ADVANCING WOMEN'S LEADERSHIP AND ADVOCACY FOR AIDS ACTION

Training Manual

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Introduction

Advancing Women's Leadership and Advocacy for AIDS Action is a four-year, Ford Foundation-funded initiative designed to equip and empower a cadre of women from around the world with the knowledge and skills to strengthen and lead the global response to AIDS. Since its inception in 2006, the program has been implemented by a consortium led by the Centre for Development and Population Activities (CEDPA), which includes the International Community of Women Living with HIV/AIDS, International Center for Research on Women and the National Minority AIDS Council.

The initiative has aimed to build the leadership, advocacy and technical expertise of women working on the frontlines in the fight against HIV and AIDS, and to strengthen the capacity of their organizations to advocate for stronger HIV and AIDS policies, programs and resources that meet the distinct needs of women.

Advancing Women's Leadership and Advocacy for AIDS Action has included a total of six global, regional and national workshops for women living with and affected by HIV to hone their management and advocacy skills, exchange lessons learned, and provide technical and program information for more effective prevention, treatment, care and support. Throughout these six workshops, the initiative has reached 140 women from 46 countries throughout Africa, Asia, Latin America, the Caribbean, the United States and the Pacific. After completing the workshop, these women also have benefitted from a year-long coaching program. Participants were paired with senior-level CEDPA-trained coaches in order to extend their learning beyond the workshop setting and to sustain their professional growth and performance.

CEDPA and its partners are pleased with the program's success and believe the Ford Foundation's support of the consortium has made a vital and unique contribution to women's empowerment and leadership in HIV. The initiative has enhanced participants' confidence and self-efficacy, strengthened their program management skills, expanded their professional networks, and provided opportunities for participation in global and regional events to raise awareness of and advocate for issues affecting women living with HIV.

This manual presents a scaled-down adaptation of the training curriculum used in the project's workshops. CEDPA has prepared this training manual as a resource for its alumni and other trainers to build the leadership, advocacy and management skills of grassroots women leaders and others working in HIV. The curriculum is intensive and highly participatory, reflective of CEDPA's training philosophy of creating a supportive learning environment that promotes the exchange of expertise and experience.

The staff at CEDPA is honored to have had the opportunity to meet and learn from the dozens of inspiring women who have participated in this program over the past four years. CEDPA is delighted to know that the program's success will continue as alumni and others benefit from this manual, empowering countless more women and men in effectively leading their organizations in responding to the epidemic.

Workshop Goal and Objectives

The workshop presented in this manual, when implemented in its entirety, is designed to accomplish the goal and objectives listed below. The *workshop* objectives should not be confused with the *session* objectives, which are written at the beginning of each session design. Workshop objectives are over-arching for the entire program; *session* objectives are more specific and correspond with information covered only in that session.

Prior to the workshop, the goal and objectives can be used to prepare a proposal for funding, a participant application or invitation, and/or other communication materials that highlight what participants can expect to learn.

In addition, facilitators should review the workshop goal and objectives with participants as part of their welcome and introduction. At the end of the workshop, facilitators can review the goal and objectives again to evaluate the training's effectiveness.

Note: In some instances, facilitators will conduct only selected training sessions due to time constraints or other factors. The chart below will help facilitators identify the workshop objectives that correspond to each of the different training sessions.

WORKSHOP GOAL

To strengthen the management, advocacy and leadership skills of women leaders working in the field of HIV and AIDS.

WORKSHOP OBJECTIVES

	WORKSHOP OBJECTIVE	CORRESPONDING SESSION
1	Share best practices and program concepts with new colleagues, and broaden participant networks by establishing connections between and among organizations.	**All Sessions**
2	Identify and strengthen personal and professional leadership skills.	**Leadership**
3	Review and analyze potential sources of conflict in the context of HIV and AIDS, and practice methods of conflict mitigation.	**Managing Conflict**
4	Explore gender considerations and gender-integration strategies for effective HIV and AIDS programs.	**Gender and Gender-Based Violence**
5	Expand understanding of gender-based violence within the context of HIV and AIDS.	**Gender and Gender-Based Violence**
6	Strengthen knowledge of project management processes and tools.	**Project Management**
7	Examine financial management budgets, procedures and tools.	**Financial Management**

8	Enhance understanding of HIV and AIDS policy-making processes and tools.	**Advocacy**
9	Investigate advocacy strategies for improved HIV and AIDS programs, policies and funding streams.	**Advocacy**
10	Strengthen presentation skills for more effective message development and communication strategies.	**External Communications**
11	Learn strategies for effective fundraising.	**Fundraising and Proposal Writing**

WORKSHOP EVALUATION

These workshop objectives can be used as monitoring tool as well. Review the list to measure whether each was accomplished, and if so, how effectively.

The list can easily be converted into a measuring tool by putting it into a matrix. Distribute the evaluation matrix to participants on the workshop's final day. CEDPA recommends that each objective be ranked on a simple 1 to 4 scale. See the following lines as an example of how these objectives can be used as an evaluation tool.

Workshop Evaluation Form

Please rank how well the workshop goal and objectives were met. For each, place a number from 1 to 4 in the right column to indicate rating:

1 = objective not met
2 = partially met the objective
3 = met the objective
4 = exceeded expectations

GOAL	RATING
To strengthen the management, advocacy and leadership skills of women leaders working in the field of HIV and AIDS.	
OBJECTIVE	**RATING**
Identify and strengthen personal and professional leadership skills.	
Review and analyze potential sources of conflict in the context of HIV and AIDS, and practice methods of conflict mitigation.	

Please use the space below to add any additional comments about the workshop or suggestions for its improvement.

Workshop planners and facilitators then can review these participant evaluation forms to refine and improve the AIDS workshop for the future and/or use tabulated results as a reporting tool to donors.

Facilitator Notes

HOW THIS MANUAL IS ORGANIZED

This manual contains nine training sessions, each devoted to a different technical area. Two of the training sessions – "Introductory Activities" and "Managing Conflict" – are each a half day in length and the remaining seven sessions are each designed for a one-day training.

Each session contains the following sections:

- **Background Notes** – Explains why the training topic was selected for the manual.
- **Session Objectives** – Lays out what participants ideally will learn.
- **Preparations** – Is designed as a checklist for facilitators to ensure that all handouts, resources and materials are ready before starting the training session.
- **Time Allotment for Each Activity** – Outlines the time needed for each activity in the session.
- **Activities** – The detailed training design guides the facilitator step by step through each activity in the session.

Each session also includes handouts and facilitator tools at the end of the session design.

- **Handouts** should be photocopied in advance and distributed to participants at the appropriate time according to instructions in the session design. The handouts typically present information covered in the training session.
- **Facilitator tools** are resources designed specifically for the facilitator and are not intended to be shared with participants. They present information that might be useful to the facilitator during the course of the training activities (e.g., intended outputs from a brainstorming session, guidelines for role-playing). Each of the tools is referenced in the session design.

CUSTOMIZING THE WORKSHOP

While this manual is designed for an eight-day workshop, CEDPA staff understands that schedules and budgets may limit opportunities to conduct the full training program. Thus, each training session is designed either to stand alone or to be combined with one or more of the other sessions for a shorter program to fit various organizational needs. Facilitators can choose sessions based on time, budget and the needs and interests of their target audience. Suggested groupings of sessions for shorter agendas are:

- "Project Management," "Financial Management" and "Fundraising and Proposal Writing" (3 days)
- "Leadership," "Advocacy" and "Presentation Skills" (3 days)
- "Leadership," "Managing Conflict" and "Gender and Gender-Based Violence" (2 ½ days)

For any workshop, whether one day or five days, facilitators should include an introductory activity to enhance group cohesion and teamwork. The "Introductory Activities" session design suggests shortened activities to use when the facilitator does not have time for the entire half-day session.

TRAINING METHODOLOGY[1]

This manual is based on the following principles:

- The learning is self-directed.
- The training fills an immediate need.
- Sessions are highly participatory.
- Learning is experiential; participants and facilitators learn from each other through action-oriented designs.
- Time is allowed for reflection and corrective feedback.
- A mutually respectful environment is created between facilitator and participants.
- A safe atmosphere and comfortable environment are provided for facilitator and participants.

To ensure maximum participation the training room should be set up with small tables each seating five to seven participants – often referred to in this manual as a "table group." Ensure that all tables have a clear view of the facilitator and flipcharts. Classroom or theater style set-up is not recommended.

To enhance learning, the training includes a variety of training techniques such as the following:

- **Presentations** – Activities conducted by the facilitator or a resource specialist to convey information, theories or principles.
- **Case-study scenarios** – Written descriptions of real-life situations used for analysis and discussion.
- **Role-plays** – Two or more individuals enacting parts in scenarios related to a training topic. Role-playing is always thoroughly debriefed.
- **Small group work/discussions** – Participants share experiences and ideas, jointly develop tools, or solve a problem together. Small groups should not exceed seven people.
- **Voting** – Participants state their opinion on a particular topic and then discuss their views with the group.

ROLE OF THE FACILITATOR[2]

It is the responsibility of the facilitator(s) to present each session's background material and activities as clearly as possible. Skills used to enhance communication include the following:

Non-Verbal Communication

- Maintain eye contact with everyone in the group when speaking. Try not to favor certain participants.
- Move around the room without distracting the group. Avoid pacing and stay in an area of the room that is visible to participants.
- React to what people say by using body language: nodding, smiling or other actions that show the facilitator is listening.
- Stand, do not sit, in front of the group, particularly at the beginning of the session. It is important to appear relaxed, but at the same time be direct and confident.
- Dress and act professionally at all times.

Verbal Communication

Questioning techniques

- Ask open-ended questions that encourage responses. If a participant responds with a

1. This section is adapted from *Networking for Policy Change: An Advocacy Training Manual*, U.S. Agency for International Development's (USAID's) Policy Project, 1999.
2. Ibid.

simple yes-or-no answer, probe a bit with questions such as: *Tell me more about that, or What experiences have you had to lead you to that opinion?*

- To engage the group, ask other participants if they agree with a statement someone makes.
- Let participants answer each other's questions. The facilitator does not have to answer all questions. Ask: *Does someone want to respond to that? What do others think?*
- If uncertain about a participant's question or statement, try paraphrasing. *Let me see if I understand you correctly. …* If this restatement is inaccurate, the participant has an opportunity to clarify.

Speaking style

- Tone of voice is as critical as the content being delivered. Never sound harsh, angry or judgmental.
- Speak slowly and clearly.
- Avoid using slang.

