells.

**Tool 3.3: determining your allies and opponents**

<i>Interest</i>		<i>Stakeholders sharing your interest</i>	<i>Stakeholders opposing your interest</i>
Interest 1	Active	...	...
	Passive	...	...
Interest 2	Active	...	...
	Passive	...	...
Interest 3	Active	...	...
	Passive	...	...

In Tool 3.3 each combination of four cells that accompanies an interest is a more detailed map of the one used in Tool 3.1. Tool 3.3 helps you produce a more focused strategy and not waste resources. In the next section we will look at a tool that helps identify which stakeholders should be the focus of a specific strategy.

**3.2 Mapping your allies and opponents**

Mapping stakeholders gives insights into the possibilities they bring to your advocacy strategy.

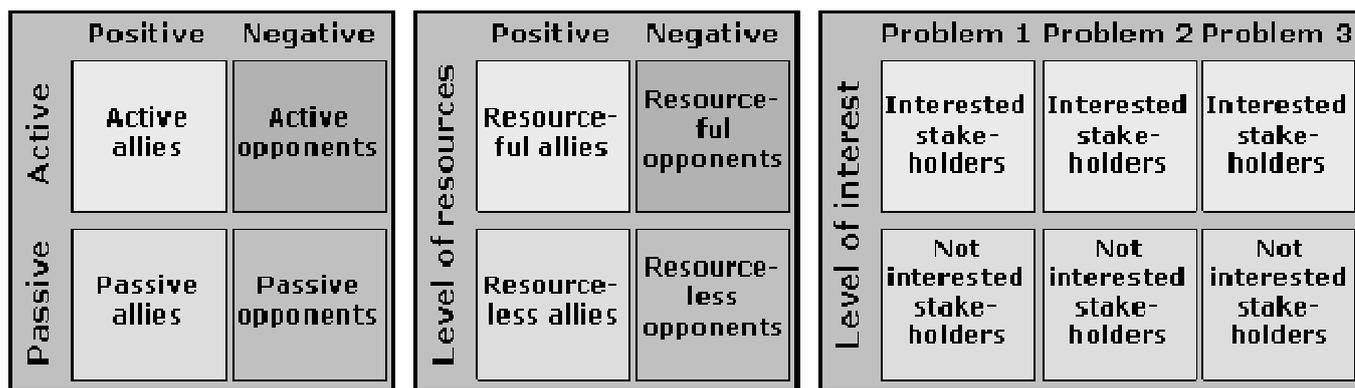
In Section 3.1 a general method to map allies and opponents was suggested. It may be useful to map them in other ways. Tools 3.1 and 3.3 can be combined with the results of the stakeholder analysis to create all kinds of stakeholder maps:

- The role of each stakeholder and which side they are on (Tool 3.1)

- The stakeholders with significant resources (influence, people) and which side they are on.
- The specific issues that interest stakeholders.
- The level of influence exerted by stakeholders (See Section 3.3 for an appropriate assessment tool)

Examples of the maps described above are given in Figure 3.1.

**Figure 3.1: examples of mapping methods for stakeholders.**



These maps help you define the types of strategies to be used with specific stakeholders:

- Active allies can be encouraged to support or join your activities; passive allies should be motivated to do so. Active opponents should be opposed; passive ones not stimulated into activity (do not wake sleeping dogs!);
- It is important to include allies with key resources in the process – they may be able to assist allies with few resources (e.g. by funding rural women to attend a meeting in town with key decision-makers); resource-rich opponents are a bigger threat than those without resources;
- Stakeholders interested in the same issue can be encouraged to cooperate in your campaign if it meets their objectives. Stakeholders who are not focused on your issue can be left out of the process, and in that way you avoid alienating those who might be allies in a future process.

**Discussion point 3.2**

- Can you think of other ways to map the stakeholders?
- What would these maps look like?
- How would you use these maps to help develop advocacy strategies?

### 3.3 Force field analysis

Any given situation, for example, a lack of attention to gender in energy policy, can be seen as arising from the balance of the various stakeholder interests. The current position has been reached as a result of some stakeholders being more powerful than others and thus being able to exert more influence. An advocacy process aims to change this balance of interests and this will result in a reaction by other stakeholders trying to pursue their own interests and perhaps maintain the *status quo*. Such a process results in stakeholders ‘pushing’ and ‘pulling’ the issue around to satisfy their own interests, a bit like a game of tug-of-war. Sometimes one side is stronger, resulting in a change in their favour; sometimes, despite a lot of effort by those pushing for change, things remain the same.

#### Discussion point 3.3

Read this scenario on how different stakeholders try to influence a specific situation:

You make a powerful speech at a workshop where the Minister of Energy is in the audience in which you argue for providing assistance to woman-headed households so that they can gain an electricity connection. The Minister seems sympathetic to the idea. She raises the issue at the next Cabinet meeting and is immediately supported by the Minister for Women. However, the Finance Minister opposes it because of the cost to the Treasury – he has also had a phone call from the Oil Company because they fear the sales of kerosene will fall.

Who do you think would win such a power struggle?

Which other stakeholders could try to influence the Minister for Energy on this issue - and the Minister for Finance?

A force field analysis can give insights into the power struggle surrounding an issue.

The power of the various stakeholders to influence change can be assessed through a force field analysis. This tool helps identify which stakeholders are the driving forces for promoting change and which are effectively blocking change. Identifying such stakeholders can help in designing a strategy to minimise the constraining forces and promote the driving forces.

When you start an advocacy process you will be joining one of the sides in an existing tug-of-war game, and trying to pull the issue in the direction of your interest. This can be achieved in different ways: for example by trying to convince a strong opponent to join your side, or by making your side ‘stronger’ through raising awareness and getting new bodies pulling on your end of the rope.

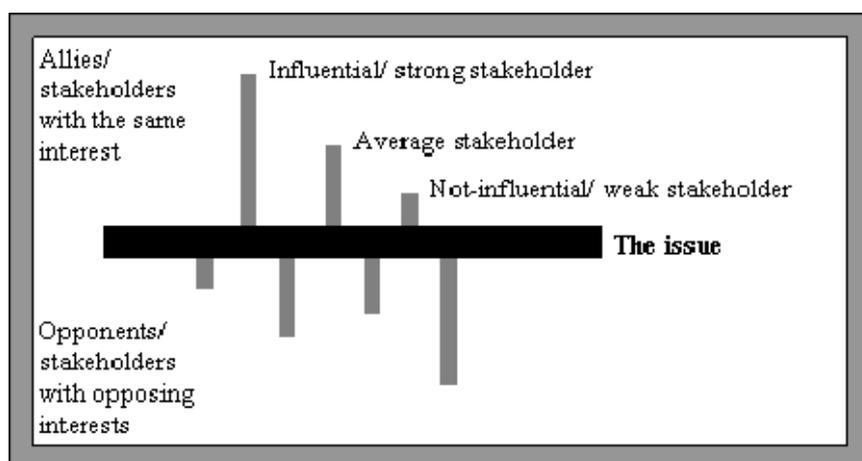
A force field analysis involves a number of steps which result in a pictorial representation of the opposing forces, as illustrated in Tool 3.4:

- Identify the main issue/interest you want to analyse and identify both the allies and the opponents (both active and passive) using Tool 3.3;
- Draw a horizontal line representing your issue;

- Represent each stakeholder by a vertical line on one side of the horizontal line, allies on one side, opponents on the other;
- Estimate the different stakeholders' strength of force (or influence) using Tool 3.2 and use the length of the individual lines to visually represent their strengths.
- List actions which could reduce the influence of the most important restraining forces or increase the influence of your allies. What resources do you need to carry out these actions?
- Evaluate the strategies and rank them by ease of implementation.

Do not forget to periodically review your force field analysis because forces change (for example, an election might bring new political parties into government) and new strategies become necessary.

### Tool 3.4: force field analysis



### >> Exercise 3.1: Stakeholder and force field analysis

All the stakeholder analysis tools discussed are complementary.

The force field analysis, the stakeholder analysis tools and the mapping methods are all complementary. A combination of these tools can produce a comprehensive analysis of the stakeholders involved in a gender and energy issue.

## 4 Approaching stakeholders

Once you have analysed the stakeholders and their strengths, the next step is identifying who you should focus on within the organisation when making your approach.

Some suggestions for identifying the appropriate person within an organisation:

- Do you personally know somebody within the organisation? He or she could tell you who is working on the issue and is willing to listen. They might even make the initial contact for you.
- From past events, who has responded positively to your organisation (for example, made a complementary remark about a presentation by your organisation), or the issue (for example, identified from a newspaper article). Remind the person of this event when making contact (“We met at the workshop in November 2005...” or “You gave an interview in the Daily News on women as energy entrepreneurs ...”).
- Who has time? You should aim for somebody in the organisation who is powerful enough to push decisions, but not so busy that they have no time to look at your issue. This person could perhaps be the personal assistant to the key individual in the organisation, who could then convey your intentions to the key person. Sometimes this can be more effective than you speaking directly to the decision-maker, especially if you catch the latter at a bad moment.

## 5 Summary and conclusions

Every advocacy strategy involves stakeholders. These can be positive or negative towards your issue, and therefore require different approaches. They can be active or passive towards the issue, which also influences the appropriate kind of approach.

Stakeholders can be analysed using simple tools which assess their interests, resources and mandates, problems, and their level of influence. With the results of this analysis, stakeholders can be mapped to give an overview of their positions, etc.

Stakeholders are either allies or opponents of your cause. They have various levels of influence. Their strength can be assessed using a force-field analysis, which also gives hints about which stakeholders are the best to approach. Stakeholders can also change their position on issues, and hence an opponent can become an ally, or vice versa!

## EXERCISES UNIT 3

### Exercise 3.1: Stakeholder and force field analysis

*Understanding the stakeholders involved in an advocacy project, their role and the side they are on (ally or opponent) is important for the success of any advocacy strategy. In this exercise, you are asked to perform an analysis of a group of stakeholders in a specific situation. This exercise is to be carried out in small groups and takes about 30 minutes (plus 15 minutes discussion by the whole group).*

Imagine you and your team are trying to draw up an advocacy strategy for equal access rights to the electricity grid for women in rural areas. The men use electricity for irrigation purposes and the women would like to be able to use electricity for lighting and some productive activities. Currently, the number of households that have a connection to the electricity grid is very low.

First, decide which gender goal your advocacy strategy will target.

Then carry out a stakeholder analysis and a force field analysis (Tool 3.3 and Tool 3.4) using the following information about the stakeholders.

<i>Stakeholder</i>	<i>Interests</i>	<i>Resources and mandates</i>	<i>Problems</i>	<i>Level of influence</i>
Energy company that controls the electrical grid	High number of connections; Profit for shareholders.	Political influence; Financial means; Delivery conditions (tariffs).	Blackouts in rural areas; Poor maintenance.	Medium
Fuelwood supplier	Selling firewood; Earning money.	Local power; Financial means; Delivery conditions (tariffs).	Lack of government support.	Medium/low
Women's interests NGO	Equal rights; Increasing empowerment.	Backing from other women's support groups.	No political influence; No financial means.	Low
Ministry for Gender	Increasing women's productivity.	Political power; Financial means; Right to make policy.	No local support; Shortage of staff, power and time.	High
Main bank in the area	Increasing number of bank accounts.	Money; Credit conditions; Political influence.	Lack of income in the area.	Medium/high
NGO for renewable energy	Selling renewable energy sources.	Knowledge; Respect from local leaders.	Renewable energy sources are too expensive.	Medium
MDA	Equal rights for women; Reducing poverty.	Political influence; Money for projects; General knowledge.	No representative in the area; No local knowledge.	High

## CASE-PRACTICE UNIT 3

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*Having identified the issue for the case-practice you now have to identify the stakeholders linked to the issue. You are asked to complete a force field analysis and think of a strategy for dealing with your allies and opponents.*

For the stakeholder analysis some additional information is provided. Please read this information carefully and remember to combine it with the information from the previous unit to find the best possible solution for the exercises given below. Ninety minutes are available to complete all the exercises in this case-practice. You need to divide up the time between the different components.

### **Stakeholders in Gender and Energy**

METI is one of the most powerful ministries in Anchellius. Its minister is a charismatic man with a lot of experience in politics and an extensive network of national and international contacts. He could be labelled a technocrat. Within the ministry, there is a group of loyal supporters of their minister and his views. However, there is also a group of civil servants with a more social view on their activities.

Compared to METI, MEWA is a small and relatively new ministry. Their minister is an intelligent woman with a lot of experience in the field of gender, both in projects and in policy. However, as she is a woman, people do not always listen to her. There were only a few civil servants assigned to the ministry when it was established. They were transferred from other ministries, and some people think that the other ministries were glad to be rid of them.

The meetings between MEWA and METI, which are held periodically, are chaired by Mr Busmata, a well-respected former minister from the Ministry of Internal Affairs. After his official career, Mr Busmata became interested in human rights and since then has been an advocate for the equal treatment of all groups in society.

As a new ministry, MEWA receives help from policy advisors who have gender experience. Some of these have been active in making the country's educational system gender-aware; others are from the private sector where they have worked on the empowerment of women in the private sector. Because of MEWA's lack of knowledge, the gender policy advisors actually make all the decisions.

The Multilateral Development Bank (MDB) and the Regional Development Bank (RDB) are quite active in Anchellius. In 2002, the MDB provided a \$200 million loan for the reform of public services. Between 1995 and 2005, the MDB and the RDB together loaned over \$600 million. The debt burden therefore is large. Most of the money from the loans went on the privatisation and decentralisation of public services; some went on reform of the educational system (still public) and about \$40 million went to a large scale project to provide small enterprises in the semi-arid areas with sustainable energy.

The Multilateral Development Agency (MDA) is not very active in Anchellius. In recent years their main accomplishment has been that they have gathered data on the economic, social and political position of women. Some of this information is presented in Appendix A (Additional Information - Anchellius) as well as in the Case-Practice in Unit 2. Further, the MDA played some part in the reform of the educational system and they provided knowledge for the sustainable energy project.

Lumos Inc. is the sole provider of electricity to Anchellius' three cities. Their power plants run on oil. The current owner of Lumos Inc. used to be the Minister at METI before the privatisation of most of the energy services. The company is hardly making money because of

the unreliable service they offer and the difficulties they face in expanding their electricity grid. The electricity grid is maintained by another private organisation (Gridco). The contract is on the basis of cost per kilometre of existing line. This division of responsibilities results in chaotic situations: Lumos Inc. has to pay for the extension of the grid and is under considerable political pressure to do so particularly to the rural areas (the new government made some spectacular promises on increasing electricity access in rural areas during the last election campaign). Gridco is not keen to expand the grid to the less densely populated areas since it will not be profitable to maintain the system in these areas particularly with their current contract.

Charcoal is mainly produced in two ways: on a small scale by the villagers in the east of the country and on a large scale by Anchellius' Charcoal Enterprise (ACE). ACE delivers mostly to the urban areas, whereas the small scale production of charcoal is aimed at the rural areas. ACE has been trying to get a monopoly on the production of charcoal by lobbying the government and by other – often mendacious – activities. So far none of them have worked.

Anchellius has no natural sources of oil, and imports it in a raw form from other countries. The main processor of crude oil into usable products, such as kerosene and petroleum, is the newly privatised GOSA (Gas, Oil and Petroleum Anchellius). After the privatisation of the distribution market, numerous small distribution companies emerged, but none are comparable to GOSA. Currently about 96 % of the petroleum used is distributed by GOSA.

After the relative success of the MDA sustainable energy programme, other organisations are investigating the possibilities of improving the rural economy by supporting small enterprises. One of these organisations is the Public Bank of Chelluville (PBC), a private bank controlled by a large, Northern bank. PBC's aim is to extend its activities into the larger rural villages to tap into a new market: farmers who are doing well from Fair Trade Agreements with Northern NGOs.

Numerous NGOs are active in Anchellius. Most notably, there is a quite influential NGO that provides sustainable energy services to rural farmers for irrigation purposes (Eneranchel). This NGO also promotes the provision of renewable energy for educational purposes. The NGO is based in the country's only university (University of Chelluville, UoC). Their financial resources are limited, but they can rely on support from various Northern institutions.

There are four NGOs focusing on women's rights and empowerment, renewable energy, environmental issues and women's entrepreneurship respectively, but all of these have fewer resources than Eneranchel. Their primary goal is to increase awareness of certain issues. They do not have enough financial backing to carry out large-scale projects and not enough knowledge for effective advocacy. All of these NGOs are led by charismatic individuals, strong on motivation but not so well versed in the issues. The NGOs do not have contact with each other.

Finally, a research group from the UoC is active in collecting data on gender and energy. They have worked together with the MDA and Eneranchel on some projects. The research group is well-respected, particularly with Northern donors. However, they have not yet worked together with governmental advice groups or ministries.

### **Case-practice 3.1: Identifying and mapping the stakeholders**

*Some of the stakeholders in Anchellius related to gender and energy are mentioned in the information given above. The first step is to list all the relevant stakeholders.*

Make a list of all relevant stakeholders using the information in the case notes provided. Are there relevant stakeholders not mentioned? Once you have a complete list, categorise the stakeholders (public, private, civil society, etc.) (see Section 2.1 in Unit 3).

Use some of the mapping methods to get a clearer idea of the nature of the stakeholders.

### **Case-practice 3.2: Perform a force field analysis**

*With all the stakeholders identified, you can perform a force field analysis.*

Look back at Sections 2 and 3 of this unit and at Tools 3.2 – 3.4. Use Tool 3.2 to analyse the stakeholders. Whenever there are gaps in the information provided, make assumptions based on your own experiences.

Next, use Tool 3.3 to determine who your allies and opponents are. Determine the relevant interests by looking back at the issue you identified in the previous unit.

Finally, use Tool 3.4 to perform a force field analysis. Who are the most powerful stakeholders, and are they allies or opponents?

### **Case-practice 3.3: Deal with you allies and opponents**

*The third activity in this unit's case-practice is to think about ways to deal with your allies and opponents.*

In the previous two activities, you identified your allies and opponents. Are all of them either allies or opponents on all interests? Which stakeholders are most important to you in achieving your goal?

Having determined their importance, briefly describe a strategy for dealing with each stakeholder.

## UNIT 4: DETERMINE THE ADVOCACY STRATEGY

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***Aim of the unit:***

Provide the participant with the knowledge and skills needed to design a successful advocacy strategy.

***Learning objectives:***

After this unit, the participant should be able to:

- Explain when advocacy is appropriate;
- Name and describe the elements of an advocacy strategy;
- Name the four levels of advocacy and explain the differences;
- Explain what SMART is and how this tool can be used in constructing an advocacy goal;
- Name five different methods for advocacy and explain what they mean;
- Determine the method of advocacy required to achieve a specific gender and energy goal;
- Set up a system to monitor the outcomes of an advocacy strategy;

***Time schedule:***

- In total: approximately 5.5 hours (excluding hands-on activities);
- Study of the theory: 70 minutes;
- Discussion points: 10 minutes;
- Exercises: 100 minutes;
- Case-practice: 100 minutes;
- Feedback on case-practice: 45 minutes.

***Key concepts and ideas introduced in this unit:***

Methods of advocacy; SMART; networking, lobbying, media activities; mobilising; indicators.

***Topics in this unit:***

- Should you advocate?
- Elements of an advocacy strategy;
- Levels of advocacy;
- Constructing your goal;
- Types of goals for advocacy;

- Methods for advocating your goal;
- Measuring outcomes;

# 1 Should you advocate?

Advocacy is not always the appropriate method for changing a situation. Answering some simple questions can show whether you should advocate or not.

Before designing your advocacy strategy, you first need to decide whether you should advocate your issue at all. Sometimes advocacy is not the way to reach your goal; sometimes advocacy is not yet possible; sometimes the process is not appropriate for your organisation. To decide whether you should advocate your issue or not you can use the checklist below.

### Tool 4.1: checklist to assess appropriateness of advocacy as a strategy

<i>Element</i>	<i>Questions you need to ask</i>	<i>Yes/no</i>
<b>Issue</b>	Should the issue be addressed by your organisation?	
	Should the issue be addressed now?	
	Does addressing the issue improve the livelihoods of your target audience?	
<b>Causes</b>	Are the causes of the issue clear?*	
	Are you able to address the causes?	
<b>Consequences</b>	Are the consequences of the issue clear?*	
	Will the results of an advocacy strategy have positive consequences?	
<b>Risks</b>	Does being involved in advocacy on the issue result in unnecessary risk for you or your organisation?	
<b>Opportunities</b>	Does the current situation offer enough opportunities for successful advocacy?	
<b>Other actions</b>	Are other, more appropriate ways of dealing with the issue exhausted?	
<b>Allies</b>	Are there enough influential allies?	
	Are the potential allies willing to help you?	
<b>Opponents</b>	Are you able to counteract your opponents?	
<b>Target audience</b>	Is the target audience interested in the issue?	
	Have you assessed the target audience?*	

With the exception of the question on risk, if you answer a question with a ‘no’ this can mean two things:

- If you answered ‘no’ to one or more of the three questions marked with a star (\*), you need to improve your knowledge of the issue and its context. After you have collected more information, repeat the checklist exercise.
- If you answered ‘no’ to one or more of the other questions, advocacy is probably not the appropriate way to address the issue. Think of other ways to tackle the issue or leave the issue until the time is better for advocacy on the issue.

If you answered “yes” to the question on risks, this is clearly not an issue for your organisation.

If you answered all the questions with a ‘yes’ (apart from the risk question) then you are in a strong position to advocate on the issue. The next step is designing a strategy, which the next section begins to address.

## 2 Elements of an advocacy strategy

An advocacy strategy involves a goal, the stakeholders, the advocacy method, the activities that will be performed, assumptions about the outcome, a monitoring and evaluation mechanism and a division of responsibilities.