Discussion-management techniques

- Create a link with the participants and look for common interests. Share personal experiences to set the tone.
- Be sure that participants talk more than the facilitator. Direct questions to the group to avoid dominating the conversation.
- Encourage all participants to speak and participate. Persuade the quiet participants to speak up without embarrassing them. Encourage the chatty participants to give others a turn.
- Be aware of underlying tensions and brewing arguments. Work to maintain a respectful atmosphere. Participants are welcome to disagree, as long as they remain calm and respectful of each other.
- Reinforce statements by sharing a relevant personal experience: *That reminds me of a situation last year. …*
- Summarize discussions. Be sure that everyone understands the concepts. Encourage those who may have lingering questions to ask for assistance at break or in the evening.

Time management

- Maintain control of the discussion. Keep the agenda on time. Gently end conversations by saying:

  I can see there is a lot of interest in this topic, which is wonderful. Maybe you can continue this conversation at lunch. But for now, we need to move forward with our agenda.
- When running late, do not panic. Participants get nervous when the facilitator is nervous. Just keep the session moving forward and be stricter with keeping time. Some heavier session designs (such as "Advocacy" and "Project Management") suggest activities to cut if participants take longer to go through the day's material.

Content Delivery

Setting the learning climate

- Read each training session design, and review all materials and activities to become fully familiar and comfortable with the content.
- Prepare and organize all materials needed for each session (handouts, flipcharts, index cards, markers, etc.) and keep them close at hand during the session. It is important to appear organized and in control of the agenda throughout the day.

- Start on time and establish the facilitator's role by calling the group together.
- Anticipate questions. Prepare responses and examples to help move the discussion forward.

Presenting the objectives

- Provide a link between previous sessions and the current one.
- Use the background notes that begin each session to introduce the topic under consideration.
- Tell participants what they will do during each activity in order to achieve the session's objectives.

Reflecting on material presented

- Allow enough time for participants to absorb new material. Do not move too quickly.
- Encourage participants to share their reactions to new material; encourage them to share past experiences relevant to the new material.
- See that participants receive feedback from both the facilitators and their fellow participants.
- Ask participants to identify key points that emerged from the day.
- Help participants draw general conclusions from the training.

Applying lessons learned to real-life situations

- Encourage participants to discuss how new information and skills will be helpful in their own work.
- Help participants anticipate challenges they might experience in applying or adapting what they have learned to their own situations.
- Discuss what participants might do to help overcome difficulties they encounter when applying their new knowledge.

Providing closure

- Briefly summarize the learning at the end of each session.
- Refer to the objective(s) and discuss whether and how they were achieved.
- Discuss what else is needed for better retention or further learning in the subject area.
- Help ensure that participants leave with positive feelings about what they have learned.
- When the final session is delivered, take some time to close the workshop as a whole. Pass around contact information of all participants to encourage the group to stay in touch. Distribute to participants a final evaluation (see "Workshop Goal and Objectives" for suggested format) so they can provide feedback on their experience. If budget permits, the facilitator and supporting organization can make certificates for participants that list the training sessions they participated in. Find a way to celebrate their accomplishment with a graduation ceremony, snacks or a small reception.

Covering all the details

- Prepare all training materials in advance (e.g., resources for research, reference materials, handouts, visual aids and supplies).
- Solidify logistics (e.g., venue, tea breaks) and test audiovisual equipment in advance.
- Clarify the team members' roles and responsibilities before the workshop begins. What is the responsibility of the co-facilitator? Manager? Assistant? Meet with the team at the end of each day to monitor the workshop's progress and provide each other with feedback.
- Ask participants to evaluate training daily and at the end of the workshop.
- Plan follow-up activities and determine additional training needs.

Introductory Activities

BACKGROUND NOTES

Workshop participants will leave their everyday work and home environments to participate in the learning environment of a week-long workshop. They will bring with them their personal and professional experiences (both positive and negative), some of which will be useful and valuable for their time together in the workshop. Participants may also bring concerns about work left undone, family issues, and uncertainties about what to expect during the week.

Thus, the first one-half day session is designed to accomplish the following:

1. Help participants transition from their "outside" environment into an environment that is conducive to learning.
2. Begin building trust among participants so they are able to share their experiences and feelings in an environment that is safe and nonjudgmental.

The facilitator plays a critical role in helping participants move from their "outside" world into the learning world. By structuring a series of introductory activities, the facilitator can begin the process of building trust among the participants and between the facilitator and the participants. In a workshop focused on HIV and AIDS, trust and a feeling of security are essential in order for the participants to get the most out of their time together.

This half-day session begins with a welcome from the host organization and immediately sets participants on the task of getting to know one another in a deeper way than simply by name and job title. Participants will become familiar with the overall strategic goal, and objectives for the workshop, as well as the agenda and methodology. Most adults like to know how they are going to spend their time, so it is best to be clear and open about the workshop agenda from the beginning.

Participants will then develop guiding principles which facilitate learning during their time together, and finally they will think about what they would like to take away from the workshop. Because participants come to any workshop with expectations, they like to know if those expectations will be met, and if not, why not. Through these introductory activities, the facilitator can clear the way for effective learning to take place.

Note: In a situation where the workshop is only two to four days long and the time to complete the full half-day "Introductory Activities" session is not sufficient, abbreviated introductory activities are highly recommended. Suggested introductory activities for a shorter time frame are included in the description of this session, after the activities descriptions and before the facilitator tool.

"The world would be better off with more people like you."
—Michelle Bachelet, former president of Chile (2006-2010)
and the first under-secretary-general for UN Women

SESSION OBJECTIVES

At the end of the session, participants will be able to:

1. Know participants' names and organization affiliation
2. Appreciate the rich resources available in the workshop learning community
3. Understand the workshop's overall goal, objectives, agenda and methodology
4. Develop norms (guiding principles) for their time together
5. Share their own expectations and learning objectives for the week
6. Identify HIV and AIDS milestones and events on their respective country's timeline as well as on an international timeline

PREPARATIONS

The following is a checklist for the facilitator:

Activity One: Opening and Welcome

- No handouts are needed for this activity.

Activity Two: Participant Introductions

- Prepare participant name tents and place them on the tables.
- Cut flipchart sheets in half, making a half sheet for each participant.
- Prepare copies of *Handout A: An Appreciative Conversation Interview Guide.*
- Write instructions for the interviews on a flipchart. (See Activity Two description for the instructions.)
- Assemble small toys, objects, post cards or pictures for pairing the participants. (Be sure to have two of each toy, object, post card or picture.)
- Optional: Bring a digital camera to take pictures of each participant.

Activity Three: Workshop Goal, Objectives, Agenda and Methodology

- Prepare copies of a handout that lists the workshop goal and objectives. "Workshop Goal and Objectives" can be found just before the "Facilitator Notes" section of this manual. Be sure to tailor the objectives to match the actual sessions given in your workshop.
- Prepare a handout with the workshop agenda.
- Prepare copies of *Handout B: Adult Learning Principles.*

Activity Four: Expectations

- Write instructions for the expectations activity on a flipchart. (See Activity Four description for the list of instructions.)

Activity Five: Norms

- No preparations are needed for this activity.

Activity Six: HIV and AIDS Timelines

- On index cards or small pieces of paper, write some of the HIV/AIDS milestones listed in Facilitator *Tool A: International Milestones and Events Related to HIV and AIDS.*
- Prepare copies of *Handout C: Country-Specific Questions for HIV and AIDS Milestones.*
- Cut 100 small pieces of paper to be used by participants in completing their country timeline(s).
- Post the HIV and AIDS timelines on the wall. (See Activity Six description for detailed instructions.)

ACTIVITY TWO: PARTICIPANT INTRODUCTIONS

Estimated time for this activity: 60 minutes

Instead of asking participants to stand up and introduce themselves, invite them to pair off and interview each other. This is a nice way for each participant to get to know at least one other person from the very beginning; it is an especially good exercise for participants who are a bit shy and thrive in smaller group atmospheres.

1. Introduce this activity by explaining that now that the facilitators have been introduced, it is time to meet one another. Mention that one way to begin building trust among the group is for participants to get to know each other on a deeper level than just by name, job title and where they work.

2. Ask participants to write their names on a tent card, if they have not already done so. Ask them to write the name they prefer to be called at the workshop.

3. Next, in order to pair participants randomly, distribute the toys, objects, post cards or photos, making sure there are two of each, or ask the participants to select the objects from a hat. Distribute half of a flipchart sheet to each participant, and pass out *Handout A: An Appreciative Conversation Interview Guide.*

4. Show the flipchart where the following instructions are written:

    a. Stand up and move around the room to find the person who has an object identical to yours.
    b. Sit together and interview each other to find out name, country and organization.
    c. Write that information on top of each other's flipchart sheet.
    d. Using the interview guide, talk with your new friend for about eight minutes.
    e. Summarize her answers to the three questions on the bottom of her flipchart. (Be creative. Draw pictures if you like.)
    f. After eight minutes, switch so that the interviewer becomes the interviewee.
    g. Be ready to introduce your new friend to the group.

5. Once everyone has completed the task, invite one pair to the front of the room. Ask each woman to introduce her partner (name, country, organization and some interesting information that came up during the interview). Ask participants to take no more than one to two minutes each for the introduction. Ask each pair to come to the front until everyone has been introduced.

    Note: If a digital camera is available, take a photo of each participant and when the photos are printed, tape or glue each participant's photo on her flipchart interview sheet. If a camera is not available, omit this step.

6. When the introductions are finished, be sure to acknowledge the wide variety of experiences in the room as well as the strengths and talents of the participants. Let them know that during the breaks, at lunch and after the formal sessions, they should take time to learn more about one another.

Explain that now that they have started the process of getting to know one another, it is time to take a closer look at the workshop goal and objectives, and discuss how the group will meet those objectives and how they will work together.

ACTIVITY THREE: WORKSHOP GOAL, OBJECTIVES, AGENDA AND METHODOLOGY

Estimated time for this activity: 15 minutes

Adults generally do not like to be caught off guard in training situations. They want to know what is coming next and why. Being open is the best strategy. Take some time to explain the agenda and methodology used so participants know what will be covered during upcoming days.

1. Distribute the handouts that were prepared in advance – one that lists workshop goal and objectives, and the other that presents the agenda. (Note that individual session objectives are presented at the beginning of each session.)

2. Review the workshop goal and objectives with the large group and ask if there are any questions.

3. Next, review the workshop agenda. Let participants know what time you will start each day, where the breaks are scheduled, how much time they have for lunch, and when each day will end. Stress the importance of coming every day and attending each session. Because the workshop is highly participatory with activities building off each other, participants need to be present for the entire workshop.

4. Finally, distribute *Handout B: Adult Learning Principles*. Explain that CEDPA is committed to using a training model that allows for maximum input from participants and honors adult learning preferences as well. Briefly review the principles of adult learning.

5. Link to the next activity by saying something similar to the following:

   We have started to get to know each other better and have outlined what we will be working on and how we will spend our time together. We also have some information about the training methods we will use throughout the workshop to ensure the learning is relevant and applicable. Now, we will talk about your specific expectations and needs.

ACTIVITY FOUR: EXPECTATIONS

Estimated time for this activity: 20 minutes

Aligning participant expectations with workshop objectives is essential in any training environment. If participants think they are participating in training on stigma reduction but instead the training addresses orphans and vulnerable children programming, they are likely to be disappointed. This activity provides a review of the workshop content so participants begin the workshop with accurate expectations.

1. Show the flipchart sheet with the following tasks written on it:

    a. In addition to our agenda, ask yourself if there are other topics/issues that you would like to review, study, examine, share or discuss during the workshop.
    b. Quickly share those topics with others at your table and ask someone to take notes.
    c. Be ready to share your ideas with the large group.

2. When participants have completed their group work, ask each table in turn to share one expectation. Continue moving from table to table until all expectations are shared.

    Based on what you hear, facilitate a discussion about which expectations will be met and when, or if not, why not. In some cases, participant expectations will be met, but are not explicitly written in the agenda. For example, someone might want to know more about public speaking. Explain that although there is no session called "public speaking," the group will practice public speaking during the session on presentation skills, and that they also will have opportunities to practice speaking during small group presentations and report out activities.

    If participants identify expectations related to specific technical topics, encourage them to take advantage of the expertise in the room and learn from each other during non-training times as well. For example, if someone is interested in prevention for sex workers, suggest that participants arrange an informal evening session or a special table at lunch or dinner for those interested in this topic. Also encourage participants to set up study groups in the evenings, direct them to resources, or formally organize a special event if appropriate. Ask for volunteers to coordinate after-session activities to address these added interests. This takes pressure off the facilitator, and gives participants ownership of their workshop time.

3. Link to Activity Five by explaining that the next activity will allow the group to develop some guiding principles for their time together. These principles will help focus efforts on getting to know one another, learning as much as possible and helping create an agreeable environment for everyone.

ACTIVITY FIVE: NORMS

Estimated time for this activity: 15 minutes

All groups need norms or regulations to promote effective learning. This activity allows participants to list the norms important to their group's interactions and learning. Facilitators should feel free to add critical norms that are helpful to the learning process, such as "no cell phones in the training room" or "arrive on time."

1. Start with a blank flipchart. Ask the participants to brainstorm answers to the following question:

   What norms or "rules" should we follow as a group to ensure mutual respect and maximum learning?

   Write their responses on the flipchart. Some typical norms might include the following:

   - No cell phones
   - Confidentiality
   - Only one person speaks at a time
   - Respect for everyone's opinion
   - Arrive on time
   - No side conversations
   - Everyone should participate
   - Have fun

2. Once participants feel they have a good list of norms, move to the next activity – the HIV and AIDS timelines. Explain that the group will look at some of the important milestones, both international and national, in the evolution of the HIV and AIDS epidemic.

ACTIVITY SIX: HIV AND AIDS TIMELINES

Estimated time for this activity: 60 minutes

The HIV and AIDS timelines activity is a nice way to end the morning and frame the epidemic in terms of progress and achievements. The facilitator opens the session by presenting the international timeline and then the participants complete their own country timeline(s).

1. Prepare for this activity by making the timelines on the wall: an international timeline that will be completed by the facilitator and a country timeline for each country represented in the workshop.

   For each timeline, tape a long piece of masking tape horizontally across one wall (approximately 4 meters in length or as long as the longest wall).

Write the dates below on pieces of paper and post them in intervals along both timelines, starting with 1970 and extending through the present year.

2. For the international timeline, choose some milestones from the Facilitator *Tool A: International Milestones and Events Related to HIV and AIDS.* Write each milestone on a small piece of paper and post them on the international timeline at the appropriate date. Add to these milestones if appropriate.

   For the country timeline(s), cut approximately 100 small pieces of paper to be used by participants to complete the timeline.

   Note: If participants are from the same country, you have two options for the session: (1) everyone can work on country-specific milestones and events, or (2) participants can work in small groups by state or region.

   If participants are from different countries, divide them into country groups to work on their respective country's HIV and AIDS milestones and events. (In this case, be sure to have one timeline for each country on the wall.)

   Do not worry if some of the questions about HIV and AIDS milestones go unanswered. Given the knowledge and experience levels of participants, some may not be familiar with the evolution of the epidemic, either within their own country or internationally.

   Do not hesitate, given time constraints or participant knowledge, to shorten the list of country-specific questions or reduce the number of cards with international milestones. For some participants, personal questions related to their experiences with HIV and AIDS may or may not be more appropriate. **Use your judgment when preparing for this activity.**

3. Introduce the activity by explaining that it is designed to give the group some historical as well as personal perspectives on the epidemic and to build a foundation for the rest of the workshop.

4. Show participants the international timeline on the wall and invite them to come up to the wall to read the events and milestones. Give everyone 10 minutes to read all of the milestones posted.

   Read each milestone out loud and lead a discussion with participants. For example:
   - *Do you remember the event?*
   - *What do you remember about it?*
   - *Why was it important?*

   As you progress through the timeline, ask the participants if there are other international events they think should be included. Write these on papers and post them on the timeline.

5. Ask participants to return to their groups.

6. Distribute *Handout C: Country-Specific Questions for HIV and AIDS Milestones.* Distribute small pieces of paper to each table. Briefly review the questions to ensure understanding.

   Ask participants to answer as many questions as possible working in their small group (if participants seem to be struggling with the questions, you can work with the entire group instead of small groups).

   Participants should write EACH milestone or event on a separate piece of paper. When they finish writing their milestones, ask participants to tape the papers on their country timeline in the appropriate year. For example, if a country's first HIV strategy was adopted in 1995, the paper for that milestone should be taped between 1990 and 2000 on the timeline.

7. When the timeline is complete, give the participants a few minutes to walk along the timeline and read the milestones. Thank everyone for their input. Explain that this is a "living timeline" which can and should be modified and expanded during the workshop. Encourage participants to continue their research and add to the timeline.

8. This activity should take the group to lunch break.

FOR AN ABBREVIATED INTRODUCTORY SESSION

For a shortened version of the workshop – two to four days in length – replace the half-day introductory session with the following 90-minute design. Without taking too much time away from the workshop's substantive sessions, these activities still allow participants to get to know each other and establish an environment that is conducive to learning. These introductory activities should last until the first day's morning tea break.

To allow time for the introductory activity, adjust the agenda by doing one of the following:

- Reduce training sessions by 90 minutes,
- Allow the first day to run late, or
- Incorporate an evening session to make up the time.

ACTIVITY	DESCRIPTION	TIME
Welcome	Follow Activity One guidelines as written. Reduce the time available for the welcome speaker.	10 minutes
Introductions	There is not enough time for the pairs' interviews and introductions. Instead, write three questions on a flipchart for each participant to answer in turn. Allow each participant one minute to respond: 1. Full name (and preferred nickname). 2. Name of organization or network and the participant's role and responsibilities. Write a question that is most relevant to the group. Avoid focusing on titles or positions – it is better to promote an environment where everyone feels equal and comfortable with sharing their honest opinions. For example: *Which organization do you represent at this workshop? Which network(s) do you belong to? What role do you play in that network?* 3. Participant expectations for the workshop: *What do you hope to achieve during the workshop? Why is this workshop important to you?* Alternatively the facilitator could ask: *When did you first become passionate about the fight against HIV and AIDS?* Stress that answers need to be brief.	30 minutes
Goal, Objectives, Agenda and Methodology	Follow Activity Three guidelines as written.	15 minutes
Expectations	Follow Activity Four guidelines as written.	20 minutes
Norms	Follow Activity Five guidelines as written.	15 minutes
Total Time		**90 minutes**

Facilitator Tool A
International Milestones and Events Related to HIV and AIDS

Listed below are dates and milestones to be posted on the international timeline. The facilitator should feel free to add or omit milestones when preparing the timeline in order to tailor the timeline to her audience.

1981

- Centers for Disease Control and Prevention (CDC) reports rare pneumonia in young gay men; beginning of HIV and AIDS epidemic

1982

- Disease identified in heterosexuals, drug users, babies and blood transfusion recipients; named acquired immunodeficiency syndrome (AIDS)
- Gay Men's Health Crisis established in New York; first community-based service provider
- First death from AIDS (reported in Great Britain)

1983

- People living with HIV and AIDS (PLWHA) take over the U.S. HIV/AIDS conference and draft Denver Principles
- Heterosexual AIDS pandemic is first reported in Africa
- French and U.S. researchers isolate human immunodeficiency virus (HIV)

1985

- First HIV test licensed in United States
- First International AIDS Conference held (United States)

1987

- Global Network of People Living with HIV founded
- First anti-retroviral drug approved in United States – azidodeoxythymidine (AZT)
- World Health Organization launches Global Programme on AIDS
- AIDS Coalition to Unleash Power (ACT UP) advocates and succeeds in reducing price of AZT

1990

- International HIV/AIDS conference boycotted by NGOs to protest U.S. immigration policy (location of 1992 conference switched from United States to the Netherlands)

1991

- International Council of AIDS Service Organizations (ICASO) formed as global network
- Red ribbon introduced as international symbol of AIDS awareness by U.S.-based groups

1992

- International Community of Women Living with HIV/AIDS (ICW) founded at the 8th International AIDS Conference

1993

- Female condom approved for sale in United States

1994

- Paris AIDS Summit leads to creation of the Greater Involvement of People Living with HIV/AIDS (GIPA); declaration by PLWHA working group
- Network of African People Living with HIV/AIDS (NAP+) founded

1996

- Joint United Nations Programme on HIV/AIDS (UNAIDS) launched
- Brazil becomes the first developing country to offer anti-retroviral therapy (ART) through public health system
- International AIDS Vaccine Institute (IAVI) formed to speed the search for HIV vaccine
- Total number of people living with HIV worldwide reaches a record 22 million

1998

- First large-scale human trials for HIV vaccine begin
- Reports indicate growing signs of treatment failure and side effects from highly active anti-retroviral therapy (HAART)

2000

- 13th International AIDS Conference held in a developing nation for the first time (in South Africa)

2001

- United Nations holds General Assembly Special Session on HIV and AIDS (UNGASS) and produces Declaration of Commitment on HIV/AIDS
- International Muslim Leaders Consultation on HIV/AIDS marks first time Muslim leaders convene internationally to address HIV and AIDS