A successful advocacy strategy has many different elements to which you will have to give some thought before becoming active in advocating your issue. The elements of an advocacy strategy are:

- The goal: what *exactly* is your advocacy goal (Unit 4, Section 4);
- The stakeholders: who are your allies and opponents (Unit 3);
- The method: how are you going to advocate your goal (Unit 4, Section 6);
- Activities: what activities are you going to carry out (relates to your strategy);
- Assumptions about the outcome: what do you expect to achieve (relates to your goal);
- Measuring the outcome: how do you measure success and failure in the strategy (Unit 4, Section 7);
- Responsibility: who is responsible for the advocacy strategy?

In the case-practice for this unit you will be writing a document that sets out an advocacy strategy.

## 3 Levels of advocacy

Advocacy can be carried out at four different levels: local, national, regional and international, each with their own characteristics.

The first thing to be aware of is the level at which you are going to advocate. These levels refer to the scale of the advocacy strategy and can be:

- Local: issues that refer to a part of a country;
- National: issues that have to do with an entire country;
- Regional: issues that relate to a region, for instance political groupings, such as SADC;
- International: issues that have global significance.

Each level has different characteristics: the stakeholders differ, the issues that can be addressed are different, the most successful

methods for advocacy are different, etc. In Table 4.1 the main advocacy characteristics of each level are given.

**Table 4.1: characteristics of the different levels of advocacy.**

	<i>Local</i>	<i>National</i>	<i>Regional</i>	<i>International</i>
<i>Scale:</i>	Part of a country	A country	Groups of countries	Global Institutions
<i>Some possible stakeholders:</i>	Local NGOs, village/community leaders, individuals, women's groups	National government, NGOs, science institutions, businesses	National governments, multinationals, country unions	International organisations, national governments, NGOs, businesses
<i>Examples of scale of issues and target community:</i>	Small scale, aimed at individual/household improvement	Medium scale, aimed at groups within society	Large scale, aimed at trans-national groups, regions	Very large scale, aimed at large groups of people
<i>Most common methods for advocacy:</i>	Direct influence, policy advice, actions	Raising awareness, networking, engaging in public debate	Networking, lobbying, engaging in public debate	Networking, lobbying, building coalitions
<i>Target audiences of advocacy:</i>	Individuals or small groups	Groups at the national level	Regional groups	International agencies
<i>Example of issue:</i>	Providing access to renewable energy services for women in a remote village	Making energy policy gender-sensitive	Create standards for an engendered energy policy	Reach an international agreement on women's access to energy

Awareness of the appropriate level for advocacy is necessary for a successful process.

In pursuing a certain issue, it is important to be aware of the level at which you need to focus your advocacy strategy in order to achieve success. The ENERGIA Secretariat carries out advocacy at the international level, its regional focal points at the regional level and national focal points at the national level. However, each supports the others in their advocacy activities by providing information and encouragement.

#### >> Exercise 4.1: Level of advocacy

Not every organisation is able to advocate at every level. Organisations specialise on certain levels, because they have experience in, and knowledge of, that level.

#### Discussion point 4.1

- At what level of advocacy does your organisation have experience?

- At what level do you think you or your organisation can best advocate?

## 4 Constructing your goal

A well-constructed advocacy goal is specific, measurable, achievable, relevant and time-bound.

A commonly used way to construct a well-described goal for any type of project or advocacy strategy is the ‘SMART method’. Using this method ensures your goal will be applicable in the planning, implementation and evaluation phases of your advocacy strategy. SMART is an acronym, reflecting:

- *Specific*: what exactly is needed for the goal to be reached?
- *Measurable*: results should be easily measured;
- *Achievable*: the goal should be realistically achievable by your organisation;
- *Relevant*: the goal needs to represent the needs, wishes, etc. of a group of people;
- *Time-bound*: a realistic deadline should be set for achieving the goal?

Considering these five elements should lead to a clear goal.

Tool 4.2 sets out the steps in using the SMART approach to construct a goal. It helps to ensure that your strategy is realistic within the available resources and, by being manageable, you do not become disheartened by not being able to reach specific milestones.

### Tool 4.2: defining a goal using SMART.

<b>Issue:</b>			
	What is your gender goal within this issue?	<b>S</b>	...
	How will you measure this?	<b>M</b>	...
	What resources are needed to achieve the goal and are these resources available in your organisation or within any coalitions you could form in the advocacy process?	<b>A</b>	...
	Does the target audience of the advocacy strategy think the goal is desirable?	<b>R</b>	...
	How long is this going to take to reach your goal?	<b>T</b>	... +
<b>Gender and Energy Goal:</b>			

A worked example of constructing a goal using the SMART tool is given in Exercise 4.2. You will have a chance to practice with the tool later.

## 5 Strategic approaches for advocacy

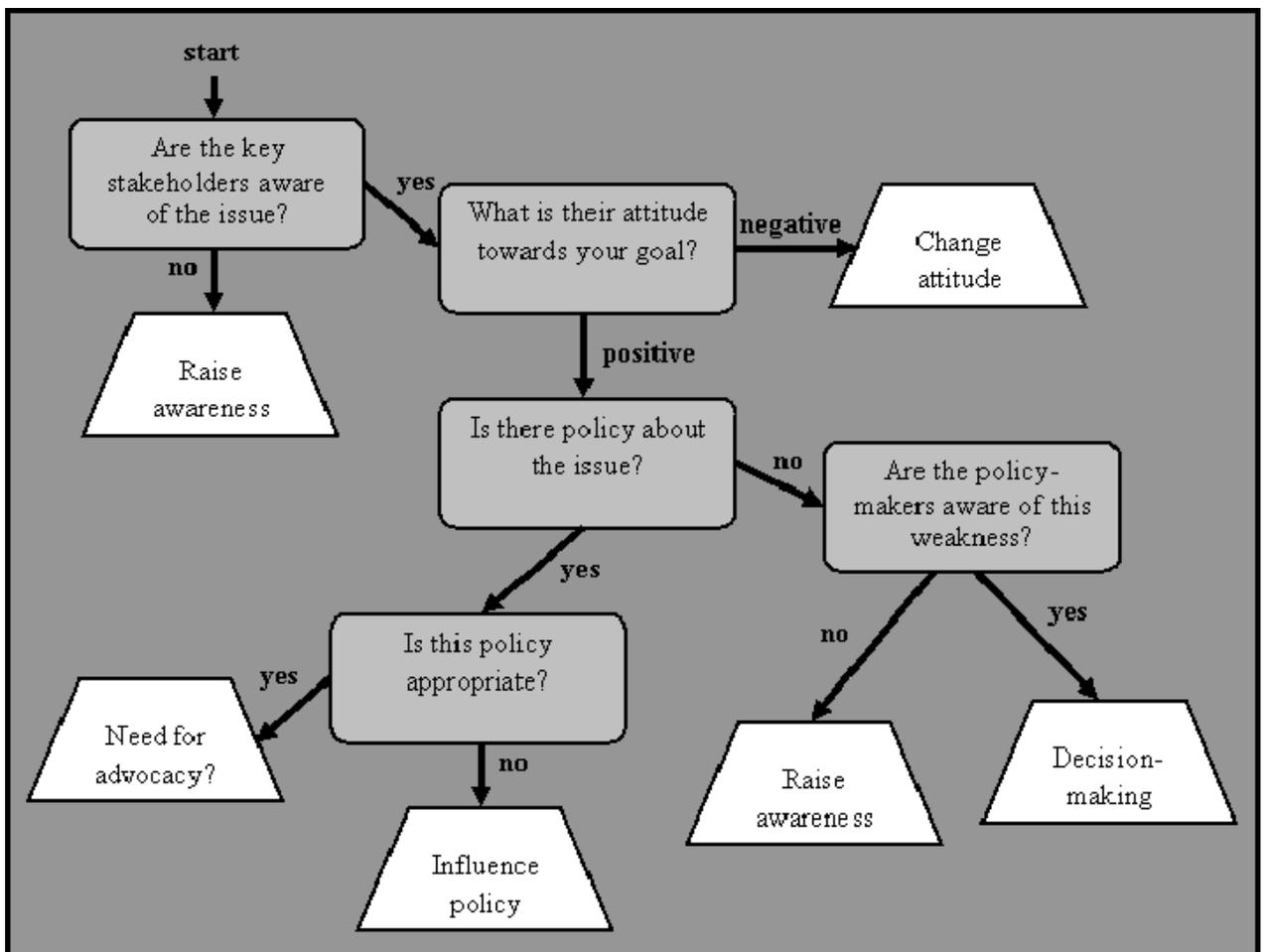
Advocacy can have any of four types of goals: raising awareness, changing attitudes, influencing policy or ensuring political decision-making. Often there is more than one goal.

After you have constructed your gender goal related to an energy issue you can determine which type of strategy you should adopt in order to reach that goal. The strategy is influenced by the stakeholder group you have selected to be the focus of your advocacy strategy. In Unit 1 Section 2, it was suggested that you could have more than one objective within your strategy in terms of how you wanted to influence stakeholders:

- Raising awareness;
- Changing attitudes;
- Influencing policy;
- Ensuring policy is put into practice.

To determine which strategic approach to advocacy is appropriate in your situation, you can use tool 4.3.

**Tool 4.3: determining the type of advocacy goal.**



However, it is possible that, in the context of a specific issue, you might need to combine different approaches, for instance when only some of the relevant stakeholders are aware of the issue. This means your strategy becomes more complex, as it has to suit the specific needs of different groups, etc. Therefore a clear goal and a well thought out strategy are needed to achieve success.

**>> Exercise 4.2: writing SMART goals and determining the type of goal.**

## 6 Methods and tools for advocating your goal

Advocacy can be done in many different ways. Therefore, to be effective in advocacy requires skills in a number of activities. In this section, a variety of advocacy methods, which can form part of a strategy, will be presented.

Useful methods in advocacy are:

- Networking;
- Lobbying;
- Raising awareness;
- Media activities;
- Mobilising/using public pressure.

Five appropriate methods for advocacy are: networking, lobbying, raising awareness, media activities and mobilising.

Although each of these methods can be a powerful tool in its own right, to achieve your advocacy goal you will probably need a combination of methods.

During this module, you will have the chance to improve your skills related to using these methods.

Some methods work best with particular strategies as will be explained in the following subsections.

### 6.1 Networking

<i>Method</i>	<i>What is it?</i>	<i>When to use?</i>	<i>Types of goals</i>
Networking	A process of information exchange or joint activities by a group of individuals or organisations around a common theme.	Long-term advocacy strategies, to achieve sustainable results, with limited human resources	Ensuring policy is put into practice.

Networking is the building of coalitions with other people and organisations with the goal of working together.

Networks are made up of individuals and organisations who share a common interest. Networks can be informal, such as our personal networks of professional contacts who we have met or communicated with on issues related to gender and energy in the past. Networks can also be formal organisations with rights (e.g. a copy of a newsletter) and obligations (e.g. membership fee), and that can have a range of structures. Some networks you can freely join, others you have to be invited to become a member. ENERGIA is a formal network which individuals and organisations can join by registering for the free newsletter (Box 4.1 gives some information about ENERGIA). Networking involves building relations with contacts around issues, here related to gender and energy. In this section, we focus on building personal networks, but do not forget that being part of a formal network, such as ENERGIA, expands your personal network! Networking can take different forms: sharing information and knowledge, sharing resources or undertaking activities together.

To build a successful and powerful network is a time-consuming activity. The advantage of a good network is that it can be called upon to take part in many different processes. A well established network can save valuable time and resources. For example, a report shared amongst network members might contain useful data you can use in your advocacy material that would otherwise take your organisation months to collect.

To build up a successful personal network you will have to maintain contacts with individuals and organisations active in issues related to gender and energy. To decide who to include in your network, consider the following questions:

- Which organisations/individuals share your opinion, values, vision, beliefs, etc. about gender and energy? These actors are likely to be willing to undertake advocacy activities with you.
- Which organisations/individuals have knowledge on gender and/or energy and/or are active with the issue you are working on? Can you learn from their experience and knowledge?
- Which organisations/individuals could bring benefits regarding the issue, for instance because of special expertise, good contacts with policymakers, resources, etc?

A network opens possibilities for advocacy, but also requires maintenance and cooperation.

Network building costs time and effort. Do not forget that being part of a network is a two-way process: network members will also call on you from time to time for the same type of inputs you expect from them.

**Box 4.1**

**About ENERGIA**

ENERGIA is an international network on gender and sustainable energy which links individuals and groups concerned with energy, sustainable development and gender. ENERGIA's goal is to contribute to the empowerment of rural and urban poor women through a specific focus on energy issues.

Founded in 1995, ENERGIA is now active in Africa, Asia, Latin America and Oceania, as well as in Europe, North America and Australia. At present more than 1800 subscribers receive ENERGIA News. Where ENERGIA Phase 1 (1996-1999) was focused mainly around the production of ENERGIA News, ENERGIA Phase 2 (1999-2002) was centred on seven main activities, including the newsletter, capacity building, advocacy, establishing a resource centre, and regionalisation.

The third phase of the ENERGIA programme continues the activities undertaken under Phase 2, with a focus on capacity development to integrate gender and energy in policy, programmes and projects for sustainable development, and on the consolidation of the network.

**Hands-on training 1: building and maintaining successful networks.**

*Because of the importance of specific skills and knowledge in successful networking activities, participants can elect to follow a special two-hour training session on building and maintaining successful networks. In this, you will learn how to identify possible partners, how to approach them, how to use your network to achieve your goals and how to maintain a network for later activities.*

## 6.2 Lobbying

<i>Method</i>	<i>What is it?</i>	<i>When to use?</i>	<i>Types of goals</i>
Lobbying	Directly addressing the people in power to do something about your issue.	When key actors are approachable and willing to listen.	Influencing policy;

Lobbying is about direct contact with the people who can influence the issue you want to address. There are different approaches to lobbying, each with specific characteristics and each requiring different skills.

Lobbying refers to having direct contact with people in power.

When you are planning to lobby, first and foremost you need to be aware of who is to be the target of your lobbying strategy. You should not only approach people with decision-making powers, but

also people actively involved in formulating policy on gender and energy. Sometimes contacting a powerful civil servant or advisor is more useful than directly speaking to the minister.

Once you have identified the key person(s), you need to know how to address them. There are numerous options:

- Write a letter to the target;
- Phone the target;
- Visit or meet the target;
- Participate in the same activities as the target;
- Use formal mechanisms to approach your target, such as question sessions.

Lobbying is difficult and requires skills and experience to really be successful.

Lobbying requires good planning and organisation. People in power often have limited time for absorbing information. How you present your case is important. You need to be brief and efficient.

**Hands-on training 2: skills for successful lobbying activities.**

*In lobbying, success depends on a well-planned and well-performed strategy. Further, you might lose more than you achieve if you make mistakes in the process. Therefore, anyone planning to lobby should be well-informed about the options. This hands-on activity (2 hours) provides you with the basic knowledge and skills needed for lobbying, such as how to identify and approach your target.*

**6.3 Raising awareness**

<i>Method</i>	<i>What is it?</i>	<i>When to use?</i>	<i>Types of strategy</i>
Raising awareness	Informing the target audience about the issue and raising their awareness of it.	With new, complex or not clearly visible issues.	Raising awareness; changing attitudes.

Raising awareness means offering people information so that they become more aware of your cause.

Raising awareness involves informing your target audience about the issue you want to address, so they are able to act upon new information and achieve a better understanding of the cause you are working for. The raising of awareness might simply be to make people think about certain issues in society (for example, the drudgery of women’s lives) or it could be used to make them act to change a certain situation (for example, to lower the access costs to an LPG cylinder).

Information is the key to raising awareness.

Not only is the content of the message important but also the way you use to get your message across, such as:

- Organising a public meeting about the issue;
- Producing brochures and posters;
- Theatre or dance;
- Publishing in-depth articles about the issue in newspapers or magazines (focused on small groups in society);
- Writing a press release or calling a press conference;
- Radio or television features or interviews about the issue.

Raising awareness also means maintaining awareness.

Once people are aware of your issue, it is important to keep them aware, as people will lose interest in an issue if they do not hear about it. Therefore, after a successful awareness-raising strategy, you should publish updates, organise follow-up meetings, etc. on a regular basis.

The message should always be easily accessible by the target audience. So, if you are trying to explain to a general audience about the damage to women’s health from wood smoke, do not start talking about “parts per billion” and “PCBs” – the audience might be more receptive to “the equivalent of smoking 60 cigarettes a day”. Also, it should not be superficial as people will not learn anything from over-simplistic messages and tend to forget them quickly. For example, simply saying “we have to improve the cooking situation for women” is not sufficient to produce a reaction. “Women need clean fuels such as LPG for cooking” is more effective.

In Unit 6 of this module, useful skills and knowledge for designing an advocacy message aimed at raising awareness are present. Also, the skills and knowledge presented in the sub-section 6.4 are useful when designing messages to raise awareness.

### 6.4 Media activities

<i>Method</i>	<i>What is it?</i>	<i>When to use?</i>	<i>Types of strategy</i>
Media activities	Using the media – radio, television, newspapers, etc. – to reach the public or key stakeholders.	When with direct or individual contact it would be difficult or impossible to reach a large audience.	Raising awareness; changing attitudes.

Media activities can help you to raise awareness

The media can be powerful allies in raising awareness, changing the attitudes of people and even – if used correctly – in influencing the policymaking process. The term media covers radio, television, newspapers, magazines and new forms of electronic

communications such as the internet. Working with the media requires well-thought out strategies and a lot of attention. Many organisations have people working for them who focus only on media activities, or have established connections with people who work in the media sector.

The media can be useful allies, so you should build up a good relationship with them. Remember it is a two-way relationship. The media need stories to tell, as well as you needing them to get your stories across. So, if you have a story to tell and the media know your stories are good – correct, interesting, honest, etc. – they are likely to use them.

What do you need to keep in mind when you start using the media?

- What you want to achieve: media attention can be addictive but, if you do not have a story to tell, the media will lose interest;
- Tell one story: if your story is not straightforward, the media will easily lose interest;
- Make sure your story is factually correct: trying to correct mistakes after they have appeared in the media is very difficult. It can damage your credibility;
- Your story has to be interesting: only stories that attract attention and can entertain their audience are of interest to the media;
- Who is likely to be sympathetic to your cause? Just like organisations, media outlets have values, opinions, etc. You should always try to address parts of the media that share your values and opinions. Those that do not share your values are unlikely to listen, and you will probably waste your efforts and resources trying to convince them.

Remember that when an issue gets picked up by the media due to your strategy, you are likely to get other requests for information, interviews, etc. Therefore you should have a clear idea of what to do if – for instance – a television crew shows up and wants to interview you.

A word of warning: the media can distort your message. Assume everything you say to a reporter is “on the record”. Always keep a record of what you said in an interview or conversation.

### **Hands-on activity 3: media performances.**

*There are many different media activities. In this hands-on activity (2 hours) you will get the chance to learn the skills and knowledge needed to perform specific media activities. Participants will learn about giving a television interview and writing a press-release.*

## 6.5 Mobilising/using public pressure

<i>Method</i>	<i>What is it?</i>	<i>When to use?</i>	<i>Types of strategy</i>
Mobilising/using public pressure	Getting the public on your side and active in the promotion of your issue.	To persuade key stakeholders by public pressure. To show how many people care about the issue.	Changing attitudes; influencing policy.

Mobilising means getting people to actively participate in your activities.

Mobilising can be aimed either at the people you are trying to help or people who feel sympathetic towards them.

Mobilising the public or certain groups in society is an activity that usually follows on from raising awareness. The aim is to get people who are on your side to help you advocate your cause by participating in activities. The hope is that through the number of people joining your cause the attitude of others will change or policy will be influenced.

When you are trying to mobilise people you can aim at two different groups: firstly those people who are directly affected by the outcome of your strategy, for example rural women or organisations working with them. The second group are women and men sympathetic to your cause who could be from your own country, but you could also involve people from other countries.

Within the two groups, there are many actors who could be allies to your cause once you have mobilised them, such as the general public, unions, political parties, the NGO community and religious organisations.

The more people you mobilise, the more pressure you can put on policymakers. If you are lobbying, and there are thousands actively supporting your cause, it becomes difficult for the people in power to ignore you. Also, if you mobilise a group of people, this is likely to draw the attention of the media.

There are some basic principles to keep in mind when you start to mobilise people:

- Have a clear and explainable objective: one that you can convince the public of;
- Use understandable messages to inform the people: slogans, songs and one-liners are useful;
- Keep the message positive: that way you are less likely to alienate people.
- Include the beneficiaries of the advocacy process.

There are numerous ways to mobilise people. In the table below some of these methods are listed, classified by the different outcomes of the activity.

<i>Get people informed</i>	<i>Get people on their feet</i>	<i>Get people to act</i>
Press-releases (newsletter, magazine, etc.)	Organise a public meeting to inform/debate about the issue.	Write letters or postcards to policymakers.
Set up an internet site (with information, petition, etc.)	Put on a play.	Organise a petition
Mount an exhibition about the issue.		Lobby policymakers.
Send around briefings (by mail) that emphasise the issue.		
Hand out leaflets or flyers with information about the issue.		

There is an inherent danger with mobilisation that the process can get taken over by outsiders, not all of whom have good intentions. Hence mobilisation carries with it a number of inherent risks if you lose control of the process, from damaging your reputation to finding yourself in trouble with the authorities. Mobilisation depends very much on the political climate where you live and an evaluation of the risks should be carefully considered before choosing this strategy.

With respect to presentation skills, two hands-on activities are offered from which participants should choose one.

**Hands-on activity 4: delivering a compelling speech.**

*Whatever methods of mobilising you intend to become active in, it is probable that you will have to deliver a speech that attracts attention and is memorable. How to prepare for such a speech, and useful techniques and tips for delivering your message are some of the things covered in this hands-on activity (1 hour). Participants who are going to face a large public in the foreseeable future are advised to follow this extra activity.*

**Hands-on activity 5: giving a professional presentation.**

*Giving a presentation often causes stress for the person responsible. However, there is no need at all to be afraid of giving a presentation, especially if you prepare well and know how to structure and present your issue in a professional way. In this hands-on activity (1 hour) participants will get some tips on giving professional presentations and the use of PowerPoint®.*

## 7 Measuring outcomes

In an advocacy process you should measure the outcomes both during and after the process to see whether you are still on track.