2002

- AIDS is leading cause of death worldwide among ages 15 to 59
- United Nations reports that women account for almost half of all adults living with HIV and AIDS worldwide
- Global Fund to Fight AIDS, Tuberculosis and Malaria (GFATM) begins operations
- Women living with HIV/AIDS and other advocates produce *Women and HIV/AIDS: The Barcelona Bill of Rights* at 14th International AIDS Conference to demand stronger role for women
- First rapid test using finger prick approved in United States

2003

- U.S. President George W. Bush announces the President's Emergency Plan for AIDS Relief (PEPFAR)
- World Health Organization announces "3 by 5" initiative to bring treatment to 3 million people by 2005

2004

- 20 million AIDS deaths since 1991
- More than 39 million people living with HIV
- PEPFAR begins first round of funding
- UNAIDS launches the Global Coalition on Women and AIDS to raise visibility of impact on women and girls
- Rapid test for use with oral fluid approved in United States

2005

- High-level meeting on HIV and AIDS, UN General Assembly reviews progress on UNGASS 2001 targets
- Ranbaxy becomes first Indian drug manufacturer to gain U.S. Food and Drug Administration (U.S. FDA) approval to produce generic anti-retroviral drugs (ARVs) for PEPFAR
- Joint press conference with World Health Organization, UNAIDS, U.S. government (USG), GFATM to release results of treatment efforts: 700,000 received ARVs by end 2004

2006

- 25th anniversary of first reported AIDS case on June 5
- Russia hosts G8 Summit for first time; HIV and AIDS addressed

2007

- Total number of people living with HIV and AIDS worldwide reaches a record 32.9 million

2008

- PEPFAR Reauthorization Act of 2008 signed into law authorizing up to $48 billion to combat HIV and AIDS, tuberculosis and malaria
- United Nations convenes UNGASS follow-up meeting and issues progress report on the implementation of the *Declaration of Commitment on HIV/AIDS*
- Ugandan government hosted the International HIV/AIDS Implementers Meeting in Kampala, Uganda

2009

- U.S. President Barack Obama launches the $63-billion Global Health Initiative (GHI) to develop a comprehensive approach to addressing global health in low- and middle-income countries, with PEPFAR as a key component
- President Obama lifts U.S. HIV travel and immigration ban to take effect in January 2010

2010

- The 18th International AIDS Conference in Vienna, Austria, features the theme of "Rights Here, Rights Now" to emphasize human rights in the fight against the epidemic

Handout A
An Appreciative Conversation Interview Guide

1. Which of your strengths or talents do you value the most and why?

2. Tell about an accomplishment in the area of HIV and/or AIDS program management or advocacy that you are most proud of.

3. What are your highest hopes for the future?

Handout B
Adult Learning Principles

Adult learning occurs best when it follows these principles:

- *Is self-directed*
  Adults can share responsibility for their own learning because they know their own needs.

- *Fills an immediate need*
  Motivation to learn is highest when it meets the immediate needs of the learner.

- *Is participatory*
  Participation in the learning process is active, not passive.

- *Is experiential*
  The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

- *Is reflective*
  Maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions, and derive principles for application to similar experiences in the future.

- *Provides feedback*
  Effective learning requires feedback that is corrective but supportive.

- *Shows respect for the learner*
  Mutual respect and trust between trainer and learner help the learning process.

- *Provides a safe atmosphere*
  A cheerful, relaxed person learns more easily than one who is fearful, embarrassed or angry.

- *Occurs in a comfortable environment*
  A person who is hungry, tired, cold, ill or otherwise physically uncomfortable cannot learn with maximum effectiveness.

Handout C
Country-Specific Questions for HIV and AIDS Milestones

1. When did you first hear of AIDS?

2. When was the first case diagnosed in your country?

3. When did you first meet someone who was HIV-positive?

4. When was the first time you lost someone you knew personally to AIDS?

5. When did a policy maker or national leader first speak publicly about HIV and AIDS?

6. When was the first national policy adopted on HIV and AIDS?

7. When did you become involved in HIV and AIDS work?

8. When were people living with HIV (PLHIV) networks formed in your country or region?

9. When did a well-known church leader, sports figure or other celebrity join the movement to combat HIV?

10. When did anti-retroviral treatments become available in your country or region?

Leadership

BACKGROUND NOTES

Many people think about leadership only in terms of high-ranking officials in politics, government or business. CEDPA's philosophy, however, is that leadership can be exercised by anyone, at any time and in multiple situations. In fact, everyone plays leadership roles in life – in the family, workplace and community, or even at the country level. People just do not often think about what they do as *leading*.

Leadership styles in the field of HIV and AIDS may look different from those most people consider to be typical leadership behaviors. Many of the tools available to business or political leaders (e.g., authority, position, power, money) are inappropriate in a sphere where influencing, persuading and motivating are more effective ways to gain support for policy change, resource allocation or programming initiatives.

What can be done to sharpen these critical skills and assume greater leadership roles in strengthening networks, organizations and individuals working in HIV prevention, treatment and support? With practice and the help of some tools and tips, women at all levels can become more effective leaders in the best sense of the word. Whether in advocacy, project implementation, governance or politics, strong leadership is essential in advancing the fight against HIV facing communities and countries.

This session focuses on helping participants refine their existing leadership skills and understand how to adopt new competencies as leaders. Participants will define the characteristics of an effective leader, examine their personal leadership style, study ways to influence others, and identify knowledge and skill areas where they would like to improve.

"I love the old saying, 'When you educate a man you educate a person. When you educate a woman you educate an entire generation.'"
—Tri Mumpuni, an Indonesian social entrepreneur recognized by U.S. President Barack Obama for leading the way in renewable energy

"It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur."
—Nelson Mandela, former president of South Africa (1994-1999), and a global leader and activist

"Don't tell people how to do something. Tell them what to do and let them surprise you with the results."
—Gen. George S. Patton, a U.S. Army officer best known for his leadership during World War II

SESSION OBJECTIVES

At the end of the session, participants will be able to:

1. Define the characteristics of an effective leader
2. Assess one's personal leadership style and practices
3. Describe and use influencing strategies
4. List leadership principles and determine which are most appropriate in the HIV and AIDS arena
5. Develop action plans for improving leadership skills

PREPARATIONS

The following is a checklist for the facilitator:

Activity One: Opening

- Write session objectives on a flipchart.

Activity Two: Characteristics of an Effective Leader

- Write the three quotes from the Background Notes on a flipchart and post on a wall.
- Write instructions for the small-group exercise on a flipchart. (See Activity Two for the list of instructions.)
- Clear a large section of the training room wall for taping brainstorming cards.

Activity Three: Personalizing the Leadership Grid

- Refer to *Handout A: Leadership Grid – My Current Leadership Practices*, and draw the leadership grid on a flipchart.
- Prepare copies of *Handout A: Leadership Grid – My Current Leadership Practices*.
- Write instructions for the activity on a flipchart. (See Activity Three for the list of instructions.)

Activity Four: Influencing Strategies

- Prepare to give a personal example of influencing opinion.
- Prepare copies of *Handout B: How I Influence and How Successful Am I?*
- Prepare copies of *Handout C: I Appreciate, I Do Not Appreciate.*
- Prepare copies of *Handout D: The Seven Sources of Influence.*

Activity Five: Principles of Leadership

- Prepare copies of *Handout E: Ten Principles of Leadership.*
- Write each of the 10 principles on a separate flipchart sheet.

Activity Six: What I Recognize in Myself and What I Want to Work On

- Write the instructions for the planning task on a flipchart. (See Activity Six for the list of instructions.)
- Prepare copies of *Handout F: Action Planning Sheet.*

Time Allotment for Each Activity

ACTIVITY TITLE	TIME
Activity One: Opening	30 minutes
Activity Two: Characteristics of an Effective Leader	60 minutes
Activity Three: Personalizing the Leadership Grid	60 minutes
Activity Four: Influencing Strategies	75 minutes
Activity Five: Principles of Leadership	75 minutes
Activity Six: What I Recognize in Myself and What I Want to Work On	60 minutes
Total Time	**6 hours**

ACTIVITY ONE: OPENING

Estimated time for this activity: 30 minutes

Many participants will think of leaders as famous people, such as political or religious leaders. CEDPA's philosophy is that every woman is, has been or will be a leader in some aspect of her life. This first activity allows participants to explore their current leadership roles and to review learning objectives.

1. Welcome participants to the session on leadership and provide some background on this new philosophy of leadership – that everyone has the capacity to be a leader. The points outlined below are some concepts a facilitator may want to touch upon to convey the message that everyone has been a leader in some context(s) and everyone *can be* a leader at some point. This session will assist participants in developing their own personal leadership strategy.

   Use the following points to introduce leadership:

   - *Often when we think of leaders, we think about men and women who are currently working in the political, business or religious arenas. We think of presidents, ministers, corporate CEOs or famous people.*
   - *But leadership can be exercised by anyone at any time and in multiple situations. In fact, we all play leadership roles in life – we just do not think about what we do as leading.*
   - *As someone who works in the area of HIV and AIDS, you certainly act as a leader in many different situations. You may be leading by example of how to live positively. You may lead a support group. You may lead an anti-stigma campaign in your school or church. You may hold a leadership role in an NGO or community-based organization.*
   - *Leadership styles in the area of HIV and AIDS may look a little different from what people generally consider to be typical leadership behaviors. Many of the tactics used by business or political leaders (authority, power, money) are simply inappropriate in situations where influencing, persuading and motivating are more effective ways for getting people to march along with us.*

- *What can we do, then, to sharpen those critical skills for getting people to join us in our difficult work? With practice and the help of some tools and tips, those who work in HIV and AIDS can become more effective leaders.*

- *Before we look at what we think are some characteristics of an effective leader, let us review the session's objectives.*

2. Review the session objectives.

ACTIVITY TWO: CHARACTERISTICS OF AN EFFECTIVE LEADER

Estimated time for this activity: 60 minutes

This activity allows participants to brainstorm characteristics of leaders and helps them recognize these characteristics in themselves.

1. Show participants the flipchart with quotes from the three leaders. Alternatively, write quotes from leaders who are more easily recognized by the participants or are more appropriate for the group.

2. Ask the participants to read the quotes and share their reactions. Spend about 10 minutes discussing.

3. Next, distribute three index cards to each table and review the following small-group task instructions on the flipchart:

Small-Group Task Instructions

I. Close your eyes and think of someone you think of as a leader. It can be someone you know personally or a famous individual in the public domain.

II. With that person in mind, write a list of the characteristics, traits, behaviors and attitudes that make her/him an effective leader.