A final thing to determine when you design an advocacy strategy is how you are going to measure the outcomes of your strategy: how and when do you measure success or failure in achieving your goals?

Every well-constructed advocacy goal is time-bound and specific, meaning that it includes a deadline by which time certain aspects of the gender and energy goal should have progressed and have specific characteristics. Success or failure in these aspects can be measured during the advocacy process to answer the question: “is the process on track?”, or when the process is finished to answer the question: “has the process been successful?”. To answer the first question requires the process to be *monitored*. The second question can be asked in terms of whether or not the intended outcome has been achieved or whether or not the particular strategy was successful. Which ever is intended by the question requires an *evaluation* of the process.

In the third module of “the Gender Face of Energy”, general information about monitoring and evaluation is provided. The information in the current unit is limited to the specific knowledge needed to measure the outcomes of an advocacy process. Evaluation of the process will be dealt with in Unit 8.

### 7.1 The use of indicators

Indicators can be used for monitoring; they assess change over time.

Indicators can be used to measure progress in reaching a goal over time in a specific situation or condition. For example, an indicator can measure the number of women using charcoal as cooking fuel, the percentage of women in key positions within the ministry of energy or the quality of life of rural poor.

Every advocacy process has one or more objectives that it hopes to satisfy. These objectives will be to change certain elements of the current situation, such as the number of women using charcoal. Indicators should therefore measure the extent to which an objective has been met.

There are quantitative and qualitative indicators, which are complementary.

There are two categories of indicators: quantitative and qualitative. Quantitative indicators measure amounts, e.g. the number of women working in the electricity utility. Qualitative indicators measure viewpoints, judgements and perceptions. The two sorts of indicators should be seen as complementary and as measuring different aspects of the same situation.

#### >> Exercise 4.3: Identifying and creating indicators

## 7.2 Tools for measuring outcomes

An outcome is the consequence of an action. It should not be confused with an output which, in the context of this module, is what has been created as part of the advocacy activity. For example, the output of an advocacy activity on women's productive uses of energy might be a thousand information brochures, two conference speeches, one meeting with the UNDP country representative and a TV interview. The immediate outcome of the activities is a project funded by UNDP on establishing women's energy services companies (ESCOs), while a mid-to-long-term outcome might be the economic and social empowerment of women. Tool 4.4a helps you to establish a system of indicators to measure outcomes.

### Tool 4.4a: Setting up indicators to measure the outcomes of the women's ESCO project

<i>Indicator</i>	<i>Initial condition</i>	<i>Success condition after 3 years</i>	<i>How to verify indicator?</i>	
1	Increase in women's income as ESCO entrepreneurs	500 AD/day	1000 AD/day	Survey women ESCO entrepreneurs annually
2(a)	Women on ESCO Association Executive Committee	0	3	From annual reports of National ESCO Association
2(b)	Women actively participating in Annual Meeting	0	20	From report of Annual Meetings

You can complete such a table using the following steps:

- Break down your gender and energy advocacy goal into a number of objectives;
- Determine how you could measure each of these objectives (an objective can be measured in different ways);
- Think of a qualitative or quantitative indicator for everything you want to measure;
- Determine how you can measure this indicator, for instance through interviews, surveys, etc.
- What is the current condition of the indicator (this is known as the baseline which you need in order to be able to measure change);
- Decide what the condition of the indicator should be when the advocacy process is finished for it to be considered a success.

Tool 4.4a can be used to evaluate the process when it is over. However, it is also useful to keep track of the indicators during the

process by monitoring activities. In this way you are able to alter your strategy if certain indicators seem to suggest that you will not reach the desired end condition. Tool 4.4b can be used to determine the values you might expect indicators to reach at an interim stage. This more detailed monitoring might enable you to make an intervention and increase the likely rate of overall success. You will need to decide at what stages to do such interim monitoring.

For example, a project to set up women's ESCOs can be monitored for a three-year period after the end of the project to see its social and economic impacts (the expected outcomes) are achieved.

Two possible indicators might be: (i) that women's income has doubled in three years and (ii) that women are playing an active role in the National Association of ESCOs – measured by the number of women on the Executive Committee and the number of times women make interventions and presentations at the annual meeting.

For the first indicator, it is unlikely that measurable changes in women's income will be visible in the first few months so the first interim stage can be set at 12 months, when a 10% increase in their income is predicted, after 24 months this should have risen to 25% and after 36 months the business should have really taken off.

If, after 12 months, there has been no perceptible increase in income, your organisation should investigate the cause. Perhaps, you conclude that this can be linked to the fact that new small businesses do not get any tax breaks, and you may decide on a corrective course of action, such as lobbying the Minister of Finance for a special regulation to encourage new businesses. In terms of social empowerment, perhaps you find that women are actively participating in the National ESCO Association Annual Meeting (four made presentations in their first year of membership – and you had hoped for two) but, despite two women standing for election to the Executive, neither were elected (you had expected one). A corrective strategy might be an awareness-raising campaign amongst the association members on the benefits that women can bring to running the organisation.

In this way, more detailed monitoring might enable earlier interventions leading to a potentially higher rate of success. You will need to decide at what stages to do this interim monitoring.

**Tool 4.4b: Setting up a system to monitor progress towards reaching desired outcomes in a women’s ESCO project**

	<i>Now</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Average Income level	500 AD/day	500 AD/day	500 AD/day	510 AD/day
Corrective Action			Lobby Minister of Finance	
Women ESCO	0	0	1	1
Corrective Action			Begin awareness campaign amongst members	
Women active in Association	0	4	10	25
Significant Event	<p>ESCO Association AGM</p> <p>New regulation allowing tax breaks for new businesses</p>			

At the end of the monitoring period an evaluation of the outcomes can be made. How will you decide if you have been successful: only if you have reached 100% of your target or will some lower percentage be sufficient? There is no hard and fast rule on this – it is a decision you have to take and it may vary with circumstances. Success is influenced by factors in the context in which your activity takes place, some of which you can influence, others not. Did you set realistic targets? In our example, perhaps having two women executive members within three years was too large a cultural change in so short a time, especially when there might not have been any women members of the association before your project – an all male environment may need time to accept women as valued members.

## 8 Summary and conclusion

In this unit, the elements of an advocacy strategy were presented. These elements are combined to form a strategy which you will use in the input for the action plan you will write in Unit 6.

Even though you may have chosen an appropriate issue for advocacy, the context of the issue can still result in there being a better method than advocacy for improving the situation. To

determine whether advocacy is the best way to address an issue  
some questions have to be answered.

Advocacy can be carried out at local, national, regional and international levels. Different types of issues, stakeholders, methods, audiences and skills/knowledge are needed to work at each level.

An advocacy goal should be SMART: specific, measurable, achievable, relevant and time-bound.

Four different advocacy strategies that can be adopted in order to meet gender and energy goals were identified: raising awareness about the issue, changing attitudes towards the issue, influencing policy about the issue and ensuring policies are implemented.

Advocacy can use a range of methods: networking, lobbying, raising awareness, media-activities and mobilising. Each method has its own characteristics and a strategy that combines methods is most likely to achieve results.

Finally, indicators should be used to measure the outcomes of your strategy. A tool is presented to monitor progress towards the achievement of your goal as well as to evaluate the outcomes.

## CASE-PRACTICE UNIT 4

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*This unit's case-practice is divided into two parts. The first part lets you use Tool 4.1 from Section 1 to determine whether or not the issue you identified in Case-Practice 2.1 really is an appropriate subject for an advocacy strategy. If you have identified an issue that is suitable for advocacy you can move on to Case-Practice 4.2 and 4.3. If the identified issue was not suitable you will need to return to Case-Practice 2.1 and repeat the process to identify a suitable issue.*

### **Case-practice 4.1: Advocate or not?**

*Advocacy is not always the most appropriate way to change the situation regarding a certain issue. Here you assess whether or not the issue chosen earlier is appropriate for the advocacy case-practice. This should take no more than 15 minutes.*

Use Tool 4.1 to determine whether or not advocacy is appropriate for the issue you identified in Case-Practice 2.1. Are there perhaps other, more appropriate, ways to address the issue? You may also need to use information from Unit 2, Section 2 and Unit 4, Section 1 to make your assessment.

*If the issue is not appropriate, you will need to rethink and find an appropriate issue for the case-study. This means you will have to repeat Case-Practice 2.1. Perhaps you need only to make a small change that will not require many adjustments. However, if you choose a totally different issue, this will require quite some work. Once you have found an appropriate issue, you can continue with the case-practice below.*

### **Case-practice 4.2: The level of advocacy**

*Determining the appropriate level of advocacy for the issue you determined (10 minutes)*

The issue you identified for the advocacy strategy will be best addressed at a particular level. Look back at Section 3 of this unit for more information on advocacy levels and choose the appropriate level from local, national, regional and international. Give arguments for your choice.

### **Case-practice 4.3: Write the SMART goal**

*Determining your actual goal and the type of goal to pursue is the second step in this unit's case-practice (15 minutes).*

Use Tool 4.2 to formulate your gender and energy advocacy goal. For more information on gender and energy advocacy goals, look back at Section 4 of Unit 2 and Sections 4 and 5 of this unit.

Next, determine the appropriate strategy for reaching the goal you intend to pursue by using Tool 4.3. If all the information you need is not available in the case-practice, then make assumptions and write these down.

**Case-practice 4.4: Choosing a strategic method or methods**

*Choosing the method or combination of methods that are going to be used in advocating your identified issue (30 minutes).*

In Section 6 of this unit, five advocacy methods were presented. They relate to different types of advocacy goals and also require different skills and knowledge from the people active in the advocacy process. Which method or which combination of methods will you use to achieve your goal?

Be aware that the method selected needs to suit the level of advocacy, the advocacy goal and – above all – the available skills in your group! Choose your method or combination of methods carefully and argue why these are the most suitable.

**Case-practice 4.5: Measuring the outcomes**

*Think of indicators to measure the outcomes and how to respond to the results (30 minutes) to complete this part of the case-practice.*

Look back at Section 7 of this unit and use Tool 4.4 to set up a system to measure outcomes related to the gender and energy advocacy goal you have identified.

**Feedback on case-practice**

Prepare a ten-minute presentation on the issue you have identified and the level at which the advocacy strategy will focus. Present your SMART gender and energy goal and the methods you will use as part of your strategy to achieve this. Finally, explain how you will measure your success.

## EXERCISES UNIT 4

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### Exercise 4.1: Level of advocacy

*Advocacy can be done at different levels: local, national, regional and international. Each level requires different approaches, and different gender and energy goals require different levels of advocacy. Sometimes you need to focus efforts at one level to achieve success at another level, for example, the establishment of a regional policy on gender mainstreaming in the energy sector may have more success in pressurising a Minister of Energy to implement such a policy than direct lobbying of the Minister by Women's NGOs. On other occasions, it could be the reverse, success by women's NGOs in getting an engendered energy policy established may lead to the Energy Minister advocating for regional parity in policy. In this exercise you are asked to determine the appropriate level for a few advocacy cases. This exercise is completed individually and takes about 15 minutes (plus 10 minutes discussion in small groups).*

Determine the level at which strategy and advocacy is mostly likely to succeed for the following cases, making a choice between: local, national, regional, or international. Which organisation (or individual) would be most appropriate as the advocate?

1. Ensuring a policy is established about firewood supply for women in rural areas.

Level:

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Who:

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2. Improving electricity supply in remote villages in a region of your country.

Level:

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Who:

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3. Establishing an inter-governmental agreement for governments to sign about women's energy rights.

Level:

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Who:

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4. Creating a framework for gender mainstreaming when the government has to develop a new energy policy.

Level:

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Who

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### Exercise 4.2: write SMART goals and determine the type of goal.

A well-constructed gender goal and the strategic approaches you intend to use are the starting points for any successful advocacy strategy. In this exercise you will work together with another participant in making ordinary goals into advocacy goals and determining the type of goal. This exercise takes 15 minutes plus 5 minutes for discussion about the solutions.

Please reformulate the following general goals into SMART-constructed gender and energy goals. If you need additional information, make sensible estimates and/or assumptions. Indicate where in the goal each SMART element is included. You can use tool 4.2.

Example: Your organisation is working with rural women on cooking. Currently they are using fuelwood, which is both time consuming to collect and unhealthy to use. You decide solar cookers would solve both the time and health problems. However, you realise that since solar cookers are a new technology and you cannot expect all women to immediately adopt the cookers, a demonstration project is needed to promote the alternative to wood. You believe the Ministry of Energy has the funds to do this.

SMART goal.

<b>Issue:</b>	Women's time and health suffers from using fuelwood for cooking		
	What is your gender goal within this issue?	<b>S</b>	To improve women's health and time constraints by providing an alternative to fuelwood
	How will you measure this?	<b>M</b>	The number of women using the alternative
	What resources are needed to achieve the goal and are these resources available in your organisation or within any coalitions you form in the advocacy process?	<b>A</b>	Funding for a demonstration project
	Does the target audience of the advocacy strategy think this is necessary?	<b>R</b>	Ministry of Energy is aware of fuelwood shortages in rural areas
	How long is this going to take?	<b>T</b>	Three years should be sufficient time to implement a project meet the target and have an impact
<b>Gender and Energy Goal:</b>	Achieve <u>an increase of 15%</u> (M) in the number of <u>rural women</u> (R) using <u>solar-cookers for preparation of food</u> (S) <u>in three years</u> (T) through a demonstration project (A) funded by the Ministry of Energy.		

1. Reduce rural poverty by increasing the possibilities for income-generating activities by women.

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2. Establish an engender-equal energy policy in your country.

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3. Provide poor female-headed households with opportunities for cheaper energy sources.

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Next, use Tool 4.3 to determine the types of advocacy strategy that are required for each of the three SMART gender and energy goals you developed above. Remember that a gender and energy goal can be achieved by a mix of advocacy strategies.

<i>Goal</i>	<i>Most likely strategy</i>	<i>Supporting strategy</i>	<i>Other strategies?</i>
1.			
2.			
3.			

**Exercise 4.3: Identifying and creating indicators**

*To measure the outcomes of an advocacy strategy, indicators can be very useful. In this exercise you are asked to classify some indicators (taken from Module 3) as qualitative or quantitative. After that you are asked to create some indicators to measure the outcomes in a specific case. This exercise can be done in small groups (2 or 3 participants) and takes about 30 minutes plus 15 minutes discussion in plenary.*

Are the indicators mentioned below qualitative or quantitative indicators?

<i><b>Indicator</b></i>	<i><b>Type:</b></i>
Number of connections to an electricity network.	_____
Women feel electricity has brought benefits to their lives.	_____
The number of electricity blackouts.	_____
Kerosene supply has improved.	_____
Number of women using LPG for cooking	_____
Existence of a energy sector policy on household energy	_____
Percentage of work done by men.	_____

Now read a summary of an energy programme which, while is intended to bring benefits to women in particular, also provides opportunities for men to benefit.

The MDA has decided on an energy programme to provide alternatives to fuelwood for rural women. By improving access to alternative fuels it is intended to improve women’s health and reduce their drudgery. The programme will address issues at the policy and implementation levels. At the policy level, it will be necessary to assess whether or not the instruments are in place to facilitate access to alternative energy sources. One of the main mechanisms for improving access will be the establishment of local energy service companies (ESCOs). A third gender objective is to increase women’s economic empowerment by supporting them in becoming energy entrepreneurs. Entrepreneurial training on running an ESCO will be given by the government’s small enterprise unit and no previous experience as an entrepreneur will be required to participate in the programme. Although the programme will not make direct interventions in support of this outcome, it is hoped that women will also be able to take advantage of the increased energy availability and increase in time to set up their own productive activities.

The MDA needs to develop some indicators for use in programme monitoring that can measure four variables.

Your task is to develop the indicators (maximum of three per variable). Try to develop a mixture of quantitative and qualitative indicators.

<i><b>Variables</b></i>	<i><b>Indicators</b></i>
Policy support for an	1. _____

engendered policy

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2.

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3.

Institutional support for gender-sensitive entrepreneurship

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1.

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2.

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3.

Gender issues at implementation level: ESCOs

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1.

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2.

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3.

Gender issues at implementation level: Users

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1.

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2.

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3.

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## UNIT 5: FORMING AND ASSESSING AN ADVOCACY TEAM

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***Aim of the unit:***

Provide participants with knowledge about advocacy teams and with tools and techniques for composing and assessing both teams and organisations.

***Learning objectives:***

After this unit, the participant should be able to:

- List the tasks that are needed in fulfilling any advocacy strategy;
- Explain which advocacy tasks can be left to the organisation;
- Determine the specialised tasks that are required for a specific advocacy method;
- Create an advocacy team;
- Assess existing advocacy teams;
- Assess the organisation that the participant is from, and advise them on the hiring of complementary professionals.

***Time schedule:***

- In total: approximately 2 hours;
- Study of the theory: 45 minutes;
- Discussion points: 15 minutes;
- Case-practice: 50 minutes;
- Feedback on case-practice: 15 minutes.

***Key concepts and ideas introduced in this unit:***

Advocacy tasks; assessment.

***Topics in this unit:***

- Tasks within an advocacy team;
- Composing your team;
- The need for assessment;
- Tools for assessment.

## 1 Tasks within an advocacy team

Almost all elements of an advocacy strategy are now in place. One of the last really important things you need to do is to form a team that will carry out the advocacy strategy. In this unit, you will learn what roles have to be filled within a team, depending on the strategy and method(s) you intend to use. Further, you will learn how to assess the resources of the potential team members, so that you know where the strengths and weaknesses of your team lie.

Within an advocacy process there are general, logistical and advocacy tasks. For the general tasks an advocacy team should be able to rely on the organisation.

Any advocacy process involves a number of tasks which are listed in column 2 of Table 5.1. These tasks can be classified as *general*, *logistical* and *advocacy*.

*General* tasks are common to most processes. Where possible these should not be carried out by the team implementing the advocacy strategy but by the organisation's administration. Remember in this Module, we have assumed that one organisation will be putting together the advocacy team from its own staff or members.

The *logistical* tasks are necessary for every advocacy process.

The *advocacy* tasks vary depending on the chosen gender and energy goal, the advocacy method adopted, and the level of the advocacy strategy the team is pursuing.

Tasks for which the team should be able to rely on the organisation are in the light grey cells.

The composition of a team should reflect the skills needed for the advocacy process.

**Table 5.1: tasks within an advocacy team**

<i>Type</i>	<i>Task</i>	<i>What task entails</i>	<i>Comment</i>
General	Budget control	Keeping track of the funds	Supported by organisation
General	Administration	Keeping track of all administration	Supported by organisation
General	Quality control	Checking all communications, all documents, etc. for quality	Supported by organisation
Logistics	Coordination	Keeping track of everything that happens and making decisions	
Logistics	Planning	Making and adjusting the planning and ensures that the planning is followed	
Logistics	Communication	Preparing internal and/or external communications	
Logistics	Implementing	Translating the plans into workable actions and implementing the plans	

<i>Type</i>	<i>Task</i>	<i>What task entails</i>	<i>Comment</i>
Logistics	Evaluation/ monitoring	Designing the indicators and keeping track of the outcomes of the strategy	Evaluation by organisation or team member
Logistics	Finishing	Ensuring goals are met	
Advocacy	Research/ investigation	Gathering the required information	Supported by organisation
Advocacy	Contact with media	Writing press-releases, giving interviews, and maintaining the contact with the media	For raising awareness, changing attitudes, media activities
Advocacy	Networking	Building and maintaining a network	For information exchange and building support for activities
Advocacy	Training/ education	Organising training and education	For raising awareness, changing attitudes
Advocacy	Spokesperson	Making all official presentations and issuing statements	For all methods identified in Unit 4
Advocacy	Organising events	Organising meetings, events, etc.	For raising awareness, changing attitudes
Advocacy	Lobbying	Maintaining contact with policy- and decision- makers.	For changing policy and ensuring implementation

Initially, the list of tasks in Table 5.1 seems long and so it is tempting to create large teams to implement all the necessary tasks. However, coordinating large numbers of people becomes a resource consuming task in itself, so ideally a team should consist of three or four persons, although this means that most will have to do more than one task. When deciding on the size of the team, it is a question of balance. Too few team members can result in the team being so overburdened with tasks that they are not able to implement the strategy effectively and efficiently. However, too many team members makes coordination into a major activity using resources that could be more effectively used in implementing the strategy.

## 2 Forming your team

An advocacy team can be formed by looking at the personal characteristics of potential team members.

Tool 5.1 is adopted from the Advocacy Institute and will help you to determine the people in your organisation who are best at the sorts of tasks and roles set out in Table 5.1. The tool is a checklist of the characteristics of particular types of people and the specific activities to which they are best suited within an advocacy process. By matching individuals in your organisation with character types you can assess whether or not you have a potentially balanced team for your advocacy process. You can evaluate the potential team's strengths and weaknesses. You could adjust your advocacy strategy to build on team strengths and minimise weaknesses. Alternatively,

you could address weaknesses by bringing additional people into the team whose characteristics strengthen the currently weak areas.

Tool 5.1 can be used as either a desk tool by one individual or by an evaluation team of two or three people in your organisation. In the latter case, the table can be completed during a round table discussion or alternatively each person completes the table individually and the results are then pooled.

Use Tool 5.1 as follows:

- Identify suitable candidates from your own organisation that match each character type. There may be more than one person from your organisation for some character types;
- If no-one matches a particular character type from your organisation, do you know other individuals who do? Write their names in column two. Again, more than one name is possible;
- Choose the tasks/roles from Table 5.1 that you think this character type is most suited to and enter these in column 3;
- Where there is more than one name, who would carry out the task most effectively and efficiently? This person will probably be the best choice for an optimal advocacy team. However, when formulating a team, you should give some thought as to whether or not the individuals under consideration work well in teams (Section 4.1 in this unit describes a method for making the final team selection). You will probably also want to give consideration to gender balance.