III. When everyone at the table has finished, share your lists with your group.

IV. Make sure that everyone understands each other's list.

V. As a group, reach consensus on three characteristics that are most important for an effective leader.

4. When the groups have finished, ask each group to read their top three traits out loud.

   As groups read their responses, record the characteristics on a flipchart. Do not write characteristics that are repeated; simply put a check (✓) next to any traits mentioned more than once. At the end of the exercise, the group will have compiled a comprehensive list of characteristics of effective leaders.

5. Ask questions such as the following to get participants thinking about leadership:

   - *Was it challenging to identify an effective leader? If so, why?*
   - *Did you think about someone you know personally or someone famous?*
   - *What made you choose the leader you did?*
   - *Was it difficult to identify characteristics that make that person effective as a leader?*
   - *What characteristics did everyone in the group agree were most important?*
   - *Where did the group disagree?*
   - *Who feels very strongly about a leadership characteristic that was not chosen as one of the top three? Would you like to add it to the large list? (If so, write it on the master list.)*

   Then, ask:

   - *What are we learning about leaders?*

   Take several responses. Record the participants' conclusions about leaders and leadership on a flipchart.

6. Transition to the next activity by explaining that participants now will have a chance to reflect on their behavior in different personal and professional scenarios to see what leadership characteristics they already exhibit.

ACTIVITY THREE: PERSONALIZING THE LEADERSHIP GRID

Estimated time for this activity: 60 minutes

While the workshop participants may not all be leaders on a national scale, many are leaders in their families and communities. This activity enables participants to identify situations where they currently assume a leadership role and where they would like to be leaders in the future.

1. Remind participants that in the previous activity, they identified and prioritized the characteristics, traits and actions of effective leaders. Point to the list of characteristics on the flipchart.

2. Tell participants that the next task is for participants to take a look at themselves and think about where and how they might practice effective leadership.

3. Distribute *Handout A: Leadership Grid – My Current Leadership Practices.*

4. Review the flipchart featuring the instructions below (prepared prior to the activity):

Individual Task Instructions

I. Fill out the grid with the leadership practices you *already perform* in the various settings that apply to you. (Note: You may leave one or more columns blank if they do not pertain to you.)

II. Do not list practices/activities that you aspire to or plan to do *in the future*. Focus on the leadership practices you currently do.

III. If you are not sure whether or not the specific practice is leadership, put a question mark (?) next to it.

IV. When you have completed the grid, find a partner and review each other's grids. Ask each other questions such as the following:

- *What do you mean by this?*
- *Tell me about this leadership role.*
- *How did you become involved with/responsible for this?*
- *Do you enjoy this role?*

If participants seem unclear about the task, refer the group to the grid on the flipchart. Complete the grid together using examples below or examples from the group's personal experiences.

HOME	ORGANIZATION	COMMUNITY	COUNTRY
Do all financial bookkeeping and banking for my family.	None.	Informally motivate women to take an active role in solving local issues.	Member of national HIV advocacy coalition.

5. Once everyone has completed their own grid on the handout, ask them to turn to someone sitting near them and share their responses. Oftentimes, discussing personal experiences with another will open up participants' views of themselves. Allow about 10 minutes for this conversation.

6. After participants have shared their responses with their partner, bring this activity to a close by asking questions such as:

- *How easy/difficult was it to complete the grid?*
- *How much did you borrow from the words and phrases in Activity Two?*
- *Which situation was easiest to fill out? Which was the most difficult?*
- *Did you choose to leave some columns blank? If so, why?*
- *Does this activity help you start thinking about what kind of leader you would like to be? If so, how?*

7. Transition to the next activity by reminding participants that they have looked at the specific leadership traits, skills and qualities of effective leaders, and also examined their own leadership practices. Next, they will study influencing strategies, which are key to being an effective leader.

ACTIVITY FOUR: INFLUENCING STRATEGIES

Estimated time for this activity: 75 minutes

This activity examines various ways to influence others, and how participants themselves are most effectively influenced.

1. Introduce this activity by saying that leaders often need to get things *done*. Participants have examined the traits of effective leaders and what they already do as leaders at home, in their communities and organizations, and sometimes at the country or international level. Now it is time to look at one of the most important skills a leader can possess: influencing. Say something like the following:

   > *Leaders, by definition, have followers. In order to convince others to work with you, join your advocacy campaign or share your values, you will need to rely on influencing strategies.*

2. Distribute *Handout B: How I Influence and How Successful Am I?*

3. Ask participants to complete the handout, leaving any rows blank that do not pertain to them. Give participants about 10 minutes to complete the handout.

   If participants need some help getting started, share one or two examples from the table below. Make sure not to give away too many examples.

HOW I INFLUENCE	HOW SUCCESSFUL AM I?
My children: by paying them money	Not very
My spouse or partner: by arguing	Not very
My colleagues: by being well informed and organized	Very
My supervisor: taking her to lunch	Somewhat

   When they have finished, ask them to share their results with a partner. During the discussion they may add other information to their handout.

4. Next, distribute *Handout C: I Appreciate, I Do Not Appreciate*. Ask participants to complete this table with an open mind, thinking about how they prefer to be influenced by others.

   If participants need some help getting started, share one or two examples from the table below. Make sure not to give away too many examples.

I APPRECIATE IT WHEN …	I DO NOT APPRECIATE IT WHEN …
Someone asks my opinion.	My opinion is not solicited.
I feel like I have a stake in the outcome.	I am told what to do without explanation.
I am a valued member of a team.	Someone tries to trick me into agreeing with her or him.

Give participants about 10 minutes to finish. Then, ask them to share their results with a partner. During the discussion, they may add other information to their handout.

Once this second round of sharing is complete, ask each participant to reflect quietly on the two handouts and compare their responses. Give participants 5 to 10 minutes to work individually and make some notes about this comparison.

5. Next, facilitate a large-group discussion. Allow participants to speak openly and be sure to pause after each question so participants can gather their thoughts before responding. There are likely to be some moments of self-discovery in this exercise if participants have enough time to think through their own actions and preferences.

   Ask questions such as the following:

   - *How are you currently influencing people? What techniques do you use?*
   - *What happens when you compare the methods you use with the methods you appreciate the most? Are they the same? Are they different? Why do you think there is a similarity/difference?*
   - *Do you vary your strategy depending on whom you want to influence (e.g., family, subordinates, supervisor, colleagues, community members)?*
   - *Why are there differences in the various settings?*
   - *What conclusions can you draw about the use of influencing?*

6. Distribute *Handout D: The Seven Sources of Influence*. Review each of the statements with the group to ensure understanding.

7. Ask participants to read each statement and mark which sources of influence they currently use. Then ask them to go over the list again and mark the source or sources of influence they would like to work on developing or improving. Suggest that they save this list for their own use when they return home.

8. Ask participants to keep this list close by because they will come back to it during the final leadership activity.

9. Transition to the next activity. Explain that participants are going to look at some valuable leadership principles. They represent some of the best thinking in leadership, particularly in areas such as HIV and AIDS.

   Note: If the facilitator is implementing the full eight-day agenda and began the "Leadership" session after lunch on the first day, it will be time to break for the day here and continue the "Leadership" session the next morning, followed by "Managing Conflict" in the afternoon. However, if this session is being facilitated as a stand-alone day, then take a lunch break where appropriate and proceed to the next activity after the break.

ACTIVITY FIVE: PRINCIPLES OF LEADERSHIP

Estimated time for this activity: 75 minutes

The 10 principles of leadership help frame the subject matter for participants and guide them to future action.

Prior to beginning this activity, post the 10 flipchart sheets around the room, each with a leadership principle written on it. Cover or fold the sheets in some way so that participants are not able to read them yet. Ensure that markers of different colors are distributed to each table.

1. Introduce this activity by drawing participants' attention to the 10 flipchart sheets posted around the room. Explain that each paper presents one principle of leadership. Note that there are 10 principles posted.

   Walk around the room, uncover each principle one at a time and read it aloud to the group.

2. Now invite the participants to walk around the room at their own pace and, for each principle they agree with and believe in, use a colored marker to write their name on that flipchart paper. There is no limit on how many principles they choose: If they like all 10, they can write their name on all 10 sheets. If they don't like any of the principles, they don't need to write their name on any. Allow about 15 minutes.

3. Once everyone has finished and returned to their seats, lead a large-group discussion focused on which principles were most popular with the group and why. Review each principle one by one addressing the following:

   - Note how many people signed their names. Was it everyone, a majority of the group, only a few, or no one?
   - Ask participants who signed why they chose this principle. Why was it meaningful to them? What did they like about it?
   - Ask participants who didn't sign under a particular principle why they did not select it. Why didn't it hold special meaning for them?

   Allow participants to ask questions about the various principles. Now that they are discussing the principles, they may need additional clarification or have observations to make. Allow open dialogue so participants have time to internalize the 10 principles.

4. Distribute *Handout E: Ten Principles of Leadership.*

5. Transition to the next activity by explaining that participants are going to begin planning for when they return to their organizations, homes and communities. They have learned many new concepts, and it is time for them to take a moment to reflect on the earlier sessions, consolidate their thoughts and develop some action items.

ACTIVITY SIX: WHAT I RECOGNIZE IN MYSELF AND WHAT I WANT TO WORK ON

Estimated time for this activity: 60 minutes

This action-oriented activity gives participants a framework for planning their continued growth as leaders after the workshop has ended.

1. Introduce the activity by explaining that the real value of a training workshop is determined by what participants are able to apply to their work and personal life when the workshop ends. Before participants transition from the workshop to their organizations and communities, they should reflect on the new knowledge and skills acquired, identify specific areas to work on, and develop a strategy for action.

2. Show the flipchart with the following instructions and review the task:

Task Instructions

I. Individually, think about all you have learned during this session.

II. Write down what you have learned – try to be specific – and think about what you want to take home.

III. Next, each person at the table shares one thing they have learned that they want to use when they return home.

IV. One group member should keep a master list of everyone's responses.

3. Give groups about 10 to 15 minutes to finish this task. When the groups are done, distribute *Handout F: Action Planning Sheet*. Review the handout for clarity.

4. Explain the *Handout F* task:

   - Participants work quietly and individually for 10 minutes to choose two to three key areas from the list that they would like to work on at home. Once they complete *Handout F*, their action planning sheets will not be shared with the group. The sheets are for participants' own use as a guide when they return home.
   - Remind participants that leadership goals can be very personal, which is why this document does not have to be shared.
   - Suggest that participants think of the action planning sheet as a contract with themselves. Have them sign the bottom of the handout.

5. Thank the participants for their time, and wish them luck with future leadership growth and opportunities.

Handout A
Leadership Grid – My Current Leadership Practices

HOME	ORGANIZATION	COMMUNITY	COUNTRY

Handout B
How I Influence and How Successful Am I?

HOW I INFLUENCE	HOW SUCCESSFUL AM I?
My children	
My spouse or partner	
My colleagues	
My supervisor	
Others	

Handout C
I Appreciate, I Do Not Appreciate

I APPRECIATE IT WHEN …	I DO NOT APPRECIATE IT WHEN …

Handout D
The Seven Sources of Influence

1. **Reward** – People follow based on what they will gain or receive. They expect the reward will benefit them or their situation.

2. **Personal qualities** – People follow based on the leader's resources or personal traits. By developing a positive relationship with the leader, people can gain influence for themselves.

3. **Expertise** – People follow based on the special skills or knowledge of the leader. Respect is earned because of strong and consistent demonstration of competence.

4. **Role or position** – People follow based on the leader's position or role (title) in a formal hierarchy. The leader has the "right" to influence due to position.

5. **Learning and development** – People follow based on the leader's contribution to their learning, growth and achievement of their own goals.

6. **Collaboration** – People follow a leader, and each other, motivated by the cooperation and synergy that come from group dialogue and creativity.

7. **Vision and direction setting** – People follow based on the leader's ability to show them future possibilities, and the larger reasons and consequences of their work.

Handout E
Ten Principles of Leadership

1. Leadership is not a position; it is a choice.

2. Leaders are role models.

3. Leaders see the big picture and communicate it.

4. Leadership is a dialogue; leaders fully engage others, use collaboration and build trust because people tend to support what they help to create.

5. Leaders are great learners.

6. Leadership is event-based and everyone's business: "See the need; take the lead."

7. Leaders use the power of appreciation.

8. Leaders must be good followers.

9. Leaders create environments in which everyone can thrive and excel.

10. Leaders do the "right thing," based on high moral and ethical authority.

Handout F
Action Planning Sheet

WHAT I WOULD LIKE TO PRACTICE AT HOME	WHOSE HELP DO I NEED? WHAT RESOURCES DO I NEED? HOW CAN I ACHIEVE THIS GOAL?

Signed _____

Managing Conflict

BACKGROUND NOTES

Addressing conflict is often a requirement of leadership. When resources are scarce, time is limited, serious health issues are in question, and people's values and beliefs are challenged, conflict is sure to arise. People working in the field of HIV and AIDS are, by the nature of their work, routinely called upon to manage and resolve conflict – either personally or on behalf of others. The different levels and types of potential conflict demand a variety of tools and techniques.

The types of conflict management approaches that leaders may be most familiar with (e.g., authority, power, money, influence or even manipulation) are inappropriate in a field where respect for human rights and dignity are key tenets. In the HIV and AIDS arena, leaders need to draw upon consensus, negotiation and persuasion as essential techniques for managing conflict.

This session is designed to help participants refine and strengthen their existing conflict management skills, sharpen their ability to predict when conflict will arise, identify potential sources of conflict in order to prevent it from occurring, and manage it when it does.

Conflict management is already part of participants' daily lives. They each have personal experiences dealing with conflict in their homes and with family members, in their organizations and networks, in their communities, or in their work as advocates and activists. By stepping back and thinking systematically about what they already do to deal effectively with conflict, and then adding some tips and tools to enhance those skills, the women leaders in the workshop will become more adept at and more comfortable with dealing with conflict.

"Man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love."
—Martin Luther King, Jr., a leader of the African-American civil rights movement

SESSION OBJECTIVES

At the end of the session, participants will be able to:

1. Assess their current level of comfort with conflict
2. Identify strategies they currently use to manage conflict
3. Define conflict
4. Distinguish between conflict and violence
5. Describe tools and techniques for managing conflict
6. Develop a plan for applying new conflict management skills at home

PREPARATIONS

The following is a checklist for the facilitator:

Activity One: Opening – Comfort with Conflict

- Prepare two flipcharts, one labeled "Comfortable" and the other "Uncomfortable," and post them on the wall with space in between.
- Write the session objectives on a flipchart.

Activity Two: How I Currently Deal with Conflict

- Prepare three flipchart pages labeled "Home," "Work" and "Friends" respectively. Divide each flipchart sheet into two columns. Label the left-hand column "Conflict," and the right-hand one "Strategies." Tape each to the wall.

Activity Three: Conflict and Violence

- Write the definition of "conflict" on one flipchart, and the definition of "violence" on a second flipchart. (See Activity Three for definitions.)

Activity Four: Tool for Understanding Conflict

- Review Facilitator *Tool A: Conflict Quadrant.*
- Draw the quadrant diagram on a flipchart.
- Optional: Make copies of Facilitator *Tool A: Conflict Quadrant* as a handout for participants.
- Review Facilitator *Tool B: Explanation of Quadrant Diagram.*

Activity Five: Conflict in HIV and AIDS Work

- Have blank flipchart pages available.

Time Allotment for Each Activity

ACTIVITY TITLE	TIME
Activity One: Opening – Comfort with Conflict	20 minutes
Activity Two: How I Currently Deal with Conflict	40 minutes
Activity Three: Conflict and Violence	30 minutes
Activity Four: Tool for Understanding Conflict	60 minutes
Activity Five: Conflict in HIV and AIDS Work	30 minutes
Total Time	**3 hours**

ACTIVITY ONE: OPENING – COMFORT WITH CONFLICT

Estimated time for this activity: 20 minutes

Are any participants conflict averse? Are they comfortable with conflict and confrontation? This activity gets participants thinking about how they react to conflict situations, and why.

1. Introduce the session by referring to the Background Notes. Explain that people have different reactions to conflict. Some people avoid conflict at all costs, others may be attracted to conflict, and some even create conflict (for a variety of reasons). It is important to be aware of one's own reaction to situations involving conflict.

2. Explain that in order to help participants think about their perceptions of and reactions to conflict, they will hear three scenarios describing different conflict situations.

   Show the participants the two flipcharts on the wall – one labeled "Comfortable" and the other labeled "Uncomfortable." Explain that after each scenario is read, participants should stand near the flipchart that best represents their reaction to the situation – "Comfortable," "Uncomfortable" or somewhere in between.

3. Read aloud the following scenarios one at a time. Wait one or two minutes before reading the next scenario to let the participants observe where everyone else is standing.

Scenario One
You are a trained counselor and have recently started a support group for PLHIV in your community. However, some of the PLHIV whom you know and work with are not attending the support group meetings because you are not HIV positive.

Scenario Two
You are a manager at an NGO and must confront an employee who also happens to be a friend. She is consistently late, is not turning in reports on time, and, you suspect, is stealing materials from the organization.

Scenario Three
It is important for your organization to work closely with another organization that specializes in gender and HIV in your community. However, you were selected to be on the Country Coordinating Mechanism (CCM) of the Global Fund to Fight AIDS, Tuberculosis and Malaria, and the woman who heads up the other organization was not chosen. People tell you she is resentful and is blocking your attempts to collaborate.

4. After you read the three scenarios, ask some open-ended questions (examples below) to get participants talking about where they stood and why and whether one situation might have been more comfortable than others. Allow participants to speak freely for 5 to 10 minutes. Ask questions such as the following:

   - *Did you change your response according to the scenario, or did you stay in the same place?*
   - *Why?*
   - *What made each scenario less or more comfortable than the others?*
   - *Was it your role or the situation that determined where you stood?*

   Explain that there is no right or wrong place to stand. The purpose of this exercise is to get participants thinking about their own level of comfort in certain situations involving conflict. This knowledge will help them when they work on a plan for improving their conflict management skills back home or at work.

5. Next, explain that participants are going to look at how they currently deal with conflict. Everyone has conflict in life. As with leadership, people often manage conflict without being aware on a conscious level that they are doing so. Some tend to avoid conflict. Others are more comfortable with work conflicts than with those involving friends or families. Sometimes people look for conflict, even when there is none. Whatever the situation, it is important for participants to be self-aware about their relationship with conflict.

6. Review the session objectives that are written on a flipchart.

ACTIVITY TWO: HOW I CURRENTLY DEAL WITH CONFLICT

Estimated time for this activity: 40 minutes

Before discussing strategies for dealing with conflict, it is good to know how participants currently deal with conflict. This activity takes the group through these steps, both at home and in the work environment.

1. Hang the three flipcharts prepared ahead of time on the wall – one labeled "Home," the second labeled "Work" and the third labeled "Friends." Place them where everyone can read them. Under each heading, draw two columns with the headings "Conflict" on the left and "Strategies" on the right. Example below:

In order to assess participants' present skill level for dealing with conflict, they will start by talking about the kinds of conflict they might have at home. Ask the group to name some common conflicts in the home. Write their responses in the *left-hand* column of the flipchart. Some examples might be: sibling rivalry, disagreement over money and finances, tension between a man and woman, tension between the couple and their in-laws, different styles of disciplining children, etc.

2. Next, ask:

   What are some of the strategies you use to manage these conflicts?

   Start with the first conflict on the list. For example, if the first conflict was "sibling rivalry" and someone suggested that a way to manage it is to have a parent step in, write this solution in the *right-hand* column. Continue until the flipchart is complete.

   Continue in the same way with the "Work" and "Friends" flipcharts, following the same steps.

3. When you finish completing the three flipchart sheets, lead a conversation with the large group using the questions below. Try to gauge how successful participants are with the strategies presented. Ask:

   - *In your family, does punishment work with your children?*
   - *What works to manage conflict between siblings?*
   - *What works best to manage conflict between you and your partner?*
   - *At work, what's the result of using position or title to settle a dispute?*
   - *How have you seen people try and manage conflict at work?*
   - *With your friends, what's the best way to deal with conflict?*

4. Next, ask the group to draw some conclusions about what strategies work best in each kind of situation. Make sure you record their thoughts on flipchart paper so they can be available for Activity Four. Post this sheet off to the side for the moment.

   For instance, someone might say that "title" works in the home and at work because the mother or the boss has authority over staff or children. But in friendships where there is no hierarchy, this strategy does not work. Cultural differences also might come into play here, depending on social norms of the country.

5. Link to the next activity by explaining that participants have talked about their comfort level with conflict, examined some of the ways they currently manage conflict, and determined whether or not those strategies are successful. Now the group will take a brief look at *conflict* and *violence* in order to understand the distinction.

ACTIVITY THREE: CONFLICT AND VIOLENCE

Estimated time for this activity: 30 minutes

What is the difference between *conflict* and *violence*? There is a big difference, and it should be defined before moving on.

1. Explain that participants have seen that there can be *conflict* in many different environments and there are different strategies to avoid, manage or eliminate conflict. Some strategies are more successful than others. Ask the group:

   - *What is conflict?*
   - *What is your definition of conflict?*

   Take a couple of answers. It is not necessary to write them on a flipchart, but the facilitator may wish to write down some key words that keep coming up.