**Tool 5.1: creating a team using team member types.**

<i>Type of team member and their characteristics</i>	<i>Tasks / roles that suit this person</i>	<i>Who in your organisation does this description best fit?</i>	<i>If there is no-one in your organisation, who do you know from outside your organisation who best fits this description?</i>	<i>Which of the tasks in Table 5.1 would you allocate to this person?</i>
<p><u>Strategist</u></p> <ul style="list-style-type: none"> <li>• Develops a road map to the attainable parts of the vision/ideology of the organisation;</li> <li>• Anticipates obstacles and pitfalls;</li> <li>• Provides guidance to ensure that the goal is achieved;</li> <li>• Makes strategic decisions and seizes opportunities to improve the process.</li> </ul>	<p>The strategist is good at the <i>general</i> tasks. He/she can translate visions and ideas into workable plans (<i>implementing</i> and <i>finishing</i>). In the advocacy process suitable tasks for such people are <i>training/education</i> and <i>organising events</i>.</p>			
<p><u>Statesperson</u></p> <ul style="list-style-type: none"> <li>• Represents the values and mission of the organisation;</li> <li>• Embodies authority and trust;</li> <li>• Radiates credibility within and outside the organisation.</li> </ul>	<p>The statesperson can <i>communicate</i> with the public, stakeholders and the media (<i>advocate</i>). He/she is good at <i>networking</i> and being the <i>spokesperson</i> for the team.</p>			
<p><u>Expert</u></p> <ul style="list-style-type: none"> <li>• Has extensive and up-to-date knowledge about the issue that will be addressed;</li> <li>• Ensures that statements made by, and positions adopted by, the organisation are well reasoned and grounded in facts.</li> </ul>	<p>The expert is good at specific tasks such as <i>budget</i> and <i>quality control</i>. Tasks such as <i>research/investigation</i> and <i>evaluation/monitoring</i> are also suitable for experts</p>			
<p><u>Visionary</u></p> <ul style="list-style-type: none"> <li>• Motivates others to go beyond their regular borders;</li> <li>• Opens the eyes of others to new and challenging issues;</li> <li>• Challenges the conventional;</li> <li>• Aims high and takes risks.</li> </ul>	<p>The visionary can convince others of the issue that is being worked on (<i>advocate</i>). Also, he/she can build coalitions with others (<i>networking</i>) and is not afraid to challenge others.</p>			

<b><i>Type of team member and their characteristics</i></b>	<b><i>Tasks / roles that suit this person</i></b>	<b><i>Who in your organisation does this description best fit?</i></b>	<b><i>If there is no-one in your organisation, who do you know from outside your organisation who best fits this description?</i></b>	<b><i>Which of the tasks in Table 5.1 would you allocate to this person?</i></b>
<u>Generalist</u> <ul style="list-style-type: none"> <li>• Has broad knowledge and skills due to years of experience;</li> <li>• Can view activities from different angles;</li> <li>• Can be put to action in many different fields of activity.</li> </ul>	<p>The generalist is good at tasks that require broad knowledge (<i>coordination, planning, organising events</i>) and can keep track of the process (<i>administration</i>).</p>			
<u>Advocate</u> <ul style="list-style-type: none"> <li>• Skilled negotiator, sensible and good at addressing influential actors in culturally appropriate ways;</li> <li>• In a position to talk to and address influential actors;</li> <li>• Able to persuade people without them knowing/objecting.</li> </ul>	<p>The advocate is good at <i>communication</i> with influential people. Other tasks that require communication (<i>contact with media, networking and lobbying</i>) also suit such people.</p>			
<u>Strategic communicator</u> <ul style="list-style-type: none"> <li>• Communicates with the public to educate them;</li> <li>• Translates scientific and policy statements into understandable messages for the broad public;</li> <li>• Good at giving presentations and sending messages.</li> </ul>	<p>The strategic communicator is good at the same things as the advocate, but can also be a good <i>spokesperson</i> for the organisation.</p>			
<u>Movement builder</u> <ul style="list-style-type: none"> <li>• Strong in making new contacts with possible allies;</li> <li>• Good at building relations and links within and outside the organisation;</li> <li>• Makes sure everybody's voice is heard.</li> </ul>	<p>The movement builder is good at <i>communication</i> and can <i>advocate</i> issues. Appropriate tasks are <i>training/education</i> and acting as the <i>spokesperson</i>.</p>			
<u>Animator</u> <ul style="list-style-type: none"> <li>• Unashamed and unabashed to tell the truth to others;</li> <li>• Free of ties that limit the options open to insiders;</li> </ul>	<p>The animator dares to challenge others to think about the issue (<i>requiring contact with media</i>) and will pursue the goal beyond the</p>			

<i>Type of team member and their characteristics</i>	<i>Tasks / roles that suit this person</i>	<i>Who in your organisation does this description best fit?</i>	<i>If there is no-one in your organisation, who do you know from outside your organisation who best fits this description?</i>	<i>Which of the tasks in Table 5.1 would you allocate to this person?</i>
<ul style="list-style-type: none"> <li>• Continuously motivates/focuses others to achieve the goal;</li> <li>• Not afraid to be considered annoying or difficult when it comes to achieving the goal.</li> </ul>	level of others ( <i>lobbying</i> ).			
<u>Historian</u> <ul style="list-style-type: none"> <li>• Makes sure lessons are learnt from the past;</li> <li>• Knows similar situations from the past and how these were dealt with.</li> </ul>	The historian has broad experience (such as in <i>budget</i> and <i>quality control</i> ). <i>Research/investigation</i> and <i>evaluation/monitoring</i> tasks also suit historians.			

### Discussion point 5

- Based on the descriptions in Tool 5.1, how would you classify yourself?
- Can the other types be found in your organisation?
- If not, how would you deal with this to ensure your advocacy process succeeds?

## 3 The need for team assessment

Success in the advocacy process, to an extent, depends on the quality of the team. This can be measured using assessment tools.

In the previous section, you were introduced to the tasks and roles within an advocacy team. Success with an advocacy strategy depends not only on a well-formulated strategy, but also on the quality of the team. The individuals in the team need to have the right skills and knowledge to perform their specific tasks. Furthermore, the individuals together should form a real team: they need to work together, keep each other motivated, etc.

Assessment tools can also guide the improvement of team members' personal skills.

Assessment tools can help you to form a quality team, drawn from the individuals in your organisation. Furthermore, assessment tools can help highlight personal skills that might need improvement in order to become a more successful advocate and project-team member.

Simple assessment tools can aid decision-making when formulating a team. For example, the tools can help assess whether or not the person who usually dominates meetings is really a suitable leader for an advocacy team, and whether the person who is usually quiet in meetings will make a good evaluator.

## 4 Tools for team assessment

An assessment helps you in constructing the best team for an advocacy process. Also, it helps you in choosing advocacy methods that suit the strengths of your team. In this section, some tools are presented that will help you assess yourself and your organisation. The first step is to check whether all the necessary tasks are adequately covered, and the second step is to assess whether the individuals assigned to the tasks will truly work together as a team.

### 4.1 Assessing roles and tasks

Tool 5.1 helped in identifying those who could carry out certain tasks in the advocacy process. For some tasks, there may be more than one appropriate person, and then a selection process is needed to determine who is best suited to that task. Table 5.2 shows how you can systematically begin the selection process. In the first

column, list the necessary organisational and advocacy tasks based on Table 5.1, in Column 2 list the most suitable candidate for this task, as identified with the help of Tool 5.1, and finally in Column 3 add the next most suitable candidate (if there is one).

**Table 5.2: example of checklist for team assessment**

<i>Required task</i>	<i>Most suitable candidate</i>	<i>Second suitable candidate</i>
Coordinator	Name person	Name person
...	...	...

You can then use the completed table to check that all tasks have been allocated to a team member. Also, you can see if the tasks have been fairly distributed among team members. If it appears that one person has too many tasks you may be able to transfer some of them to an identified alternative candidate in Table 5.2, or you may decide to add another person to the team. Remember, no matter how capable and experienced a person, giving them too many tasks can make them inefficient and ineffective. If a team member only appears to have one task, perhaps that task could be done by another team member, and the original person dropped from the team.

## 4.2 Personalities influence team functioning

A group of well qualified individuals do not automatically make a team.

Tool 5.1 offers guidelines for constructing a team in which all tasks are taken on by people who are suited to them. However, a group of individuals that on paper looks eminently qualified to fulfil all the tasks may fail to function as a team. Personalities and behavioural characteristics also play a part.

## 4.3 Assessing your organisation

Assessment of personal characteristics and resources can be used to improve the organisation they work for as well.

Tool 5.1 was presented in the context of setting up an advocacy team. However, the tool can also be used to assess your organisation (or a part of your organisation). The use of these tools can give you an overview of whether there are appropriate people within your organisation to fulfil all the roles and tasks. To help in reaching your gender and energy advocacy goals you could go on to identify people who could complement the current staff and would ensure that all tasks could be adequately covered.

Sometimes an advocacy activity has to be initiated at short notice. Having an assessment of your staff's and contact's capabilities can help you identify appropriate people to call on under such circumstances to fill any gaps.

## 5 Summary and conclusion

An advocacy process is performed by an advocacy team. This team ideally requires the support of an organisation, to cover areas such as budget control, administration, quality control and research. For many advocacy events at the national level, a team should consist of three or four people, who each carry out multiple, complementary tasks.

Every advocacy process has a number of organisational tasks, such as coordination, planning, communication, implementing, advocating, evaluation/monitoring and concluding. The method of advocacy chosen leads to more specific tasks, such as networking.

The composition of a team can be assessed using tools presented in this unit. These tools can also be used to assess whether or not all the competences needed for an advocacy process are available in an existing team, or indeed in your organisation. The tools can be used to alert you to the fact that you need to identify additional resource persons to join the team.

## CASE-PRACTICE UNIT 5

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*Having created an advocacy strategy for the case, it is now necessary to determine whether the group of participants you belong to has sufficient resources for the job at hand. Tools and techniques were presented in this unit for self-assessment and organisational assessment. You are asked to use these tools and techniques to determine the strengths and weaknesses of your group in relation to the earlier determined advocacy strategy.*

### **Case-practice 5.1: Team assessment**

*So far you have worked together in a team to create an advocacy strategy. In this exercise you will check whether your team is capable of carrying out all the tasks needed in this advocacy strategy (20 minutes).*

An advocacy team should be able to fulfil a combination of tasks and roles. First, each team member should identify which character type they belong to based on Tool 5.1. The team should pool their results. Do you agree with each other's personal assessment?

The next step is to identify which roles and/or tasks are not covered by the existing members? What type of team members do you need to add?

Use Table 5.1 for this assessment.

### **Case-practice 5.2: Strengths and weaknesses of the advocacy team**

*Following the assessment in 5.1 above, what are the strengths and weaknesses of your team? How could you improve your original strategy by taking your strengths and weaknesses into account? (30 minutes)*

The assessment from case-practice 5.1 probably showed that, as a group, you were lacking or over-represented in certain areas. These can be seen as weaknesses and strengths for the advocacy process. What are the strengths of your team, and what are the weaknesses? How would you use or deal with these?

## UNIT 6: CREATING THE ADVOCACY STRATEGY PAPER

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***Aim of the unit:***

Provide the participant with the knowledge and skills necessary to write an advocacy strategy paper

***Learning objectives:***

After this unit, the participant should be able to:

- List the elements of an advocacy strategy paper on gender and energy;
- Write an advocacy strategy paper on gender and energy;
- Make a detailed plan for implementing an advocacy strategy;
- Draw up a detailed budget for implementing an advocacy strategy;
- Choose and design the right advocacy message;
- Explain the strengths and weaknesses of various types of messages;
- Explain how a monitoring mechanism works, and design such a mechanism;
- Design an advocacy message related to a certain gender and energy goal, at a specific level and aimed at a specific audience.

***Time schedule:***

- In total: approximately 6 hours;
- Study of the theory: 40 minutes;
- Exercises: 40 minutes;
- Case-practice: 195 minutes;
- Feedback on case-practice: 90 minutes.

***Key concepts and ideas introduced in this unit:***

Elements of an advocacy strategy paper; planning and budgeting; advocacy messages; monitoring mechanisms.

***Topics in this unit:***

- Elements of an advocacy strategy paper;
- Writing an advocacy strategy paper;
- Designing advocacy messages;
- Setting up a monitoring mechanism.

# 1 Elements of an advocacy strategy paper

The arguments for a particular gender and energy advocacy process can be set out in an advocacy strategy paper (ASP). This paper can be used to gather support for the process and to solicit resources to implement it.

An advocacy strategy paper describes:

- Why the advocacy process is needed;
- What will be achieved if the process is successful (i.e. the gender and energy goal);
- Which method(s) will be used to achieve the goal;
- Who will participate in the process;
- What resources are needed to fulfil the process;
- When the process will take place and when it is expected to end;
- What actions will be taken in the process;
- How the results of the process will be measured.

An advocacy strategy paper can also be used by the advocacy team to guide the process.

A clearly-written advocacy strategy paper can also form a basis on which to guide the execution of the process: it helps those active with the advocacy strategy to achieve the goals, even if they were not involved in the preparation of the strategy.

The following is an appropriate outline for an advocacy strategy paper:

- Introduction;
- Description of the current situation;
- Description of the desired situation;
- The process approach to be followed to change from the current to the desired situation;
- The process context;
- A detailed plan and budget.

In Section 2, the detailed contents of each element of the advocacy strategy paper will be given, as well as sources for the contents.

## 2 Writing an advocacy strategy paper

Writing an advocacy strategy paper involves combining the information that has already been gathered in the research. **2.1**

Writing an ASP amounts to combining all the information you have already collected in the previous units of this module and adding some further information which has still to be generated.

### Detailed contents of the advocacy strategy paper

Figure 6.1 indicates: (i) where in the module you can find the background information for the contents of the ASP (left hand column) and (ii) which tools can be used to construct the contents (right hand column).

**Figure 6.1: detailed contents of an advocacy strategy paper and sources.**

	<b>1. Introduction</b>	
Unit 2 →	<ul style="list-style-type: none"> <li>• The motivation for the advocacy process;</li> <li>• The issue you are planning to address;</li> <li>• How the action plan was created;</li> <li>• A short overview of the document.</li> </ul>	
	<b>2. Current situation</b>	
Unit 2, 1-3 →	<ul style="list-style-type: none"> <li>• Why this issue, and why it is important;</li> <li>• The current situation with respect to this issue;</li> <li>• The causes and consequences of the issue;</li> <li>• The stakeholders - and whether they are allies or opponents.</li> </ul>	← Tool 2.1
Unit 2, 5-6 →		← Tool 2.2 & 2.3
Unit 2, 5 →		
Unit 3 →		← Tool 3.1 – 3.4
	<b>3. Desirable situation</b>	
Unit 2, 5 →	<ul style="list-style-type: none"> <li>• What will change due to the advocacy strategy;</li> <li>• Who will benefit from the change;</li> <li>• The risks and opportunities with respect to the issue.</li> </ul>	← Tool 2.2
Unit 2, 6 →		
	<b>4. Strategic approach</b>	
Unit 4, 1 →	<ul style="list-style-type: none"> <li>• Why advocacy is the most appropriate way to address the issue;</li> <li>• The gender and energy advocacy goal;</li> <li>• The level of advocacy;</li> <li>• The type(s) of gender and energy advocacy goal(s) being addressed;</li> <li>• The advocacy method(s) that will be used;</li> <li>• How the outcomes will be measured (the monitoring mechanism).</li> </ul>	← Tool 4.1
Unit 4, 4 →		← Tool 4.2
Unit 4, 3 →		
Unit 4, 5 →		← Tool 4.3
Unit 4, 5-6 →		
Unit 4, 7 →		← Tool 4.4
	<b>5. Process context</b>	
Unit 5, Ch. 2 →	<ul style="list-style-type: none"> <li>• Members of the project team and the division of tasks;</li> </ul>	← Tool 5.1

	<ul style="list-style-type: none"> <li>• Who is responsible for the process;</li> <li>• The time-scale of the process;</li> <li>• The internal/external conditions for success;</li> <li>• Whether the success of the strategy (partly) depends on third parties and, if so, on who;</li> <li>• How communications will be organised.</li> </ul>	
	<b>6. Planning and budget</b>	
Unit 6, 2 →	<ul style="list-style-type: none"> <li>• Detailed planning with tasks and deadlines;</li> <li>• Detailed budget.</li> </ul>	← Tool 6.1
Unit 6, 2 →		

An advocacy strategy paper should contain alternative approaches for reaching the goal.

It is possible that a gender and energy goal can be achieved by more than one approach. Therefore, the advocacy strategy paper should include these alternative approaches. Also the options should be set out as to what should be done if certain objectives are not reached; or are reached earlier than expected. Such information is an aid to those who make the final decision about whether or not to implement an advocacy strategy.

## 2.2 Planning and budget

The last part of the ASP is a detailed plan and budget for undertaking the strategy. Both elements will require quite some time to complete, and will be based on the previously defined elements of the action plan. In this section, the construction of both the plan and the budget will be discussed.

### Writing a detailed plan

The planning gives a detailed overview of all the actions in the advocacy process.

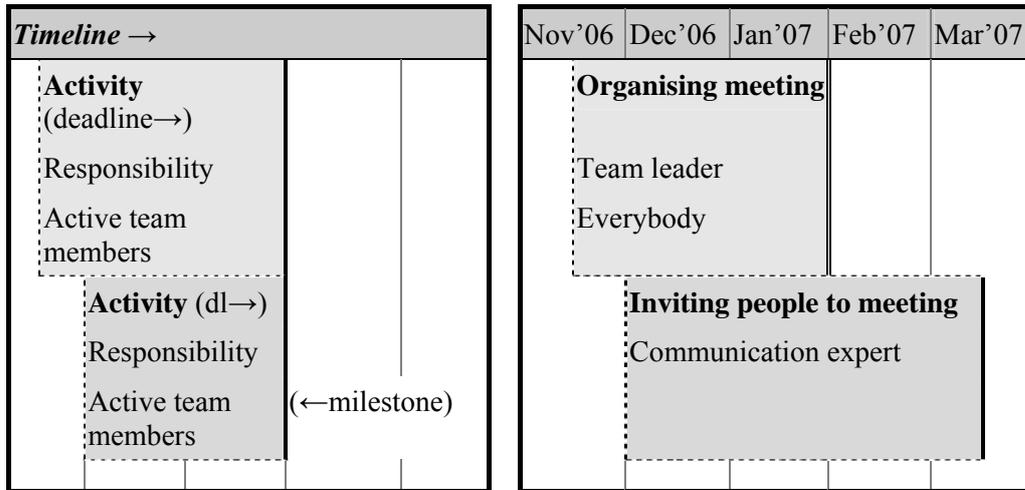
In the plan, the people responsible for all the actions and the deadlines should be given. Furthermore, a good plan contains milestones in the process at which points a decision can be made about whether to continue as planned or to modify the process. It is a good idea to make an allowance for unforeseen events when drawing up a plan. The figure below (left) presents a tool that can help in preparing a plan. An example has been included (right) to make the figure self-explanatory.

It is not necessary to include responsibility and the active team members in the planning, but this can be helpful later in the process.

One method you could adopt for writing a detailed plan is as follows:

- Make a list of all activities and put them in chronological order;

**Tool 6.1: developing a detailed plan.**



- Determine the amount of time each activity will take and how many people will have to work on it (will the activity need to include waiting time, such as waiting for a response from others?);
- Determine the total amount of time needed for the advocacy process and schedule all the activities in this period, keeping in mind the number of people that will be able to work on the strategy. Usually several activities can be performed in parallel.

**Writing a detailed budget**

The budget in the advocacy strategy paper should be realistic and fit with the organisation's standards.

The budget is one of the most important aspects of an advocacy strategy paper. Whenever you write a budget, be realistic about both the costs and any income! The funds available determine what can, and what cannot, be done.

Every organisation has its own methods for establishing a budget. You are advised to follow these standards so your budget is compatible with your own organisation's way of working. Workshop 6 of Module 5 also gives some advice on creating a budget.

**2.3 Some tips for writing an advocacy strategy paper**

Preferably consult your future team members about the construction of the advocacy strategy paper: they need to be involved in decisions on the details as they will have to work with them.

Some further tips for writing an advocacy strategy paper are:

An advocacy strategy paper needs to be short and to the point, should be carefully revised and written from the “we” standpoint, and should also contain a summary.

- Keep it short and to the point: people will be more inclined to read the paper if they do not find elaborate descriptions;
- Revise the paper before sending it to others: errors in spelling and grammar can have a negative effect on the reader making them unsympathetic towards you, and hence to what you want to achieve;
- Write the paper using the “we” form: you are going to carry out the advocacy strategy as a team;
- Add a summary to the front of the advocacy strategy paper: in a few short paragraphs make it clear what you are going to do, how you are going to achieve this, and when.

### 3 Designing advocacy messages

The advocacy message you choose depends on the goal, the level and the advocacy method.

In the advocacy strategy paper you will need to describe the messages you will use in the advocacy strategy. Both the types of message and an indication of their contents should be clear from the paper.