2. Next, ask what the definition of *violence* is, and take a couple of answers. Again, do not worry about writing down the entire definition since that will take too long. But it might be helpful to record on a flipchart some key words or phrases that participants agree on.

3. When done, post the flipchart sheets with CEDPA's definitions:

Definition of "Conflict"

Conflict is a normal and inevitable dimension of human relationships. It is a relationship between two or more parties who have, or think they have, incompatible goals. Conflict has also been defined as what happens when two things or ideas (goals, people, etc.) try to occupy the same space.

Definition of "Violence"

Violence consists of actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage and/or prevent people from reaching their full human potential.

Ask the participants to give examples of *conflict* and *violence*. Answer any questions they may have about these two terms. Make sure everyone understands that although these two concepts often overlap, they are two separate things.

4. Link to the next session by explaining that in the next activity, participants are going to build on what they discovered in Activity Two, where they discussed how they currently deal with conflict. Remind them they already have strategies for dealing with conflict – some successful and some not so successful.

ACTIVITY FOUR: TOOL FOR UNDERSTANDING CONFLICT

Estimated time for this activity: 60 minutes

The Conflict Quadrant (see *Facilitator Tool A*) is an excellent tool to help identify and analyze conflict situations, and it can act as a springboard for conflict mitigation in the future. This activity introduces participants to this tool and gives them practice using it.

1. Explain that conflict is interesting and sometimes difficult to grasp. Many examples of conflict given so far occur in everyday situations such as in the home or at work. In the field of HIV and AIDS, conflict situations are often more complex. Participants need to be able to diagnose what type of conflict is occurring in a variety of situations.

2. Display the quadrant diagram from *Facilitator Tool A: Conflict Quadrant*, which has also been drawn on a flipchart. Take a few minutes to explain the general concept behind the diagram. (The notes in *Facilitator Tool B: Explanation of Quadrant Diagram* explain what each quadrant represents.) For each quadrant, ask participants to give an example of the type of conflict depicted.

3. Facilitate a group discussion using the questions below. Encourage participants to think not only about the model but also about situations in their own lives that are good examples of each type of conflict. Ask:

   - *What are your reactions to this diagram? Do you like it? Why or why not?*
   - *Are these situations realistic? Why or why not?*
   - *When working with the HIV and AIDS community, in which quadrant do you spend most of your time? What about with donors? With policy makers?*
   - *Could this relate to your personal relationships as well as work relationships? Why or why not?*

   Explain that this model is a good tool for looking at situations and diagnosing the type of conflict. Are people creating conflict where it does not exist? Are people ignoring conflict? The next step is to do *something* about it – to be a leader and address the situation by making changes.

4. Divide participants into four groups and assign each group one quadrant. Ask each group to think of ways leaders can approach the type of conflict situation in their assigned quadrant. Ask:

   - *Imagine you are a leader and find yourself in this conflict situation.*
   - *What do you do?*
   - *What should you avoid doing?*

   Give each group 20 minutes to prepare a presentation for the rest of the participants.

   As each group presents, allow other participants to ask questions or make additional suggestions. During the presentations, write on a flipchart any advice for leaders in each of the four quadrant situations. This information can be typed up and distributed at a later date as a tool for addressing conflict. If a computer and printer are not available, give participants time to copy everything down in their notes.

5. Explain that in the next activity, participants will be taking everything learned so far and using it to address conflict in their own lives.

ACTIVITY FIVE: CONFLICT IN HIV AND AIDS WORK

Estimated time for this activity: 30 minutes

The field of HIV and AIDS is riddled with conflict. This last activity allows participants to apply their new conflict-analysis and resolution skills to their own work, using their own situations as examples.

1. Begin this activity by asking participants:

    - *What types of conflict are unique to the field of HIV and AIDS program management and advocacy?*
    - *When we look through the lens of HIV and AIDS management and advocacy, why is there conflict?*
    - *Where is there the most conflict?*

    As participants give examples, write them down on a flipchart. Examples could be: between decision makers, within networks, between advocates, within communities, within organizations, between religious organizations, etc. There will likely be many.

2. Ask participants to look at the list they just made and review the quadrant diagram with the four different kinds of conflict. Ask:

    Does the diagram help clarify any of the conflict happening in the community? If so, explain the conflict.

    Give participants some time to think about their response to this question. Possible situations could be:

    - *Sometimes in the HIV and AIDS community, advocates are so accustomed to people being against the cause, they are so accustomed to opposition, that they have a hard time recognizing their allies. Sometimes they perceive surface conflict when really, there are no roots.*
    - *Between networks, sometimes there is latent conflict. Everyone wants to appear to be on the same team, striving for the same goals. But in reality, everyone is fighting over funding and recognition. As a result, even though various groups might pretend to be allies, there is brewing conflict.*

3. List on a flipchart the examples participants give. After each one, ask:

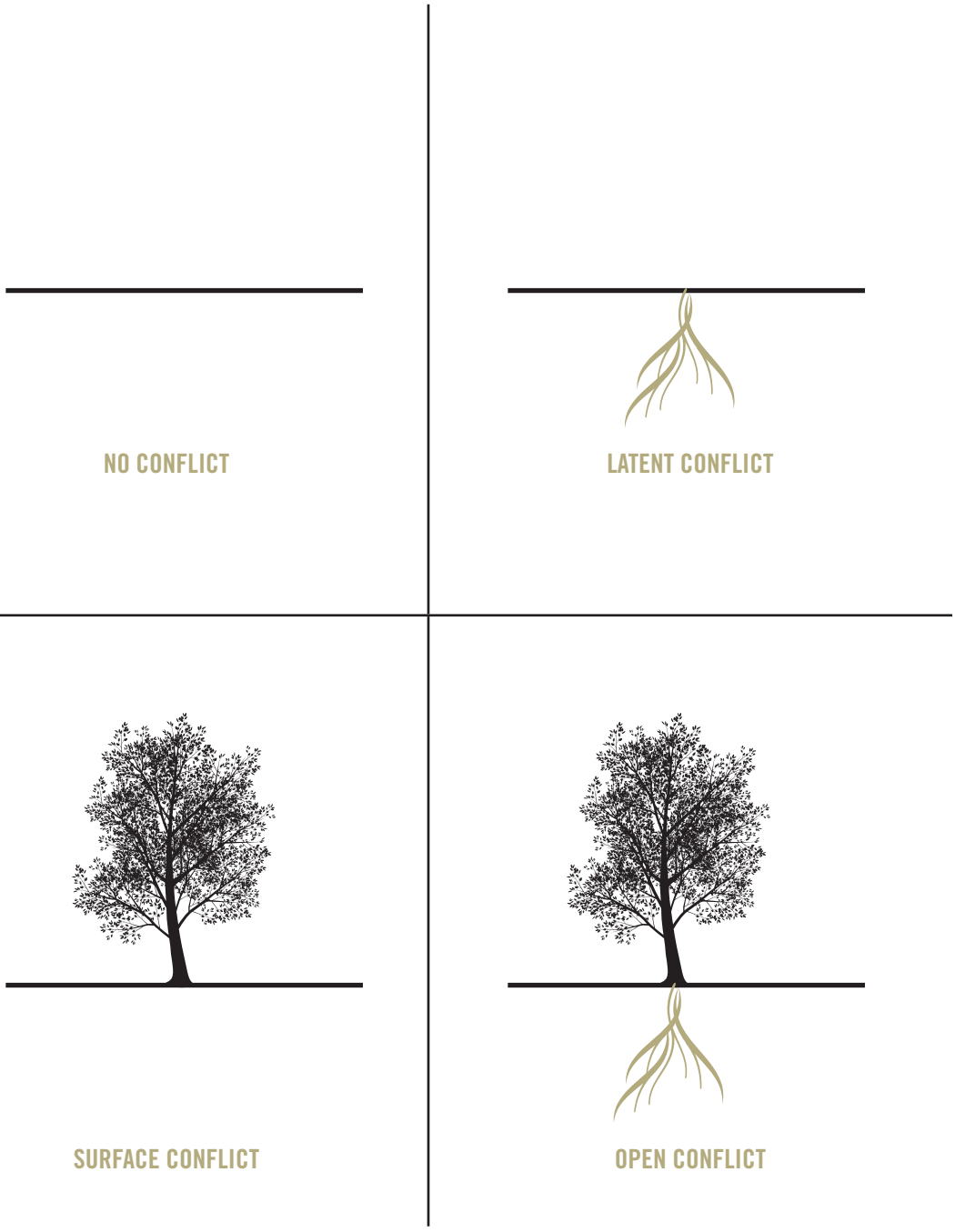
   Using the new skills you have acquired and advice presented by the four groups in the last activity, how could you make changes in this situation to ease current conflict or prevent further conflict?

   If a participant is stuck and has no ideas, ask the others to help her. This time is an opportunity for participants to look at their own lives and situations, and to brainstorm together ways they can overcome uncomfortable situations.

   If participants are unwilling to share – perhaps they all come from the same network and are hesitant to give personal examples in a large group – the facilitator can split them into smaller groups, or have them work independently and write about their solutions in their personal notes or journals.

   When everyone is done sharing and the day comes to a close, thank everyone for their time. Encourage participants to continue thinking about conflict: how to manage it and how to avoid it, as well as how to be better leaders in overcoming conflict situations related to their work in HIV and AIDS.

Facilitator Tool A
Conflict Quadrant[1]



1. Simon Fisher, ed., *Working with Conflict: Skills and Strategies for Action* (Zed Books, 2000).

Facilitator Tool B
Explanation of Quadrant Diagram[2]

Description of Conflict Quadrant

No conflict	Latent conflict
Location: Upper left *Image*: No tree, no roots *Description*: This situation is ideal: compatible behavior. There is no open or under-the-surface conflict.	*Location*: Upper right *Image*: Roots, no tree *Description*: There is under-the-surface conflict, so while behavior appears compatible, it is a false compatibility. People are only "playing nice" but they do not actually mean it. No one is showing the under-the-surface conflict. Latent conflict often leads to a lot of gossip, talking behind people's backs and bad morale.
Surface conflict	**Open conflict**
Location: Lower left *Image*: Tree, no roots *Description*: There is a lot of open conflict: arguing, abrasive language and frustration. However, there is no underlying conflict. As a result, there is unnecessary incompatible behavior.	*Location*: Lower right *Image*: Tree and roots *Description*: There is a lot of open conflict with good reason, including incompatible behavior. People are in conflict with underlying reasons for the conflict.