#### 3.1 Choosing the medium to deliver your message

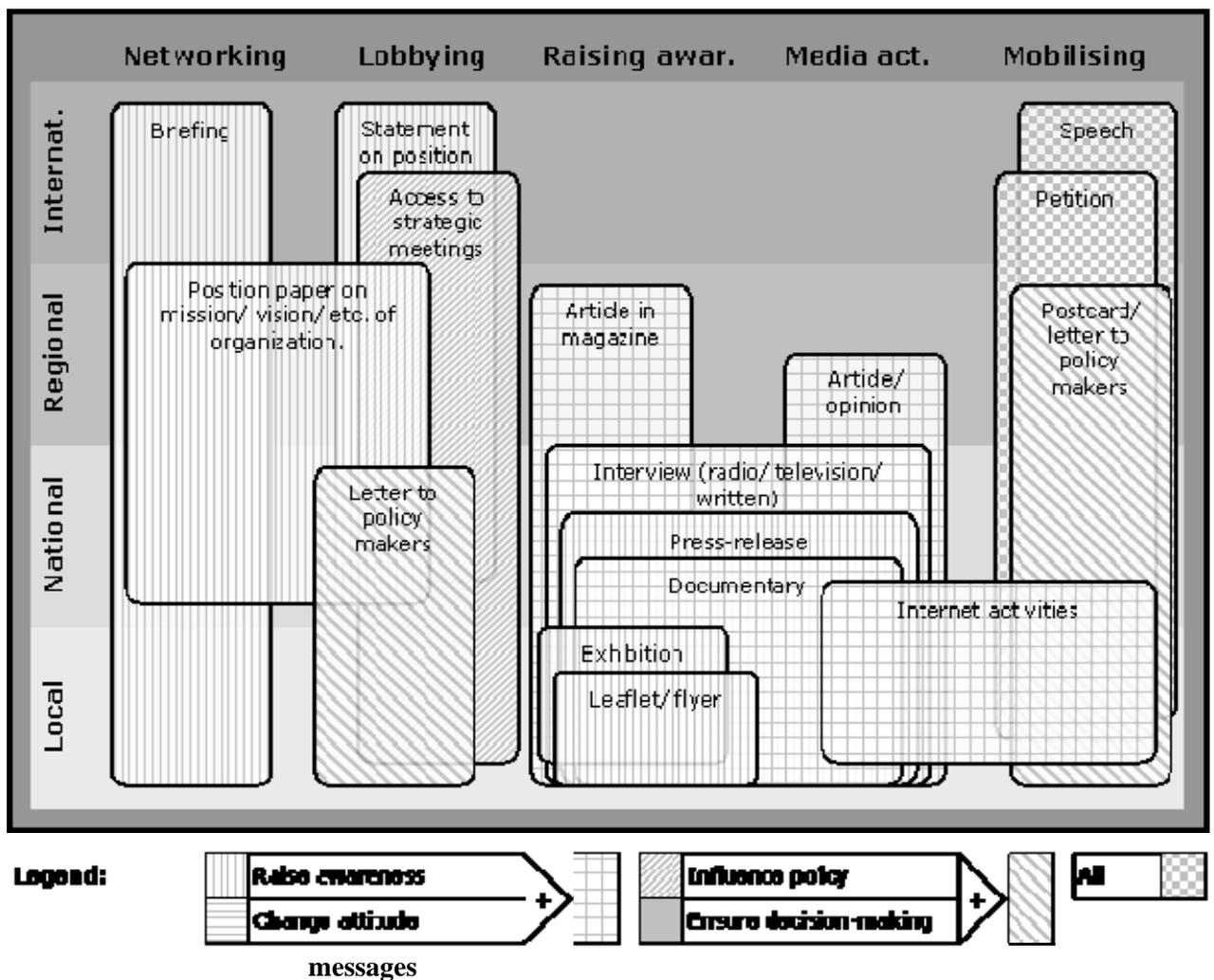
The medium that is most appropriate for advocating your cause will depend on the strategic method you choose. Figure 6.2 indicates the appropriate ways in which you can convey your message for each method and also at which level the approach can be used and for which strategy.

##### Written messages

Written messages can be carefully composed but do not have that much impact.

Written messages – such as letters, press-releases, flyers and articles provide an opportunity to carefully construct the message you want to deliver to your audience. Since communication through written messages is indirect, you can formulate your message without interference and avoid mistakes by revising your draft. However, written messages do not have the same impact as messages that also include sound and images. Table 6.2 summarises the advantages and disadvantages of written messages.

**Figure 6.2: appropriate methods for delivering advocacy**



**Table 6.2: advantages and disadvantages of written messages**

<i>Advantages</i>	<i>Disadvantages</i>
Can be carefully planned and constructed	Not accessible by the illiterate or people with limited education
Can be easily copied	Limited impact
Easy to distribute	Can be interpreted differently by each reader
Can be adjusted to different audiences	No control over actual transfer of message
Has a long-lasting character (people will be able to read it whenever they want)	

### Multimedia messages

Multimedia offers greater possibilities to transfer your message, but is more difficult to use and expensive.

Multimedia messages – such as documentaries, internet displays and exhibitions – offer greater opportunities to communicate your message. It is an often heard but true cliché that a picture is worth a thousand words. The combination of sound (e.g. music), still or moving images and the spoken word often has a much larger effect on the audience than a simple written message. If the audience is able to interact with the media, for example by controlling the speed they view a slide show, this increases the effect further. On the negative side are the generally high costs of such messages, the exclusion of people who have no access to television or the internet and the more temporary character of this type of message. Table 6.3 summarises the advantages and disadvantages of this type of message.

**Table 6.3: advantages and disadvantages of multimedia messages**

<i>Advantages</i>	<i>Disadvantages</i>
Images and sound strengthen message	Usually requires equipment to receive the message
Possibilities for interaction	Expensive
Accessible to the illiterate	Time-consuming to create

### Spoken messages

Spoken messages can be really powerful but require a skilled orator.

The oldest and still one of the most powerful ways to deliver your message is through the spoken word. A captivating speech or a well-prepared interview can have a large impact. The direct character of the message transfer requires great skill to be effective. Furthermore, the personality and reputation of the speaker/interviewee influences the way the message is received. Table 6.4 summarises the advantages and disadvantages of spoken messages.

**Table 6.4: advantages and disadvantages of spoken messages**

<i>Advantages</i>	<i>Disadvantages</i>
Very accessible to a wide audience	Requires skilled orator
Can be the strongest way of delivering your message	Usually only one chance to deliver your message
Easily picked up by the media	Speaker requires credibility
Reusable in written publications	
Direct contact with audience	

## >> Exercise 6.1: what advocacy message?

### 3.2 Designing your message

A well designed message takes into account the background of the audience. It should be well structured, positive and simple, involve the audience and use slogans and humour.

Although the contents of messages differ, there are some general points that are important in the design of every message:

- Design your message so it is understood by the target audience. What are the backgrounds and experiences of the audience? Avoid jargon unless you are sure the receiver knows what it means.
- Structure your message: begin with something that attracts attention, for example a photograph or a startling statistic, repeat your goal and conclude with a sentence your target audience will remember.
- Keep it positive: decision-makers are more likely to respond to positive messages. If you do point out negative aspects, stress the possibilities to improve the situation.
- Keep it simple: try not to convey too much information or ideas at any one time, and use illustrative approaches. For example, although the statistics related to the lack of clean drinking water are quite horrifying, it is probably easier to convey the full impact of the lack of energy for driving pumps and boiling water through recounting an individual case: a woman's daily life in collecting water from a polluted well and nursing children with illnesses caused by the lack of clean water, and how this was changed by pumping the water into tanks.
- Involve the audience: give the audience ideas about how they can help solve the problem.
- Use slogans or "one-liners": a single sentence that creates an impression and is remembered by the audience increases the impact of the message. Use metaphors or figures of speech to attract attention. Think about the way advertisements deliver their message.
- Use humour: but only if the subject matter is appropriate and this is culturally acceptable.

In the case-practice component at the end of this unit you will design an advocacy message related to the ongoing case-practice.

## 4 Summary and conclusions

In the advocacy strategy paper you will present the advocacy strategy you intend to follow, including all the relevant elements -

of the context, of the desired situation, of the team, etc. - that are required to give a good overview of the forthcoming process.

An advocacy strategy paper should be a short, well-structured document containing all the relevant information. It can be structured by starting with an introduction and a description of both the current and the desired situations. Then the approach determined for the process will be described, together with the context (stakeholders, etc.). Finally a plan and budget should be attached.

In the advocacy strategy paper you will decide on the type of advocacy message you intend to use. The type of message is determined by the level, the method and the goal of the strategy. In this module, we have identified three main types of messages - spoken, written and multimedia - each with its own characteristics and advantages/disadvantages.

## CASE-PRACTICE UNIT 6

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*In this unit's case-practice you are asked to write an advocacy strategy paper for the advocacy strategy designed in the previous units. In addition to the advocacy strategy paper you also need to begin to think about the form of the advocacy message (which will be detailed in the next unit). Finally, you will have to design a monitoring mechanism to track the results of your advocacy strategy.*

In this case-practice you will need to go into a lot of detail in writing the advocacy strategy paper. You should make assumptions where needed, based on your own organisation and your own experiences if necessary, but mostly on the activities you completed in the earlier units and the things you have already learnt in this course.

### **Case-practice 6.1: Writing the advocacy strategy paper**

*By now, you should be able to write an advocacy strategy paper for the advocacy strategy you have been developing in the previous case-practices. You will have 90 minutes to do this.*

Writing an advocacy strategy paper means combining elements you have already completed in the previous units. Refer to Section 2.1 of this unit for an overview of the contents of an advocacy strategy paper. Given the limited time, you need to keep it short and simple!

### **Case-practice 6.2: Designing the advocacy message**

*Part of the overall strategy is the advocacy message. This next step concerns designing the message. You will work on this in your team for one hour, after which your team will present its message in plenary (15 minutes) where there will be the opportunity for feedback from the trainer and the other participants (90 minutes plenary).*

Given that all of the theory has been presented in the previous units, you, together with your project team, should be able to create an appropriate message. First remind yourself about the gender and energy goal of the advocacy strategy since this will be the focus of your message. Then consider the target audience for the message, as this will determine the shape and form of your message.

You can use Figure 6.2 for ideas on the ways to deliver messages and an explanation of when these are appropriate.

The message can have many forms: an interview, a poster, a flyer, a presentation on television, an article in a magazine, a press release, etc. You have one hour to create your message. After that you will have 15 minutes to present your message to the other participants, and then they will have the opportunity to give feedback on your message.

The trainer will also give feedback on the creativity, the relevance and the suitability of the issue, as well on the use of language, images, etc. Good luck!

## EXERCISES UNIT 6

### Exercise 6.1: what advocacy message?

*The appropriateness of an advocacy message is determined by the gender and energy goal of the advocacy strategy, the level of advocacy, the stakeholders, etc. In this exercise, a few cases are presented. You have to determine the best form for the advocacy message and also think a little about the contents of the message. This exercise is to be completed in small groups within 40 minutes, followed by 10 minutes plenary discussion.*

Please study the following cases and determine the most appropriate form of message to communicate your gender and energy goal. Also, explain why you choose this means of delivery. You can use Figure 6.2 for examples of forms for delivering messages. Also, outline the contents of the message in a few words. Remember that a combination of messages is more appropriate, than just one, for achieving your goal.

<i>Advocacy issue</i>	<i>Which message?</i>	<i>Contents of the message</i>
Increasing the awareness of local policymakers of the gender inequality in employment in the energy sector.	<b>Advocacy goal:</b>  <b>Type of message:</b>	
Motivating regional leaders to validate an international agreement on women's rights to sustainable energy.	<b>Advocacy goal:</b>  <b>Type of message:</b>	
Increasing awareness about the health dangers of cooking with fuelwood so that alternatives are made affordable through subsidies.	<b>Advocacy goal:</b>  <b>Type of message:</b>	
Extension of the electricity grid to remote rural villages to increase the productivity of men and women.	<b>Advocacy goal:</b>  <b>Type of message:</b>	
Inclusion of metabolic energy in official government statistics and policy.	<b>Advocacy goal:</b>  <b>Type of message:</b>	

## **UNIT 7: IMPLEMENTATION OF THE STRATEGY**

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***Aim of the unit:***

To provide the participant with theoretical and practical knowledge about the implementation of an advocacy strategy.

***Learning objectives:***

After this unit, the participant should be able to:

- Explain implementation and why it is important;
- Translate the activities in the advocacy strategy paper into a workplan suitable for implementation;
- Organise an implementation process;
- Give do's and don'ts in the implementation process.

***Time schedule:***

- In total: approximately 3 hours;
- Study of the theory: 20 minutes;
- Discussion points: 40 minutes;
- Case-practice: 90 minutes;
- Feedback on case-practice: 40 minutes.

***Key concepts and ideas introduced in this unit:***

Implementation; implementation of workplan

***Topics in this unit:***

- The implementation process;
- Do's and don'ts in implementation.

# 1 The implementation process

Implementation includes translating the Advocacy Strategy Paper into action.

The implementation process involves the translation of your advocacy strategy paper into concrete actions. The implementation process has two stages. The first stage specifies the details of the activities set out in the Advocacy Strategy Paper (ASP); and the second stage is carrying out the activities. Translating the ASP into action can be quite complex and will include a lot of negotiations, adjustments, improvements, changes, etc. before the strategy is finally realised.

In this unit, you will learn about what is involved in the implementation process. In addition, some tips are offered to avoid common mistakes so that you learn from earlier implementations.

## 1.1 The implementation plan

An implementation plan includes all the tasks and activities, the responsible persons, the time-line and resources needed. The implementation plan is based on the action plan.

A clearly thought-out plan is the basis of any successful process, and so the success of an advocacy event depends upon a clear implementation of a workplan. The plan should be based on the one outlined in the advocacy strategy paper. The following elements will be included in the implementation plan:

- All the tasks and activities in the forthcoming advocacy process;
- The responsible person and, if appropriate, supporting people for these tasks/ activities;
- The desired time-line and deadlines for the tasks/activities, and:
- The required resources for the task/activities.

Furthermore, each task and activity has to be described in sufficient detail so that the people who will execute the task will know exactly what to do.

You should start writing the implementation plan once the decision has been made to go ahead with the advocacy strategy.

## 1.2 Translating the strategy into workable details

The advocacy strategy paper outlined all the activities and tasks that need to be performed in the advocacy process. These activities were designed with this module's Tool 6.1 (Unit 6), but only to the level of detail necessary for a budget to be formulated. These activities and tasks now need to be worked out in more detail including who is responsible for what, when, using what resources: specifying

exactly what needs to be done. For example, perhaps an activity specified in your ASP was a brochure for distribution at a workshop to be held in three-months time, and perhaps one team member was allocated the task with support from someone in your organisation who is good at design. A budget for design and printing was also included in the ASP.

However, to implement this activity requires several actions, including deciding on brochure size and content, design and layout (milestone 1), finding a printer for the money in the budget (milestone 2), checking the proofs, printing, collecting brochures (milestone 3), taking brochures to the workshop etc. Ensuring that all actions meet their deadlines requires planning. Which of the two staff members will do what? Does someone else need to be involved (for example, delivering and collecting material from the printers)? When does the printer need the material so that the brochures are ready for the workshop? And so on. So what seems at first sight a simple activity has, in fact, a lot of elements. Developing systematic procedures can help in ensuring that nothing is forgotten. Tool 7.1 presents a scheme that helps in defining all the elements in an activity. Each activity will require the completion of such a scheme.

An alternative way to present the information is in a time-line as set out in Tool 6.1 in Unit 6.

Once all the activities are expanded to this level of detail, the team will have a good overview of everything that needs to be done. Tool 7.1 provides data that can be used for monitoring the implementation process discussed in the next section.

### 1.3 Organising the implementation

The second stage of the implementation process is to actually carry out the activities. Every member of the team should now know what is expected of them and what resources they have. The coordination of the activities is the task of the team leader. Keeping track of the implementation process can be complex, especially in large advocacy processes involving many activities. In such cases, it may be better to divide up the process into distinct components each with its own coordinator. The team leader and coordinators can agree on a communication protocol such as written weekly briefings for the team leader, or monthly meetings of the team leader and coordinators. Poor organisation at this stage may result in the advocacy process not achieving its goal.

The team leader is responsible for monitoring the process and coordinating the implementation.

The team leader is also responsible for keeping track of the advocacy strategy process. Monitoring the implementation of activities is an important element in ensuring that the ASP reaches its goal. Not only does monitoring ensure that all actions and activities are completed, by making sure that resources are available when needed, it also enables the team leader to be aware when things are not going according to schedule and to make adjustments.

Tool 7.1: activity sheet for implementation

<i>Name of activity</i>	
Identification number	(optional)
<i>Responsibility</i>	
Overall responsibility	(name)
Others who will work on the activity	(name, and responsible for which tasks)
<i>Description</i>	
What will be done, including milestones	
The desired end situation	
How this will be reached	
The target audience	
The stakeholders involved in the activity	
<i>Timeline</i>	
Start of activity	(date)
Delivery date	(date)
Milestones (if appropriate)	(when and what)
<i>Resources</i>	
Money required	(amount, what for, when)
Other resources required	(what, how much, when and what for)

Even the best organised processes are subject to events beyond the control of the team; for example, the Minister of Energy who was to be your target audience at a workshop changes her plans at the last minute and goes to Washington the day before the workshop.

## 2 Do's and don'ts in implementation

Staying focused on your goal and keeping a grip on the situation are very important in successful implementation.

As was pointed out in the last section, successful implementation is based on clear workplans and monitoring the implementation process. Based on experience, it is possible to make suggestions that help ensure that the implementation process reaches its goal. In this context, Table 7.1 offers some “do's and don'ts” for team work. Although these tips are written in a general way, some may be more appropriate for the team leader and some for team members. This issue is taken up in Discussion Point 7.2.

**Table 7.1: suggestions of what to do and what not to do in implementation**

<i>Do's in implementation</i>	<i>Don'ts in implementation</i>
Do keep track of progress using the workplan.	Don't think that you will be able to catch up later if you get behind.
Do monitor the amount of time, money and other resources spent.	Don't under-resource activities.
Do allow adjustments to the original plan if changed circumstances require it.	Don't keep rigidly to the original plan if circumstances change.
Do ensure good communication between your team members about risks, possible failures and any difficulties you encounter since this helps in making timely adjustments that keep the process on track.	Don't think you can handle everything alone, especially when unexpected things occur.
Do make a report on progress and circulate this to appropriate people inside and outside the team.	Don't stop communicating with your team or other actors, especially if things go wrong.
Do take time to relax, including with your team.	Don't work "24/7"- results will deteriorate.
Do focus on your tasks but encourage and support others with completing their own.	Don't take over the tasks of others when they encounter difficulties.

**Discussion point 7.1**

In the first unit of this course you thought about your experiences in advocacy. Probably you have some of your own do's and don'ts. Discuss as a plenary group:

- Do you agree with the list in Table 7.1? What, from your experience, are definite 'do's' in any implementation?
- What should you avoid?

**Discussion point 7.2**

Table 7.1 contains a list of do's and don'ts for team members during an implementation process. The list may have been refined during Discussion Point 7.1. Some of these tips may be more appropriate for the team leader and some for team members: in your case-practice teams, discuss which tips apply to whom (20 minutes).

### 3 Summary and conclusions

Implementation is the translation of the advocacy strategy paper into an implementation process or workplan actions with enough detail to be able to execute them and to form the basis of a monitoring system.

The implementation plan is an elaborated plan for the advocacy process and includes all the necessary tasks and activities, the people responsible for them, the time-line and the required resources.

A poorly organised implementation plan is unlikely to lead to the goal being achieved. This amounts to a waste of resources and leads to people being discouraged and disillusioned. Therefore a clear plan and process monitoring is needed in order to reach the goal of the ASP. The team leader is responsible for the progress of the process and can control this through a monitoring system.

The unit concluded with some tips on do's and don'ts in the implementation phase.

## CASE-PRACTICE UNIT 7

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*The goal of this unit's case-practice is twofold. First – as you probably expected – you are asked to expand certain parts of your advocacy strategy paper into a workplan of actions. Secondly, an unexpected event, which is directly related to your gender and energy advocacy goal, occurs during the design process of the advocacy strategy. Your project team is asked to respond to this event and – if necessary – change certain aspects of your strategy.*

### **Case-practice 7.1: The implementation plan**

*Implementation requires translating the strategy into a workplan. In this case-practice you are asked to rewrite some of the activities in your strategy as a detailed workplan (30 minutes).*

Firstly, select two activities in your advocacy strategy to be translated into workable details. Secondly, rewrite these activities as they should appear in the implementation plan.

### **Case-practice 7.2: Set up a monitoring system**

*In this case-practice your team is asked to design a monitoring system for the planned advocacy strategy (30 minutes).*

### **Case-practice 7.3: Changing the strategy**

*Does the unanticipated visit by the MDB described in the box below present an opportunity or a threat to your proposed strategy? How should you respond? How could you incorporate the event in your strategy? You only have 20 minutes to react!*

Should you react to the MDB visit and why (or why not)?

Does this visit result in new risks or opportunities for your strategy, and for the issue to be addressed?

Should you change your strategy and, if so, how?

Read the information below carefully since it could have implications for your advocacy strategy:

Next week, unexpectedly, a mission from the MDB will visit Chelluville. They have come to check on progress with the second round of privatising energy facilities, which they had initiated in 2002 with a \$200 million loan. It is likely that they will prepare another loan to conclude the privatisation process. Further, they will check on the progress of the sustainable energy project to see if additional investments will be needed for this programme.

In a recent paper, the MDB acknowledged the lack of gender awareness in their recent projects in Anchellus. However, the mission will consist of economists and technocrats with hardly any knowledge on gender issues. Therefore, during their visit, they are hoping to meet gender specialists, NGOs working on the subject, etc. to ensure that their new loan proposal includes appropriate attention to gender.

The MDB professionals would be very happy to hear of practical solutions to the gender issues so far identified, to avoid them having to spend a lot of time on their own research.

## UNIT 8: EVALUATION OF THE ADVOCACY STRATEGY

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***Aim of the unit:***

To make the participant aware of evaluation mechanisms and to provide knowledge about the evaluation of an advocacy strategy.

***Learning objectives:***

After this unit, the participant should be able to:

- Describe two types of evaluation relevant for an advocacy strategy process;
- Explain the importance of evaluation for future advocacy strategies;
- Identify who should be involved in an evaluation;
- Determine what aspects of the process should be evaluated.

***Time schedule:***

- In total: approximately 4 hours;
- Study of the theory: 10 minutes;
- Case-practice: 45 minutes;
- Finalising case-practice plus feedback: 180 minutes.

***Key concepts and ideas introduced in this unit:***

Evaluation; process evaluation; outcome evaluation.

***Topics in this unit:***

- Evaluation of the strategy;
- Process evaluation;
- Outcome evaluation.

# 1 Evaluation of the advocacy strategy

The last phase of the advocacy process is evaluating the process and its outcomes.

Having implemented an advocacy strategy, its goal will, or will not, have been achieved. It is then time to evaluate the strategy you used. This evaluation follows implementation and consists of two parts: the evaluation of the process and the evaluation of the outcomes.

The timing of the evaluation depends upon the objectives. Evaluation of the *process* should take place as soon after completion of the strategy as possible. Evaluation of the *outcomes* should be at an appropriate time in the future when it should be possible to detect change.

Evaluation during the process has already been discussed in earlier units. Some of the tools presented in those units can be used here. However, the rationale behind using the tools is different. The evaluation in this unit is based on the question “what can you say, looking back at the process, about the strategy you designed and the way you implemented it?” This type of evaluation is useful for any future advocacy strategies that you formulate and should therefore be carefully recorded.

In the evaluation you should try to involve more people than just you and the core members of the team, for example:

- Support team members (e.g. from the finance department);
- Others who formulated or implemented parts of the strategy;
- The management of your organisation;
- The stakeholders you dealt with;
- Your target audience.

# 2 Process evaluation

During the evaluation of the process, the team should answer questions on: changes during the process, the team, the indicators, the stakeholders, etc.

The evaluation of the process relates to the choices you made in formulating and implementing the strategy. Evaluation should be carried out whether or not you feel your process was successful in achieving its goal. If it was successful, it is valuable to know what went well and what could still be improved next time. If it was not successful, it is constructive to find out why, and what should definitely be improved next time. We would stress that this is not an exercise in apportioning blame: the evaluation should be carried out in a constructive and positive manner. Putting people on the defensive does not help in achieving improvements. Process evaluation should be carried out just after the process is completed, and by the team responsible for formulating and implementing the strategy. The list of questions below will be useful in the evaluation process.

- Responding to the unexpected: What changed in your strategy during implementation? Could you have foreseen these changes or were they caused by unexpected events? Why were these events unexpected? How did you react to these events and could the original strategy have been better designed to react to such events? What would you change in your strategy if you had to design it again with the knowledge you now have?
- Team competence: Was the team suitable for the advocacy process? Did everybody successfully contribute to the end result? Were all the tasks performed in the way that was required? Each team member should consider whether they would want to do the same tasks again, and why or why not. As individuals, do the team members feel they need their skills to be developed?
- Indicators and the monitoring system: Were the indicators used suitable for this specific advocacy strategy? Did you – perhaps unconsciously – also use additional indicators to keep track of the progress? If so, what were these indicators and will you plan to use them in your next advocacy strategy? Were the indicators easy to monitor? Was the monitoring frequency appropriate? Did the monitoring mechanism work?
- Learning from the experience: What other things draw your attention when you look back? Would you have carried out the advocacy process in the same way if you knew then what you know now? What was the most positive and the most negative experience you had? Were all the ‘don’ts’ in implementation avoided? Have you learnt of other things you should definitely not do during an implementation process? What were the especially successful things that occurred during implementation that you could build on next time?
- The stakeholders: Did the stakeholders do the things you expected them to do? Have there been active stakeholders that you overlooked before you started? Did you anticipate that certain stakeholders would be active who, in the end, did not play a role in the process? How was the contact with the stakeholders? Do you think you can use the knowledge gained about the stakeholders to improve future advocacy processes and, if so, how?

Not all of the questions listed above are appropriate for all of the people identified in Section 1. A decision has to be made as to how extensive and comprehensive the evaluation should be. Should it be confined to the core team as an internal only process, or should it be a full stakeholder consultation? Evaluations serve different purposes and, in part, the approach is decided by the resources (a full stakeholder meeting takes time and money to organise – is there a budget?) or by the stakeholders who funded the process. You may also feel a commitment to the stakeholder group on whose behalf you were advocating. What form should the evaluation take: a debriefing meeting of the core team, a questionnaire, or perhaps a

workshop? The very minimum should be a debriefing meeting of the core team followed by a report to the organisational management, to any outside funders and to key stakeholders. The content of the report for each of these might well be different.

### 3 Outcome evaluation

Evaluating the outcomes should not only be done immediately after the process, but also over a period of time to check for relapses or continued improvements in the situation.

Besides evaluating the process, it is advisable to also evaluate the outcomes of the process. This might also be a requirement of external funding bodies. Tool 4.4 in Unit 4 provided a system for monitoring process outcomes. Since the outcome of a process might not become apparent for some considerable time after the end of your advocacy strategy, you need to consider how you will fund monitoring the process outcomes.

Evaluation outcomes are not only a measure of the success achieved, they can enable corrective interventions to be identified and implemented. The evaluation may also identify new issues for advocacy. It can also provide case study material for incorporation in advocacy material. An evaluation involving the stakeholders can also strengthen your relationship with them, who might otherwise feel your commitment ends once a project has been completed. In other words, the standing of your organisation among those who you claim to speak for will be enhanced. This, in turn, can strengthen the legitimacy of your organisation in the eyes of decision-makers.

### 4 Summary and conclusions

An evaluation once the process has been completed can provide input for future advocacy processes. This evaluation can be aimed at the process itself – what were the strong points of the strategy and what areas require improvement – and/or at the outcomes over a longer period.

A list of subjects has been provided for the process evaluation, and also advice on who should be involved, plus an indication of the different forms an evaluation might take. For evaluating the outcomes, Tool 4.4 used earlier for designing a monitoring mechanism is again appropriate. Arguments based on organisational strengthening were given as justification for monitoring outcomes.

## CASE-PRACTICE UNIT 8

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### **Case-practice 8.1: Reacting to a changing situation**

*The situation in Anchellius has changed dramatically overnight. A response is needed, and time is limited.*

You will have to react to the events presented in the press release below. How should you react? What will change in your advocacy strategy? Is advocacy on the issue you have been pursuing still appropriate?

How does the new situation relate to gender and energy? Are men and women equally affected by the new situation? What can you do to limit any problems that specifically affect women?

*You should read the following press release carefully. You have 45 minutes to create an appropriate response to this new situation.*

#### **Lumos Inc. bankrupt: Minister forced to resign.**

After years of struggling, Lumos Inc. – Anchellius’s only private electricity provider – has been closed down by its Board. “Ever since the privatisation of the electricity sector we have had difficulties in providing reliable energy that people were willing to pay for. Our creditors are not prepared to wait any longer for payment and have forced us to cease operations.” says Mr. G. Illalibon, President of the Board and former Minister of Energy.

In a reaction to this event, President Makanwi asked the current Minister of Energy, Mr. F. White, to resign. “Privatisation of the energy sector brought Anchellius many benefits, but not stable electricity. I see this as my responsibility and therefore I resign as minister”, he says in an official government statement. Whether a governmental crisis can be avoided by this action is doubtful. So far nobody has mentioned elections, but with one of the country’s key ministries seemingly not in control of its sector the thought must be present in the minds of many government officials.

An administrator put into Lumos Inc. will ensure that electricity is supplied to the main economic centres in Chelluville and the other two cities until a solution for the problem is found. Unfortunately, all projects to add more connections have been indefinitely postponed. Non-commercial clients of Lumos Inc. will have to find other ways to access electricity.

Already, public life is being affected by the events. GOSA – the country’s petroleum provider – cannot meet the increased demand for petroleum, which is now used as a substitute for electricity, and has stopped deliveries of petroleum to the rural areas as the demand in the cities now exceeds their production capacity. Petroleum prices have risen by more than 200 % in the last 24 hours as retailers try to make a quick profit. Charcoal is still available, but here prices have also increased.

## **Finalising the Case-Practice**

The course concludes with a final session in which your group you will present your final advocacy strategy including any adjustments arising from the unforeseen events in Units 7 and 8. Also, all participants will have the opportunity to discuss the best (combination of) strategies to address the gender and energy issues in Anschellius.

### **Activity 1: Prepare presentation**

*You will present your advocacy strategy to the other participants. Your team has 90 minutes to prepare for your presentation. The trainer will inform you how much time is available per team presentation. However, it is likely to be around 15-20 minutes to present your strategy and to discuss it with the other participants.*

In your presentation, focus on the specifics of your strategy. Try to convince the other participants why your strategy is most suitable and why your reaction to the events is appropriate.

### **Activity 2: Presenting the advocacy strategy**

*After every presentation, some time is available to discuss the presented strategy in plenary.*

All participants are asked to have a critically review each team's presentation. After the presentation approximately 7-10 minutes are available to discuss the strengths and weaknesses of the presented strategy. Also, for clarification about those elements of the strategy that are unclear.

During this discussion, try to focus at least on the best element of the strategy: what makes this strategy good, strong? What about the presentation itself?

## UNIT 9: MAKING AN ACTION PLAN

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**Learning goals:** After completing this topic, the participant should be able to initiate the integration of the knowledge and skills acquired in course into their own work situation.

**Time schedule:** 1 hour preparation and, if time allows, 2 hours for presentation

*[This exercise was provided by Mr Dazydelian L. Banda, from the Eastern and Southern African Management Institute - ESAMI (Arusha, Tanzania). and Ms May Sengendo, ENERGIA Regional Focal Point for Africa and from the Ugandan regional office of East Africa Energy Technology Development Network (EAETDN).]*

In this unit you are asked to think critically about the things that you have learned during the course, and whether, and how, you may be able to apply these in the normal course of your regular work. Often participants return home after training and are not sure how to apply their newly acquired knowledge. This can be frustrating. This unit is designed to help you overcome those frustrations and put your new skills to work by drawing up an Action Plan.

Inputs into your action plan are the experiences that you have gained while attending the course. These may include ideas and techniques learned in class or from reading the course manual, handouts, exercises, ideas from fellow participants and even informal conversations.

Your plan should have a time frame and should address a specific problem relevant to the main themes of the course and to your work situation. You should draw up specific objectives and identify resources needed to carry out your plan and the opportunities and constraints which are present in your work environment.

You can use the document to brief your manager/head of department when your report for duty. The course management would also like a copy of the document so that they can use it for follow-up and evaluation of the impact of the training.

You can use the framework provided below to help you develop your action plan. You have one hour to work on this Action Plan. Please feel free to ask the trainer or your fellow participant's for advice. If there is time, participants will have the opportunity to present their Action Plan and receive feedback from the trainer and other participants.

### PARTICIPANTS ACTION PLAN

**Name:**

**Title:**

**Organisation:**

**Area of activity:**

1.

Knowledge Acquired	Skills Acquired

2a. What problem, related to proposal writing for gender and energy projects, do you want to address in terms of your work?

2b. How do you intend to use the skills gained in the workshop to address the problem you have identified in 2a above?

3. What factors might hinder you from implementing your action plan?

3.1 Organisational factors (if any)?

3.2 External Factors (if any)?

4. Formulate strategies to overcome the factors likely to prevent you from implementing your action plan.

5. What resources (staff, training, funds, technology) do you need to implement your action plan?

6. Where will these resources come from?

6.1 Own budget?

6.2 External Sources (please specify)

7. Budget Estimate

8. Timescale – when will you start and finish implementing your action plan (indicative dates)

## EVALUATION AND CLOSURE OF THE COURSE

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The final meeting of this course is used to evaluate and close the course. The trainer will guide you through these 90 minutes and will address the following topics:

- Closure of the course and handing out and completion of evaluation forms (45 minutes).
- Concluding round of questions (45 minutes);

### **Closure and handing out of evaluation forms**

The trainer will conclude the course by handing out evaluation forms. Participants are asked to complete these now and return to the trainer. The course administration will use them for reporting purposes and to improve future course. Participants will have now the chance to discuss their experiences during the course.

### **Concluding round of questions**

If there are any questions left, perhaps based on the feedback on the proposals, or about other parts of the module, participants can put them to the trainer in this final session.

## APPENDICES

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Appendix A Additional information on Anchellius.

Appendix B Hands-on activity 1: Building and maintaining successful networks.

Appendix C Hands-on activity 2: Skills for successful lobbying.

Appendix D Hands-on activity 3: Media activities.

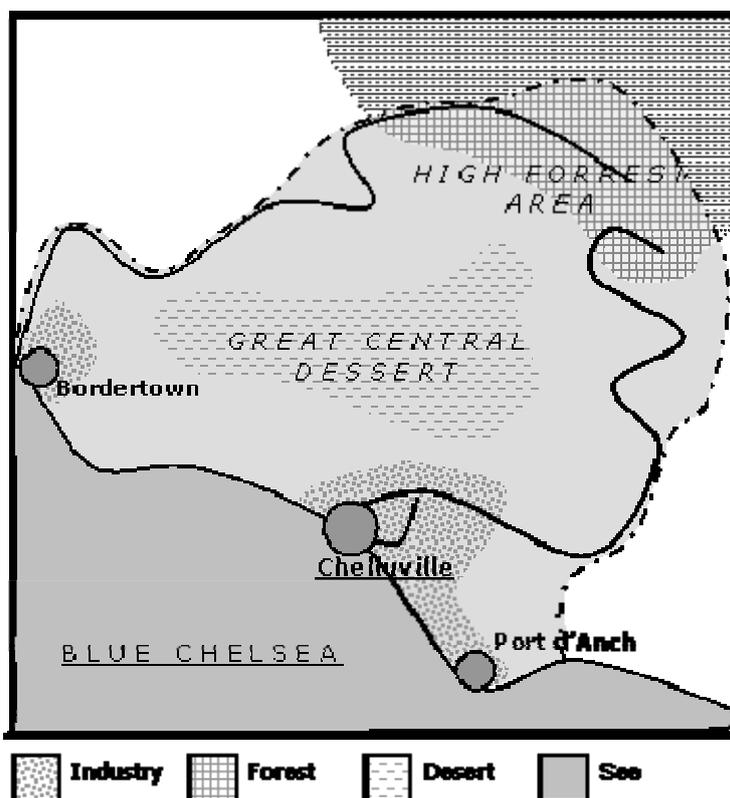
Appendix E Hands-on activity 4: Delivering a captivating speech.

Appendix F Hands-on activity 5: Giving a professional presentation.

## APPENDIX A

### ADDITIONAL INFORMATION ON ANCHELLIUS

Figure: map of Anchellius.



<i>Geography</i>		<i>People</i>	
<b>Area</b>	580,000 sq. km.	<b>Population</b>	17,980,700
<b>Area-comparative</b>	About the size of France	<b>Age-structure</b>	0-14 years: 44%, 15-65 years: 54%, > 65 years: 2%
<b>Boundaries</b>	4,800 km.		
<b>Coastline</b>	1,340 km.	<b>Pop. growth rate</b>	1.7 %
<b>Climate</b>	Hot and humid at the coast, hot and dry in the centre, wet in the north.	<b>Birth rate:</b>	26 births/ 1,000 population
		<b>Death rate:</b>	12 deaths/ 1,000 population
<b>Terrain</b>	Mostly low plains, mountains in the north, deserts in the east.	<b>Infant mortality rate:</b>	53 deaths/ 1,000 life births
<b>Natural resources</b>	Some gold and diamonds, coal, iron ore, nickel, phosphate, copper, salt.	<b>Life expectancy</b>	43.7 at birth
		<b>HIV/ AIDS (adult)</b>	2.8 %

<b>Land-use</b>	Arable land: 12%, Permanent crops: 9%.	<b>Religion:</b>	Christian: 32%, Muslim: 33%, Animalistic: 33%
<b>Irrigated land</b>	190 sq. km.	<b>Adult Literacy rate:</b>	Overall: 52%, Men: 63%, Women: 41%.

<i>Government</i>		<i>Other</i>	
<b>Country name</b>	Republic of Anchellius	<b>Private con. to electrical grid</b>	3.1 / 1,000 population (55,700 total)
<b>Government type</b>	Parliamentary Democracy		
<b>Capital</b>	Chelluville	<b>Main energy use</b>	Electricity: 2.5%, petroleum: 13.5%, charcoal: 24%, fuelwood: 60%.
<b>Suffrage</b>	18 years of age		
<b>Economy</b>			
<b>Currency</b>	Anchellius dollar (AD)		
<b>GDP</b>	\$ 12.1 billion	<b>Telephone fixed</b>	180,000
<b>GDP growth rate</b>	2.8 %	<b>Telephone cellular</b>	620,000
<b>GDP per capita</b>	\$ 500	<b>Internet users</b>	160,000
<b>Labour force</b>	7.8 million	<b>Railways</b>	1,260 km.
<b>Occupation</b>	Agriculture: 73%, Industry: 6%, Services: 21%	<b>Highways</b>	Paved: 4,100 km, unpaved: 36,400 km.
<b>Unemployment</b>	18 %	<b>Airports</b>	8 small, 2 large
<b>Population below poverty line</b>	34 %	<b>Military divisions</b>	Army, Navy, Air Force
<b>Inflation rate</b>	17 %	<b>Military expenditure</b>	\$ 32.8 million/ year
<b>External debt</b>	5.8 billion		
		<b>Gender Equality</b>	
<b>Exchange rate</b>	1 USD = 99.8 AD	<b>Income M/F</b>	\$780 / \$220 for same job
<b>Electricity production</b>	3.4 billion kWh/year	<b>Education M/F</b>	63% / 38% primary enrolment
<b>Electricity consumption</b>	3.4 billion kWh/year	<b>Life expectancy at 18 years M/F</b>	63 years/ 61 years
		<b>HIV/AIDS population infected M/F</b>	2.1% / 3.7%

## APPENDIX B

# HANDS-ON ACTIVITY 1: BUILDING AND MAINTAINING SUCCESSFUL NETWORKS

---

*Aim of the activity:*

To train participants in building and maintaining successful networks

*Time needed for activity:*

2 hours.

## 1 What is networking?

Networking is about making contact with organisations, and people within organisations, with the objective of sharing information and/or working together towards a certain objective. Working together increases the effectiveness of strategies and is therefore a useful tool in an advocacy strategy.

Networking can be carried out either individually through personal relationships, or more formally through forming or joining a network. This hands-on activity focuses on the latter.

Networking is about sharing information and work. If you expect people to help you, you will have to return the favour once in a while. In a network, everybody is equal - meaning that everyone has equal rights and obligations. A network can sometimes cost you time without any direct benefit. Anyone intending to build or join a network needs to be aware of this. The time put into networking is an investment which can be expected to pay a dividend in the future.

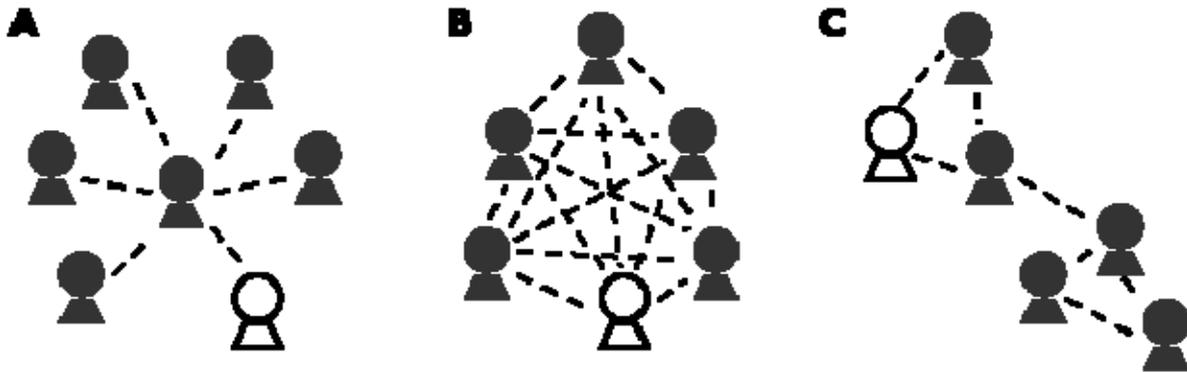
It is tempting to invest a lot of time in a network, but you should never forget that networking serves a goal - and is not a goal in itself!

## 2 Types of networks

There are various types of networks. Sometimes a network is a group of people based around one individual who controls all the communications (as in Figure B.1-A below). Such a central person could easily be an expert or a government official. Sometimes everybody in the network has contact with everybody else (Figure B.1-B). Sometimes, within a network, other networks exist (Figure B.1-C).

It is important to understand the structure of a network if you want to have effective communication with the other members. For instance, in a type A network you will have to direct your communication to the central person who will then redirect the communication to the other members. In type B, you will have to communicate to all the other members yourself.

**Figure B.1: types of networks.**



Type A is typical of a new network in which one person initiates discussions, meetings, etc. This central person has a lot of control in this situation, and the organisation tends to be formal. Type B is a more complex form which can be found in relatively new networks in which no central person is yet needed, or a somewhat older network in which a central person is no longer needed. This tends to be an informal structure. Type C is typical of older networks which have expanded and formed sub-networks.

### 3 Types of relationships/links

In a network, the inter-personal relationships can be on various levels. There are strong, personal links, which have existed for a long time and are usually based upon shared experiences, values, beliefs, etc. Then there are the more normal links, based upon common interests. Finally there are weak links: people who are linked through the network but have little contact and do not have much in common. Figure B.2 illustrates one way of showing these types of relationships/links graphically.

**Figure B.2: types of relations/links.**



#### Exercise 1: draw your personal network

*Even if you have never been active in networking activities you will still have some form of network of friends, colleagues, relatives, etc. You are asked to make a sketch of a network in which you are involved (look back at the diagrams in the unit). Think about the people you know in the network, how well do you relate to these people: is it a strong, normal or weak link?; and can you ask them to do something for you? Consider the relationships between the other people in your network, etc. Take ten minutes to draw your network and then another ten minutes to compare your network to that of your neighbour. What type of network structure is it? How strong are the links between the various network members?*

## 4 The basic steps of building a network

Building a network is never as simple and straightforward as in the steps described below. However, these steps will provide a starting point when you intend to build a network.

### **Step 1: know your goals**

What is it you want to achieve? Understanding your goals and having a clear overview of them will help you to stay focused.

### **Step 2: identify relevant people**

Identify organisations or individuals with similar goals to yourself, or similar interest, ideas, etc. These are the sort of people you should be approaching for your network. In Unit 4, Section 6.1, some guidelines were given on how to identify relevant people/organisations.

### **Step 3: contact these people individually**

Contact the people you identified in Step 2. This can be done by writing a letter, making a phone call or speaking to them at a meeting you are both attending. The more direct the contact, the better your chances of building a relationship. Tell them about your objective and raise their interest.

### **Step 4: ways of working**

After you have contacted each of the people individually, decide how you are going to work together. This can be done through meetings, or through email, teleconferencing, etc. How often should this be done (remember any activity costs time and money)? Who should be involved?

### **Step 5: exchange thoughts, ideas, etc.**

The network is beginning to take form. Now it is time to see what the members can offer each other. Exchange thoughts, ideas, interests, goals. Try to identify each member's strengths and weaknesses, to see what role they can play and where they need help from other network members.

**Step 6: maintain contact**

Once the network is initiated, you will need to keep the other members informed of progress etc. Stay in contact to keep the network alive.

**Discussion Point B.1**

ENERGIA is an international network on gender and sustainable energy.

- What sort of network is ENERGIA?
- How does it bring network members into contact with each other?

**Exercise 2: building a network (role-play)**

*In this exercise you will practice some of the steps in the process of building a network through role-plays. There are three role plays. Each involves a network builder and a network member. The trainer will give the participants who will play the roles descriptions of their characters.*

***Role-play 1: initial individual contact (2 participants, 5 minutes)***

In this role-play exercise, we establish an initial contact between the network builder and a potential network member. This is the first contact between the two people; they do not know each other personally. The contact is by telephone.

***Role-play 2: initial individual contact (2 participants, 5 minutes)***

Once again the role-play is about the initial contact between the network builder and a potential network member. This time, however, things will go very differently. Again it is the first contact between two people who do not know each other personally, and again by telephone.

***Role-play 3: exchange of thoughts, etc. (6 participants, 15 minutes)***

In this role-play exercise, the contacts are already established and the potential network members are invited to a meeting where they will exchange thoughts, ideas, goals, etc for the network. The network builder should try to organise this meeting so that the end result is beneficial to all the potential members.

## 5 Do's and don'ts in networking

The following tips and don'ts are adapted from the UNDP practical guide for NGO networking (2000).

<b><i>Don'ts in starting a network</i></b>
Do not plan network activities in a top-down way
Do not deny members direct participation in

<b><i>Tips for successful networking: Remember -</i></b>
A network is a means to an end - not an end in itself
A network should not be built without

policy and executive bodies
Do not concentrate on implementing activities and forget to allow for the development of the network itself
Do not close yourself off from opinion and advice from outsiders
Do not accept political or personally-biased manipulations

establishing a need for a network
Networks are not built overnight
Networks are temporary creations
Networks need to rely on their own resources
Networks need diversity of membership
Networks need flexible management and an ability to adapt over time to changing circumstances
Networking is more important than creating formal structures
Networks need solid anchors in local communities
Face-to-face contact between members is essential, especially in emerging networks

You should always remember that much can be achieved by networking, but not everything. You should always be aware of what you want to accomplish by participating in a network. Work towards these goals and do not become distracted by other opportunities that might arise.

<b>Discussion Point B.2</b>
<ul style="list-style-type: none"> <li>• What do you see as the main benefits to be gained from networking?</li> <li>• What do you find difficult about networking?</li> <li>• Who do you think makes better networkers – men or women, or no difference?</li> </ul>

## APPENDIX C

# HANDS-ON ACTIVITY 2: SKILLS FOR SUCCESSFUL LOBBYING

---

*Aim of the activity:*

Provide the participant with the basic knowledge and skills needed for successful lobbying activities.

*Time needed for activity:*

2 hours.

## 1 What is lobbying?

Lobbying is about making direct contact with decision-makers in order to influence a process and its outcome. In the context of this module, on engendering energy policy and practice, contacts with decision-makers can be organised in various ways:

- Writing a letter;
- Sending a position paper;
- Making a phone call;
- Having an appointment with the decision-maker;
- Participating in an event with the decision-maker;

In the list above, the contacts are formal, pre-arranged and planned. Lobbying opportunities can also be informal and unplanned, for example at a reception, or a chance meeting in an airport lounge. You should be prepared for these events as well. However, in this activity, we focus on the more formal, planned events. There is some similarity between lobbying and networking in the sense that you need to build a relationship with the decision-maker so that they will listen and respond positively to your message. You will share information but, unlike in networking, this tends to be unidirectional.

In this hands-on activity, you will learn how to handle a meeting with a decision-maker. Further, some basic negotiation and persuasion skills are presented.

## 2 The basics of lobbying

- Lobbying is about having contact with a specific person or group of people (your target audience) with a clearly defined aim.

- Be open about your goals and interests;
- Be consistent in your message;
- Present an easy to understand message;
- Be realistic about the outcomes.

You need to approach and address the person you are lobbying in a culturally appropriate way. Familiarise yourself with the person. What do you know about them? What is their knowledge about the topic (how much do you need to explain)? What is their attitude to both you and the topic (positive? negative? enthusiastic? hostile? neutral? undecided)? The answers to these questions should shape the content and form of the message. Remember lobbying opportunities are often brief – so you need to keep your message clear, focused and short.

### 3 Meeting a decision-maker

Planning and preparation are the basis of successful lobbying. Table C.1 mentions some issues that you need to keep in mind before, during and after a meeting with a key decision-maker.

**Table C.1: issues before, during and after a meeting with a key decision-maker.**

<i>Before the meeting</i>	<i>During the meeting</i>	<i>After the meeting</i>
<b>Consider:</b>	<b>Focus on:</b>	<b>Consider:</b>
Who will be present at the meeting?	A good start to the meeting: introduce yourself and let others be introduced. If you have met before, mention this without causing embarrassment if they have forgotten.	Did you achieve what you wanted to? Why (not)?
What history (past meetings) do you have with the decision-maker? What were the outcomes of these meetings?	Briefly state your advocacy issue, giving practical solutions to any problems identified.	What are the next steps?
What is the decision-maker’s attitude towards you and your organisation?	Allow time for questions but keep the discussion to the subject.	Did you find out anything new during the meeting? How does this affect the work you are doing?
What, if any, are the decision-maker’s objectives in relation to gender and energy issues?	If time allows, try to reach a mutual understanding.	<b>Remember:</b>
What do you hope to achieve by this meeting?	At the end of the meeting, summarise what you believe to be the outcome of the exchange.	Thank the decision-maker and other participants at the meeting for their time and input.
What are you going to say, and how will you say it?	Before parting, offer your business card and suggest a follow-up meeting to discuss the issue in more detail.	Write a report of the meeting including all decisions, promises, etc. This report can be sent around to others.
	<b>Remember:</b>	Keep track of any promises made to see
	Remain polite and friendly.	

<b>Remember:</b>	State your case carefully and clearly.	if they are kept.
Be punctual for the meeting.	Give others time to give their statements, opinions, etc.	
The reason for the meeting.		
Good preparation is half of the work.		

**Exercise 1: meeting with a decision-maker (role-play)**

*In this exercise, all the participants will attend a meeting with an important actor in the Anchellius Energy Sector. During this exercise you will practice the skills needed to use such a meeting as a lobbying opportunity. The exercise takes 15 minutes to prepare, 20 minutes for the meeting and 10 minutes to discuss the results.*

NOTE: although this exercise uses information from the case-practice, it will not be completed by all participants since it is not a part of the Module’s case-practice. Therefore, the outcomes of this exercise should not impact on the advocacy strategy development that is part of the case-practice.

All participants in this hands-on exercise will participate in this role-play. Alone, or in small groups, they will represent one of the four stakeholders attending the meeting: METI, MEWA, Lumos Inc. and a Gender and Energy NGO (AWORE). The meeting is organised by Mr Busmata, chair of the METI/MEWA Gender Working Party.

The trainer will give you a role. First read and familiarise yourself with your role, and then read the introductory text to the role-play.

Mr D. Busmata has received complaints from various quarters (including the Prime Minister) about the lack of success of the METI/MEWA Gender Working Party that he chairs. To add to his problems the highly vocal women’s rights and empowerment NGO (AWORE) has also begun to focus on energy (Mr Busmata, despite been a keen supporter of women’s rights, cannot see what energy has to do with this) and has been criticising MEWA for the lack of action to solve the energy problems of the women of Anchellius. AWORE has called for a meeting with the working party. At this meeting, which will be held shortly, Lumos Inc. – as the sole electricity provider and a powerful stakeholder – will also be present. The meeting is meant to exchange ideas about engendering energy policy, as well as to make some concrete decisions on how to continue this process.

You can also look back at the case-practice in Units 2 and 3 where more information is provided about the stakeholders.

You have 15 minutes to prepare for the Working Party meeting. In the meeting, which will last 20 minutes, your objective is to reach your goal as a stakeholder. In the 10 minutes after the meeting you will have time to reflect on the exercise.

## 4 Negotiation skills

As you probably noted in Exercise 1, talking to other people often means negotiating about different interests. Certainly, engendering energy policy will involve negotiations with other parties, both about what should be the content of an engendered energy policy and on the sort of advocacy strategy that you need in order to achieve gender goals in the energy sector. Negotiations are about trying to reach a consensus which is acceptable to all parties involved. Negotiations often seem unfriendly and tough. It is a

situation where many women lack sufficient experience, and do not feel confident or comfortable with aggressive or confrontational behaviour. However, negotiating does not have to be competitive or confrontational. In this hands-on activity, we will give some tips which will help you feel more confident in negotiations, and reduce the likelihood of unnecessarily stressful encounters.

In this section you will learn some basic negotiation skills. This topic is dealt with in more detail in Workshop 4 of Unit 5 in Module 5.

### Discussion point C.1

As a plenary group, discuss the experiences you have had with negotiations.

Under what circumstances did you have to negotiate (time pressure, a major contract, first experience of being responsible for your organisation etc.)?

How did it feel when you were negotiating? Did you feel comfortable or was there an uncomfortable (possibly hostile) atmosphere? What contributed to the manner in which the negotiations were conducted?

Was your counterpart aggressive towards you? How did you deal with this?

## Negotiating

The first step in ensuring that your negotiations are successful and take place in a positive environment is good preparation. Here are some things to think about as part of that preparation:

- What is your immediate objective in the negotiations you are about to undertake, *as well as* your goal in terms of the relationship with the other party: do you hope to work together more often? This will shape the way you approach the other party.
- Secondly, think about how to measure whether you achieve your objectives or not. What are the indicators of success? Monitor these indicators during the negotiation process.
- Third, think about who has formal and informal authority to make decisions, both in your organisation as well as in the other party. Quicker results are much more likely if you and your counterpart have the authority to make decisions during a negotiating session. If the session has to keep stopping while one of you consults someone for authorisation this can disrupt the dynamics and rapport that has built up and may take time to re-establish. Conversely, if tensions have been building, having a break in the negotiations can allow some cooling-off. (Sometimes negotiators use the “need to consult my boss” strategy for this reason.)

Table C.2 suggests some techniques that can be used during a negotiation process. These techniques help move the process along and build consensus.

### Table C.2: negotiating approaches.

<i>Approach</i>	<i>Explanation</i>
Explain your motives	Briefly and clearly explain your own motives so that others know why you are there. <i>“We want to achieve...”</i> (e.g. <i>“We want to achieve agreement on the best way to engender energy policy”</i> )
Listen and engage	Respond to what others are saying without interrupting. If you allow people enough time to explain their position, they are more likely to listen to you.
Ask questions and permission	Ask about the motives, goals and interests of others. Try to find areas you both find important and emphasise these. <i>“Are we agreed on that? Can we now see how we can work that out?...”</i> (e.g. <i>“Are we agreed that low-income female-headed households need assistance with paying for their electricity connection? Can we now see if we can work on a scheme for micro-credit to enable such connections?”</i> )
Confirm and summarise	Try to summarise what others say to clarify issues and ask them to confirm your summary. This way everybody knows what is happening. <i>“So what you say is...”</i> (e.g. <i>“So you agree that there is a need for training the Ministry staff in gender sensitive approaches?”</i> )
Win-win	Find a compromise which is acceptable to all parties and stress why everybody wins in this situation. <i>“If you get this, then I can get this...”</i> (e.g. <i>“if you increase the number of households with an electricity connection, then the women will have more flexibility in organising household tasks”</i> )

### Practical hints for negotiating

There are various possible approaches to negotiating. The way you approach negotiations is based upon various aspects: your relationship with the other party, how well you know the other party, your gender, etc. Although all these aspects shape your negotiating technique, there are some general techniques you should always keep in mind:

A range of negotiating techniques are suitable for different situations, depending on your relationship with the other party, status, knowledge about each other, etc.

- Allow enough time for the negotiations: slow the process down if you feel more time is needed to become used to a new situation;
- Look for, and talk openly about, common ground: do not concentrate on areas of conflict, give attention to anticipated common ground;
- Identify your – and the other side’s – ideal and realistic outcomes: identify the likely range within which the outcome will fall;
- Do not be irritating;
- Avoid immediate counter-proposals which introduce additional options, or new issues which cloud the negotiations;
- Do not get involved in a spiral of defence and attack: negotiations do involve conflict, but do not become heated and emotional. Being

straightforward in your message can prevent such a spiral. Alternatively, suggest a “time-out” to allow tensions to disappear;

- Give indicators that you are switching to a new topic: instead of immediately asking “How much will it cost?” warn about the change: “Can we talk about the price now?” This technique reduces ambiguity and ensures that the other party is satisfied that the issue just under discussion has been resolved.
- It is essential to avoid labelling disagreement. Never say “I disagree with that because ...” , instead, begin your response by outlining the reasons that led up to the disagreement;
- Sort out misunderstandings by testing understanding and summarising.

### Exercise 1: Negotiating

*The aim in negotiations is to reach an acceptable outcome while at the same time ensuring that the negotiation experience is not too stressful. In this activity, you will look at an imaginary negotiation situation (but the situation will no doubt be familiar!) and analyse the negotiating process and the outcome of the process. The activity will take 35 minutes and involves work on individual, pair and class levels.*

Below is a short sketch with two people involved in negotiations related to an employment contract. Take 15 minutes to read the sketch and try to identify which of the negotiating techniques listed in Table C.2 are being used. What are the objectives of the two negotiators? What is the outcome? When you have completed this task discuss your answers with another participant (10 minutes). Do you agree with the style adopted by Miriam? What would you have done in her place? Then discuss the answers to these two questions as a group (20 minutes).

*Miriam Kidone was appointed in January as an energy specialist by the NGO ‘Save Energy for Nature’, initially on a six-month contract for \$1500 a month. In the following July, Miriam learnt that her predecessor, a male energy specialist Jimani Kiwale, who was the same age and had the same qualifications, was paid a salary of \$1700 on a similar contract. In its organisational rules and regulations, the NGO states that salary levels should be based on age, qualifications and working hours. Disturbed that she had been underpaid, she called on the director of the NGO, Mr Mpake, to discuss the problem.*

*Miriam:* Mr Mpake, I have just learned – and please correct me if I am wrong - that according to the rules and regulations, I should have been paid \$1700. Have I been misinformed?

*Mr Mpake:* No, you weren’t. Why do you think that? Don’t you trust me?

*Miriam:* I appreciate your confidence in me, by offering me a contract. But I would like to know why I get less salary than I should have. I think this is not fair.

*Mr Mpake:* It’s funny that you mention fairness. What you are really saying is that you just want more money and that you are trying to take advantage of now being in service with our organisation when you should have discussed these sorts of issues before you signed your contract. (*Beginning to sound irritated*). Perhaps we should discuss this along with renewing your contract. I’m not sure that our finances will cover a new contract at a higher salary.

*Miriam:* I must not have made myself clear. Of course, if I get extra salary that would be good. Of course, I am committed to my job until the end of my contractual period and I would like to stay with The Gender Face of Energy

“Save Energy for Nature”. However, more important than making a few dollars more here and there is the feeling of being fairly treated. No one likes to feel cheated. And if I made this a matter of who is in the right and refuse to compromise, I’d have to go to court, waste a lot of time and money, and end up with a big headache. You would too. Who wants that? No, I want to handle this problem fairly on the basis of some independent standard, rather than who can do what to whom.

*Mr Mpake:* Don’t you trust me? I was the one who appointed you to the job!

*Miriam:* Mr Mpake, I appreciate the opportunity you have given me in working for “Save Energy for Nature” but trust is not the issue here. The issue is the principle: Did I get less than I am entitled to under the organisation’s own rules? Perhaps we should make sure that there is no misunderstanding and that we both have the same facts about the situation. Could I ask you a few questions to see whether the facts I’ve been getting are right?

*Mr Mpake:* Go ahead, but don’t take too much time.

*Miriam:* Are the organisation’s rules and regulations still actively followed? Shouldn’t I, in accordance to these, receive a monthly salary of \$1700? Was I informed about the system of remuneration at the beginning of my appointment?

*Mr Mpake:* The workload in the job you do is lighter than with your predecessor. I thought you would understand that, because it is so evident. Why are you making such a fuss about this small salary difference?

*Miriam:* Let me see if I understand what you’re saying. You think the salary you pay is fair because my job’s workload has become lighter. It wasn’t worth your while to check the rules and regulations for reducing the salary for an existing job if the workload involved becomes lighter. Now you are concerned that I am taking an unfair advantage of you and trying to get money from you as the price for staying with the organisation.

[*Mr Mpake is beginning to look like he is about to lose his temper.*]

I have to think all this over. Can I get back to you tomorrow some time?

*Mr Mpake:* All right, but my agenda does not have much space.

Next day

*Miriam:* Let me show you why I have trouble following some of your reasons for paying me \$200 less than my predecessor. I have consulted the Rules & Regulations of our organisation. They state clearly that salary levels are based on age, qualifications and the number of working hours. The workload is not mentioned there as a determining factor.

The working hours of my job did not change and I also doubt whether the workload of my job is lighter than it was before. I have talked to Jimani about this and we really could not detect a clear difference between his workload and mine.

*Mr Mpake:* I think that the assessment Jimani and you have made is somewhat subjective. That does not give me enough proof.

*Miriam:* I think we should reach an agreement now about my work load. If we can’t reach an agreement, then I can see no other solution than a court case, which will give us both emotional and financial troubles. I am very reluctant to do this but if you leave me no option... I feel confident that we can settle the matter fairly to your satisfaction and mine.

*Mr Mpake:* If we found that your workload was lighter than Jimani’s, you mean you would take on more work?

*Miriam:* As long as we are agreed on the appropriate salary for my job, I am happy if we could jointly periodically assess the hours and tasks for my job. How would you propose assessing this?

*Mr Mpake:* Your proposal sounds reasonable. Let me think about how we can monitor your workload the best. Once we are agreed, we can monitor the situation for three months and if your workload is the same as Mr Kiwale's then I will agree to pay you the same salary as he received.

*Miriam:* That sounds reasonable, although the salary should be backdated. Thank you Mr Mpake, I appreciate your taking the time to resolve the issue.

*[They shake hands and both look satisfied.]*

## APPENDIX D

### HANDS-ON ACTIVITY 3: MEDIA ACTIVITIES

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*Aim of the activity:*

Training the participant in media activities: giving an interview, and writing a press release.

*Time needed for activity:*

2 hours.

#### 1 Media activities

The media can be a useful ally in your advocacy process. Good relations with the media can help you to achieve your gender and energy advocacy goals. In particular, the media can play a key role in making the public aware of your case. While the media can help you to achieve the change you desire, it can also be a powerful opponent and misuse your information or damage your reputation.

In this hands-on activity you will learn how to carry out two different media activities: an interview and a press release. The knowledge you will gain in this hands-on activity is also useful for other media activities, such as writing articles for magazines and newspapers.

#### 2 Giving an interview

In an interview, a reporter will ask you questions about an issue related to gender and energy. Ideally it will focus on an issue you are working on, but this is not always the case. Usually the reporter will use parts of the interview in a news item. The reporter selects those parts of the interview that they think are most interesting for the audience. In a television news bulletin this could be as little as a few seconds taken from the interview, while in a live radio show it could be the entire interview. Similarly, in a newspaper or magazine, your “contribution” might be a single sentence quote or a whole article.

Reporters have different approaches to interviews. Sometimes they simply want to ask you for a quick response to an issue or to provide them with information in a positive, friendly manner; sometimes they can act aggressively and ask hostile questions. No matter which approach the reporter uses, you are the one with the information and knowledge - and therefore the reporter will have to listen to you. Use this position to remove any misconceptions about the issue or your case.

The reporter is not the person you want to address through the interview, rather you want to reach the audience where the interview will be published or broadcast. This audience should be informed and educated but at the same

time entertained. Making your message interesting and lively is the way to catch their attention.

As with most things, a good interview requires good preparation, as well as experience. Experience only comes with practice, but there are some general tips for giving an interview that you should keep in mind. Everyone makes errors of judgement in the beginning when dealing with reporters. We say things we regret later. However, learning from these mistakes can make the process more satisfactory next time.

**Table D.1: tips for preparing and giving an interview.**

<i>Before the interview</i>	<i>During the interview</i>
Identify the subject of the interview and read the latest information about this subject. Form an opinion on recent debates about the subject.	Stay relaxed, friendly, polite and respectful towards both the reporter and the audience.
Think of difficult questions you might be asked and prepare answers.	Give anecdotes, short stories and examples to clarify your case.
Check the shape of the interview: live or recorded, only you or will it be a debate with others? Find out about the background of the other participants in the debate: what is their position on the gender and energy issue?	Never ignore a question: rather use the subject of the question to make your point.
Try to work out the position of the reporter: are they supportive? What are their usual approaches towards an interview?	Remember that you are the one with the knowledge, but do not feel troubled about not knowing everything.
Think about your audience: how much do they know about gender and energy, what will they find interesting?	Repeat the main idea you want to communicate but try to vary the way in which you repeat it.
Make a list of the main points of your message and then make sure you deliver them.	Try to formulate one-liners that can be picked up in quotes.
Practice your conversation style (with friends/colleagues): keep to the point, not too complicated and avoid jargon.	Use humour if appropriate - but do not ridicule your opponents!

### **Exercise 1: giving interviews**

*In this exercise, you will practice giving two different types of interviews. This exercise is to be carried out in pairs. Each interview will take five minutes. In total, the exercise will take 30 minutes plus 20 minutes to discuss the main outcomes as a plenary group.*

Form pairs, preferably with a participant you do not know too well. New pairs can be formed for the second interview.

#### ***Interview 1: introducing yourself***

In each pairing, one participant will start as the reporter and the other as the interviewee. Once the interview is concluded, the roles will be reversed and the exercise repeated.

The goal of these first interviews is for the reporter to find out as much as possible about how the interviewee got involved in gender and energy. The goal for the interviewee is to communicate as much as possible about the subject.

Both participants have five minutes to prepare the questions they will ask each other and to prepare answers to the most obvious questions they think they will be asked. Refer to Table D.1 for tips on preparing for the interview.

The first interview should last five minutes, after which participants swap roles and the interview process is repeated. Note down your experiences and discuss these as a group after the two interviews.

***Interview 2: enthusing your audience***

In every pair, one participant will be the reporter and the other the person being interviewed. This time, the exercise is only carried out once. Decide who will be the reporter and who will be interviewed, and agree on the subject of the interview.

The goal of the interviewee is to get the audience enthusiastic about an issue related to gender and energy that they find interesting.

The reporter has five minutes to prepare questions and the person giving the interview will have the same time to prepare for the interview. The actual interview will also last five minutes. Try to get your audience as enthusiastic as possible in this time!

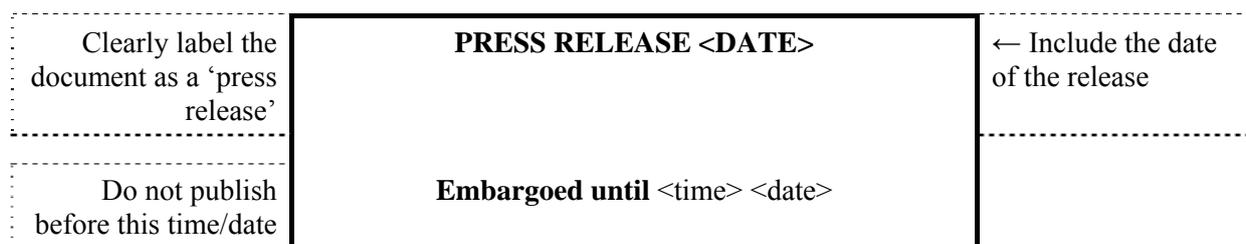
Once the interview is complete, the participants should choose one pair who will repeat the interview in front of the entire group. The other participants become the audience. While listening to this interview, the audience should identify any particularly strong and weak points in the interview. Were you convinced? When the interview is finished, discuss these points as a plenary group.

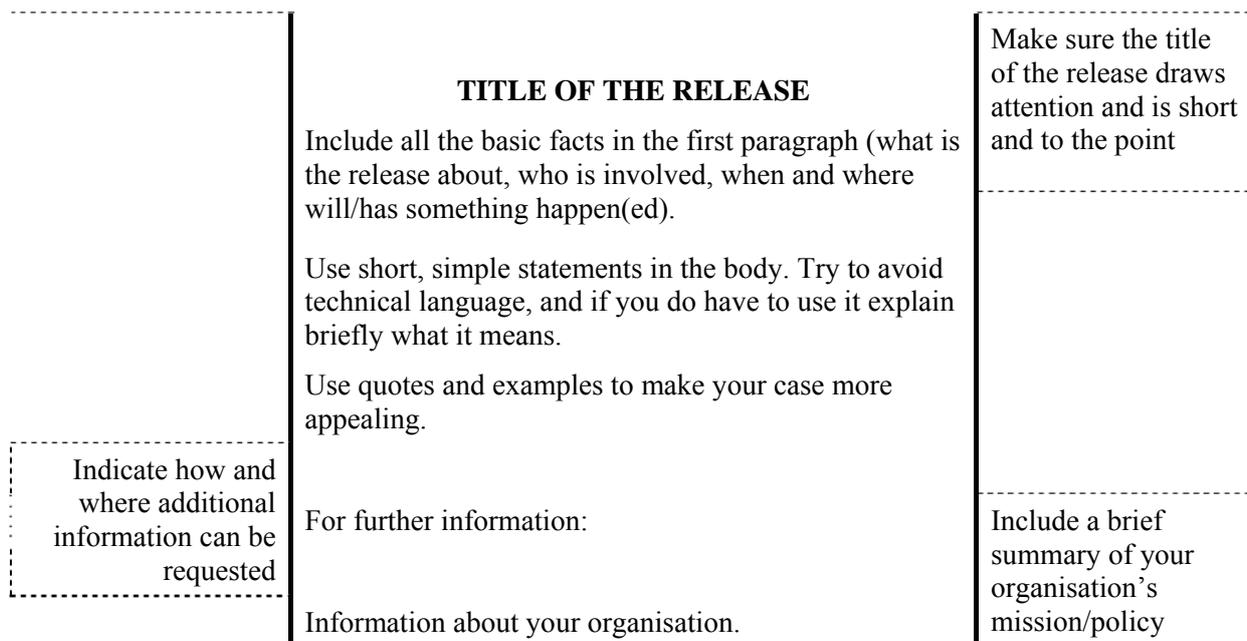
### 3 Writing a press release

One method of drawing the attention of the media to your gender and energy issue is by sending them a press release. A press release is a short statement that is intended to make the media aware of a certain event or issue. The press release should contain all the information necessary for the media to decide whether or not they find the issue or event important, and also should include contact information so they can ask for additional information. Sometimes the media might not send a reporter to the event itself, but will still cover the event, for example, by announcing it will take place with some details for interested readers/listeners.

A press release should be short: no more than two sides of A4, but preferably less. The best way to present your press release is on an organisation’s official paper since this adds credibility. Figure D.1 indicates other elements of a press release.

**Figure D.1: elements of a press release.**





**Exercise 2: write a press release**

*A pres release is a useful tool for gaining the attention of the media. In this exercise, each participant will write a press release. This exercise takes 30 minutes followed by a further 15 minutes to discuss the results with another participant.*

You are asked to write a press release about the ENERGIA Capacity Building Programme on Gender and Energy. Your goal is to have a report about the programme in a national newspaper. Explain the need for a programme on gender and energy. You can give the press release more local interest by referring to the course you have attended as part of the programme and what will happen after the course is finished.

The press release should fit on one sheet of A4 paper and include all the required elements (see Figure D.1). You have 30 minutes to write the release. Once it has been completed, exchange press releases with another participant. You should assess whether or not you would use the material in your partner's press release in your newspaper/programme. Discuss why you came to your decision, and which parts (if any) you would use.

## APPENDIX E

### HANDS-ON ACTIVITY 4: DELIVERING A CAPTIVATING SPEECH

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*Aim of the activity:*

Provide the participant with useful tips and knowledge for delivering a captivating speech.

*Time needed for activity:*

1 hour.

#### 1 Giving a speech

Almost nothing seems as difficult as giving an interesting and captivating speech, one the audience will remember (for positive reasons!) after you have finished speaking. Not only do a lot of people fear the activity of standing in front of an audience, also when facing the audience they lack the courage to raise their voice and therefore many speeches become inaudible.

Good preparation is the basis of a successful speech and there are some simple rules that can help. This hands-on activity focuses on tips for improving your delivery skills and concludes with some speeches.

#### 2 Giving a captivating speech

In preparing your speech, focus on incorporating some techniques and tricks that will make your speech memorable. This section suggests some techniques and tricks that will assist you in delivering a captivating speech.

##### 2.1 The use of comparisons

If you explain a complex issue it helps to use a comparison with something everybody understands or recognises. A comparison also helps the audience to better grasp what you mean. Furthermore, a good comparison can cause a reaction of recognition in the audience, which will make them enthusiastic and more interested in your story and also receptive to the message.

**Example: a comparison.**

“The current energy policy of this country looks like a star: far away from the ordinary people and useless for lighting.”

The opening sentence of the speech should be designed to grab the audience’s attention. A comparison is a good way to make an opening

statement that makes it clear what subject you are talking about, and what your views are.

## 2.2 Anecdotes, examples, etc.

Another good way to start your speech is by giving an anecdote from your personal experience or from a case study you have read (for example, in ENERGIA News) related to the issue. Anecdotes and examples help the audience relate to your story. If your anecdote summarises the points you are trying to make, the audience will more easily identify with you.

**Example: a useful anecdote.**

“When I was a little girl, every morning my father and mother would walk to the well together. He would then go and irrigate the crops; she would bring home water to drink. Today my mother has to walk alone... the technological miracle of electricity has found a way to irrigate the crops, but not to bring water to our house!”

## 2.3 The use of tricolons

A ‘tricolon’ is a statement based around three elements, and is a good way to emphasise a point. A tricolon uses three elements to summarise an issue. If the elements are of equal weight, a tricolon can be used to illustrate the breadth of an issue (as in the first tricolon in the box). The elements can increase (second example) or decrease in size (third example) to stress the importance of an issue.

**Example: three tricolon types.**

“Therefore AWORE supports women’s energy rights – their right to clean energy ... safe energy... affordable energy!”

“You could call this project an error... you could call it a serious mistake... but we call it a disaster!”

“To engender our energy policy, we are not asking the minister to move a mountain... we are not even asking him to shift a hill... not even to push a stone... we only ask for a drop of common sense!”

A good tricolon is likely to be picked up by the media.

## 2.4 Metaphorical language

A metaphor initially looks like a comparison, but is slightly more sophisticated. In a metaphor you use something everybody can understand or everybody feels attracted to in order to emphasise a certain aspect of your issue. A metaphor can also be used to address issues that cannot be spoken of aloud and let the audience know what you mean.

**Example: metaphorical language.**

“When you want to sell lemonade and you have the best spot on the market, the best marketing campaign in town, the finest fridge to cool your product, but you forget to buy lime, you will never earn a dime!”

## 2.5 Ask and answer questions

When you give a speech about a complex issue, you can help the audience follow your arguments by constructing parts of the speech as a “question and answer”. The questions should be phrased as the audience would likely ask them. The answers should be phrased to remove any doubts or uncertainties.

**Example: ask and answer a question.**

“So how, you ask, will we pay for this new energy service? Well... with the new energy service, we can produce more. That will mean more income, some of which will pay for the energy service.”

## 2.6 The power of silence

As you have seen in the examples above, sometimes it is useful to insert some pauses (“...”) in your speech. This gives the audience time to reflect on what you just said. It gives them time to process the new information. Also, in this time, people may applaud or formulate their own answers to the questions you are asking. Further, a pause is likely to make them more attentive towards what you are going to say next. Silence sometimes says more than many words!

**Example: useful silence.**

“When I look around this audience I wonder something... I wonder... did none of you have anything else to do tonight? ... Well I guess you have... I know you have! So, why are you here? ... Is it because you all understand the importance of ensuring that women get a fair deal from the energy policy? ... Well, then that’s someone convinced - now we only have to convince the government!”

### Exercise 1: giving a captivating speech

*Giving a captivating speech can be a real challenge. However, practice greatly helps. In this exercise, all participants will prepare a captivating speech of approximately five minutes. All participants will then give their speeches and after each speech the audience can react to what they have heard.*

Each participant will have to choose a subject related to gender and energy and prepare a captivating speech about it. Use 20 minutes to prepare your speech in which you should try to use as many of the techniques and tricks given above as you can. Timing is also important. The chair of the meeting will stop you exactly five minutes after you start. Take care that vital information is not lost because you did not have time to deliver it.

## APPENDIX F

# HANDS-ON ACTIVITY 5: GIVING A PROFESSIONAL PRESENTATION

---

*Aim of the activity:*

Provide the participant with knowledge and skills on designing a professional PowerPoint presentation.

*Time needed for activity:*

1 hour.

## 1 PowerPoint presentations

PowerPoint (PPT) has become a commonplace software tool for preparing visual presentations for use with a computer<sup>2</sup>. However, many people use PPT inappropriately. Their slides become PPT showcases which show off their computer skills rather than their knowledge on a topic that they are supposed to be delivering. On the other hand, some presentations tell us that the presenter has no idea how to use the tool!

What you should never forget is that PPT is a support tool for presentations. The slides are only meant as an extra: the core of the presentation is the spoken word. However, the audience will divide their attention between the person giving the presentation and the slides. The more they have to focus on the slides, the less they will actually hear what you are saying!

In this hands-on activity some guidelines for designing professional-looking PPT presentations will be given. As you go through these guidelines you will observe that the main lesson you will need to keep in mind when designing a presentation is: keep it simple and let the audience listen to you instead of looking at the slides!

## 2 Designing a presentation

Keep the following things in mind while designing a PowerPoint presentation:

- Limit the number of slides. The audience will have to reorient themselves towards each new slide you present: they will have to read the contents, etc. - and in this time they will not be listening to you.

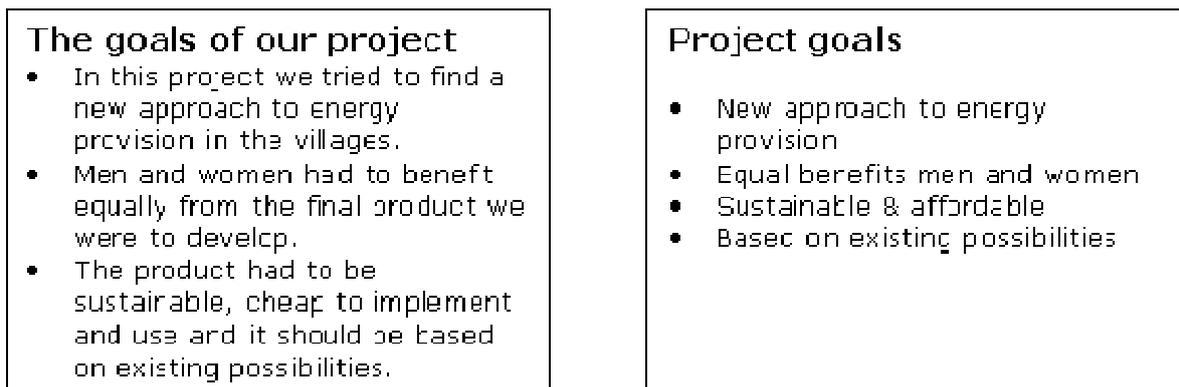
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<sup>2</sup> PowerPoint is a registered product of Microsoft for use with the operating software programme Windows. There are other programmes for producing presentations. There is no intention here to recommend this particular software. However, the brand name "PowerPoint" has now become a generic term for computer based presentations and is used here in that context.

Also, too many slides makes a presentation seem chaotic. As a rough-and-ready rule you should perhaps use one slide for every five minutes of presentation.

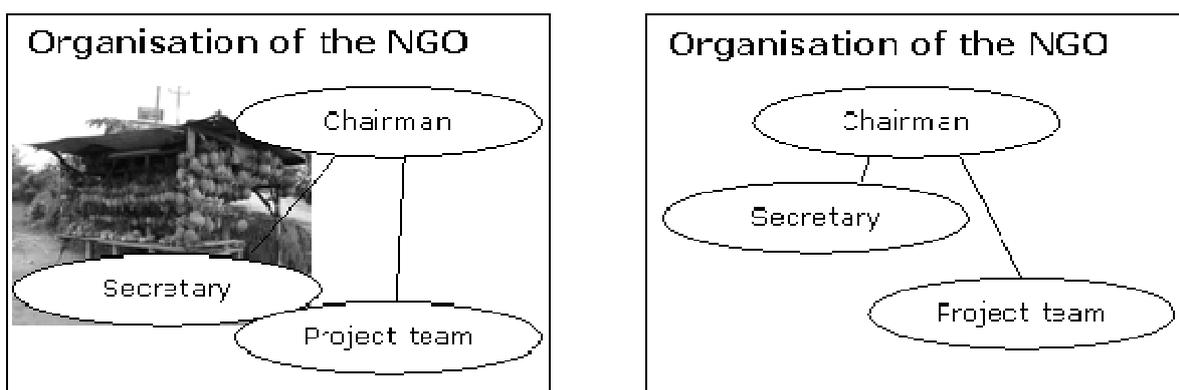
- Limit the amount of text on a slide. Too much text will distract the audience from what you are saying. Include only keywords to back up your oral presentation. This time, the rough-and-ready rule is: no more than five lines of text and not more than 20 words per slide. Figure F.1 gives an example of a confusing slide (left) and a clear one (right).

**Figure F.1: confusing and clear slides.**



- Only use images/pictures etc. when they are really useful. Sometimes a picture says more than many words. In that case, a picture is a useful contribution to your presentation. However, make sure the picture conveys the message you intended, otherwise they will distract the audience or even confuse them. The photo-background in Figure F.2 (left) does not assist in explaining the NGO’s organisation but only distracts the reader – the right-hand slide is much clearer.

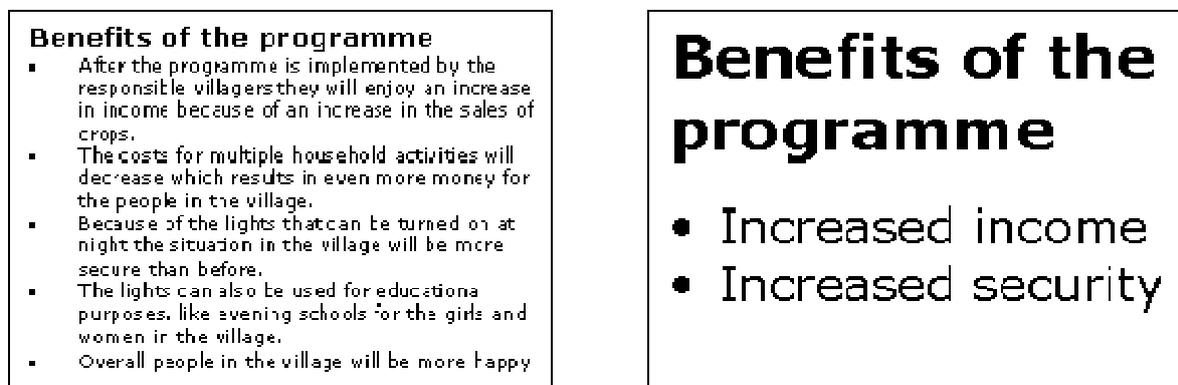
**Figure F.2: confusing and clear slides.**



- Use a text size (*the font size*) that will be easy to read at the back of the room. It is difficult to give a hard and fast rule about which size to use since the projection facilities and the place where the presentation will be held strongly influence the most appropriate size. If possible ask the organiser of the event where you are to speak for advice. However, certainly avoid anything smaller than font size 18 for bullet

points and slightly larger for headings. Do not be tempted to make the text smaller so that you can fit more on a slide! If necessary use a second slide – but probably reducing the number of words will be more effective. Too large a font can also be problematic as Figure F.3 shows.

**Figure F.3: slide with too small text and slide with too large text.**



- Start a presentation with an introduction: tell the people what you are going to show them. During the presentation keep the audience informed about where you are in the process, for instance by making a slide with a table of contents and highlighting where you have reached. At the end of the presentation, give a short summary and repeat the main conclusion. This will all help the audience to stay focused.
- Try to face the audience and not read the presentation. A very common mistake is for the speaker to turn their back to the audience and address the screen!

### Exercise 1: designing a presentation

*In this exercise, each participant will develop a short presentation that should last no longer than five minutes. After each presentation is delivered, the audience will have time to react to the style of the slides and the presentation skills.*

You are asked to think about a subject related to gender and energy suitable for a presentation. Take five minutes to think about the subject and write, on one A4 sheet, a very brief outline of the presentation. Also, try to include an overview of the slides you would like to use. Use no more than five slides in your presentation.

Each participant will give their presentation (five minutes) followed by constructive comments about the performance from the audience (five minutes).

If facilities are available, participants will have the opportunity to make slides, repeat the presentation and receive feedback.

### Discussion point F.1

Have a short brainstorming session (10 minutes) in which the group lists all the things you can think of that might go wrong during a presentation or that might disturb a presentation. Think about things such as people talking through your presentation, somebody asking questions all the time, cell phones ringing etc.

In a plenary session, select the three which the group finds the most disturbing. What suggestions can the group find for dealing with them? (15 minutes)

**Box 5.1.1 Tips for giving a good presentation****Preparation**

- Always practice your presentation orally, preferably twice, before delivery and with a colleague present “as an audience”.
- Remember it always takes a lot longer to deliver a presentation in the “real situation” than in a “practice situation”.
- Do not include too much information on your slides –four or five bullet points are sufficient.
- As a guide, it generally takes between three and five minutes to deliver a slide – so if you have 15 minutes for a presentation five slides will be enough.

**Delivery**

- Start with a brief introduction and the key points you will cover.
- Remember that the audience will be sympathetic – it could be them standing in your place so they know how it feels!
- Try to speak slowly and clearly – remember to breathe! – and pause from time to time.
- Try to sound enthusiastic and do not read a presentation (unless of course it is an important diplomatic speech or your first efforts in another language!)
- Keep hand gestures under control and try to make them supportive of a point.
- Face the audience and make eye contact with everyone in the room.
- Try to sound enthusiastic and, if appropriate, use humour.
- Keep to time – if you talk too long even the most interested audience will lose concentration (and you should prepare better next time!)
- Finish with a summary of the key points.

**Questions**

- Indicate at the beginning when you will take questions: during your presentation or at the end (some people find it makes them even more nervous if they take questions during their presentation) Alternatively, if you are giving a long presentation, stopping every so often for questions helps the audience better understand you and holds their concentration.
- You can take questions in batches – this allows more people to become involved and raise issues.
- Repeat the question (people at the back might not have heard), or if it is long summarise it and ask “have I understood it properly?” or “I think your core point is...”
- Do not make answers personal and avoid arguments – politely answer difficult people. A good way to terminate a difficult discussion is to smile and say “I think we are going to have to agree to disagree” or “This looks as though it could be a long discussion – perhaps we could continue it later over coffee”.