STRATEGIES FOR MANAGING EACH CONFLICT TYPE

The notes below highlight basic concepts participants should understand. During Activity Four, participants may come up with much more detailed strategies than the following for dealing with conflict situations in each corner of the quadrant. However, if any group fails to present this information, and the other participants do not add anything, the facilitator should suggest the following as additional strategies:

No conflict

The leader facing *no conflict* should develop prevention strategies. The leader's role in this situation is to maintain this environment, keep communication channels open to minimize the potential for future conflict, and address any areas of conflict early before they become a bigger problem.

2. Ibid.

Latent conflict

The leader facing *latent conflict* needs to find a way to bring issues to the surface in a delicate manner. Openness and transparency are important as well as involving everyone in the situation, so no one feels left out or "on the wrong side."

If the latent conflict is only between two people or a small group, it should be kept in that small group. The leader does not want the conflict to escalate into anything larger than it actually is. She needs to address the situation, bring frustrations and disagreements to the surface, and then look for solutions so the conflict does not continue.

Surface conflict

The leader facing *surface conflict* needs to find a way to show the parties involved that they are fundamentally in agreement and that their conflict is only superficial, not substantive. Where there is surface conflict, the people involved often are defensive and poor listeners. They hear what they want to hear, and they do not necessarily hear the truth.

Leaders in this situation should focus on areas of agreement, or conduct an exercise where it becomes obvious that everyone is in agreement, such as an open vote. Remaining patient, reminding all parties that "everyone is on the same team to get to our goal" and staying positive are key factors for leaders in this situation.

Open conflict

Open conflict is challenging for leaders, as conflict exists and for a reason: People disagree and/or may be incompatible with one another. However, because the conflict is open, people involved might be more willing to discuss matters than, for example, people involved in latent conflict.

In this situation, the leader needs to be the mediator: look for common goals and interests, and find ways to compromise so both sides are happy. Then continue an open dialog so that no one feels alone or excluded. This type of conflict can take time to resolve, as compromise can be a difficult and long process.

Gender and Gender-Based Violence

BACKGROUND NOTES

For biological reasons, men and women are infected by HIV in different ways and have different vulnerabilities. For social and cultural reasons, gender-based violence (GBV) and the threat of violence make women especially vulnerable. GBV contributes to the spread of HIV among women and is often a serious consequence for women disclosing their status. Fear of violence may prevent women from seeking testing or treatment. Understanding the concept of gender, integrating gender equity into HIV and AIDS programming, and developing effective strategies for addressing GBV are critical in responding to the epidemic as a whole.

Today's session is a mix of theory and application. It begins with a "vote with your feet" exercise to help participants think about their own views of gender and GBV. Participants then define key terms to ensure understanding of basic concepts and vocabulary. A gender continuum tool is introduced and participants apply the continuum to assess HIV programs' gender sensitivity. Next, participants look at the range and effects of violence over a woman's life cycle, and lastly, they identify ways to strengthen HIV projects and support networks by incorporating gender and GBV strategies.

This session can be emotional for some participants. Before starting the day's activities, the facilitator should take a few minutes to explain that GBV is a sensitive and difficult topic and if anyone feels the need to leave the room during the session, they are welcome to do so. Remember that no participant should ever be forced to share personal experiences or to discuss uncomfortable topics. For this session, allow the quiet participants to remain quiet; they may just prefer to listen.

The goals of the session are to raise awareness of gender and GBV issues, understand why they are critical components of HIV programming, and identify concrete strategies for addressing them in HIV projects. However, in achieving these goals, facilitators should be careful not to offend or upset the group.

"Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance."
—Kofi Annan, secretary general of the United Nations (1997-2006)

SESSION OBJECTIVES

At the end of the session, participants will be able to:

1. Define gender and GBV concepts
2. Analyze ways that GBV can occur in all stages of a woman's life cycle
3. Understand and use the gender continuum for assessing HIV and AIDS projects
4. Explain how GBV increases women's vulnerability to HIV and AIDS

PREPARATIONS

The following is a checklist for the facilitator:

Activity One: Opening

- Write the session objectives on a flipchart.
- Prepare "agree" and "disagree" signs and hang them in the room about four meters apart.

Activity Two: Gender Definitions

- Write each of the five vocabulary words in Activity Two on a separate flipchart sheet. The sheets will be distributed to small groups; do not post them on the wall.
- Prepare copies of *Handout A: Gender Definitions*.

Activity Three: The Gender Continuum

- Using whatever materials are available (paper, tape, cut outs), construct a gender continuum on the wall. It should be two to three meters in length. See Activity Three for the diagram.
- Prepare copies of *Handout B: The Gender Continuum.*
- Review *Facilitator Tool A: Case Studies for the Gender Continuum Exercise.*
- Prepare a few copies of *Handout C: Case Studies for Participants – The Gender Continuum*. Cut into strips with one case study per strip. Each pair will receive two case studies.

Activity Four: Violence and a Woman's Life Cycle

- Write each of the six stages in a woman's life on separate flipcharts: prebirth, infancy, childhood, adolescence, reproductive age, postmenopause.
- Write instructions for the small-group task on a flipchart. Refer to Activity Four for instructions.
- Refer to *Facilitator Tool B: Forms of Violence Against Women at Every Stage of the Life Cycle.*

Activity Five: Gender-Based Violence and HIV

- Review *Facilitator Tool C: Critical Linkages between HIV and GBV.*
- Write each of the "Participant Questions" on separate flipchart paper. (See Activity Five for specific directions.)

Time Allotment for Each Activity

ACTIVITY TITLE	TIME
Activity One: Opening	45 minutes
Activity Two: Gender Definitions	45 minutes
Activity Three: The Gender Continuum	120 minutes
Activity Four: Violence and a Woman's Life Cycle	60 minutes
Activity Five: Gender-Based Violence and HIV	90 minutes
Total Time	**6 hours**

ACTIVITY ONE: OPENING

Estimated time for this activity: 45 minutes

Gender and GBV are difficult topics for many women. While the issue is unavoidable when working in HIV and AIDS, it can be difficult for participants to discuss gender and GBV openly in the group. The first activity invites participants to move around and gives them a structure to begin sharing their feelings about gender and GBV.

1. Welcome participants to today's session. Review the day's objectives and ask if there are any questions.

2. Point out the two signs on the wall – "Agree" on one and "Disagree" on the other. (Ideally, they should be spaced at least four meters apart.)

   Explain that for each in a series of statements, participants are going to "vote with their feet" to show their level of agreement or disagreement with each statement. After each statement is read aloud, participants should move to the sign, or to a point between the two signs, that best describes their opinion.

   Statements for "Vote with Your Feet"

   Note: The facilitator does not have to use all of the following statements and may also add other statements that are better suited to the context. The following statements are simply a guide. Typically, six to eight statements are enough for this activity. After each question, the facilitator should ask some processing questions such as those listed below, under "Questions to Guide Discussions."

   - Women are naturally better parents than men.
   - Women are just as likely to perpetuate traditional gender norms and roles as men.
   - Men value sex more than women do.
   - GBV is too sensitive a topic to discuss in the context of HIV and AIDS, because HIV and AIDS are already sensitive topics.
   - Men will be threatened, and maybe even violent, if too many women assume leadership roles.
   - Accommodating women's needs in the workplace is too costly and time-consuming.
   - Gender-equitable relationships should be a goal of HIV and AIDS programming.
   - GBV is simply part of our culture. It is too big a problem to address.
   - It is OK for a man to have sex outside of marriage if he uses protection.
   - A man is mostly valued for making money for his family.
   - In some circumstances, women provoke violent behavior.
   - A man has the right to have sex with his wife whether or not she wants to.

   .

Questions to Guide Discussions

After each statement is read, give participants a few moments to think about their response and move to their preferred spot. Then, ask a few processing questions to encourage discussion. Be careful not to make anyone feel uncomfortable during the discussion.

The questions are to be used as a guide to stimulate conversation and encourage participants to share their opinions and thoughts. Once you hear from a few people, ask another question and move on.

- *For those of you who agree with this statement, why do you agree?*
- *For those of you who disagree with this statement, why do you disagree?*
- *For those of you who had trouble deciding and are standing somewhere between "agree" and "disagree," what made you uncertain of your decision?*
- *Was this a difficult question for you? Why or why not?*
- *How would most of your colleagues/neighbors/countrymen and women vote? Would they agree with you? Why or why not?*

ACTIVITY TWO: GENDER DEFINITIONS

Estimated time for this activity: 45 minutes

It is important for participants to have a common understanding of gender-related vocabulary before moving forward. This short activity allows them to develop definitions on their own.

1. Explain that it is necessary for everyone to have a common understanding of vocabulary and concepts before moving forward. This activity will help participants agree on some key definitions.

2. Divide the participants into five groups. Assign each group one of the terms listed below, and ask them to work together to write a definition of the word on flipchart paper. Allow about 10 minutes.

    - Sex
    - Gender
    - Gender equality
    - Gender mainstreaming (or gender integration)
    - Gender-based violence

3. When the groups have finished, hang all five definitions on the wall so everyone can see them. Read the first definition aloud and ask the other participants to share their opinions:

    - *Is the definition accurate?*
    - *What would you add?*
    - *What would you remove?*
    - *What is missing from the definition?*

If there are conflicting opinions in the room, allow both sides to voice their thoughts. Make notes or changes to the original definition as appropriate if the group agrees. If participants cannot come to agreement on the definition, pause the conversation and move on.

Continue to review all five definitions in the same way.

Note: Some participants may struggle with the difference between *sex* and *gender*. If this happens, ask other participants to describe *gender* norms or roles that exist in their culture and write these on a flipchart. Answers will vary widely but could include:

- Women do the cooking.
- Men must support their families financially.
- Girls are expected to look after their younger siblings.
- Boys are allowed to wander the streets with their friends in the evening.

Explain that all of these norms are based on *perceived* roles – gender roles. There is no *biological* element that prevents boys from caring for their younger siblings or women from earning income to support a family. These are norms that society applies to men and women because of traditional views.

Sex strictly refers to whether or not a human has female or male sex organs. *Gender* refers to these cultural norms and perceived roles attributed to males and females. Before moving on, ensure participants understand this concept.

4. Once the facilitator has reviewed all five definitions, distribute *Handout A: Gender Definitions* which presents the globally accepted definitions. Give participants a few minutes to read the definitions and then ask for their opinions or questions.

   Explain that for the remainder of the session, participants will use these definitions.

ACTIVITY THREE: THE GENDER CONTINUUM

Estimated time for this activity: 120 minutes

The gender continuum is an excellent tool for analyzing and designing gender-sensitive programs. This activity introduces participants to the tool and gives them the opportunity to apply it to case studies. Be sure to put the continuum on the wall before beginning this activity.

1. This exercise should help participants better understand how to assess projects for gender sensitivity.

2. Ask the group why it is important to consider gender when doing HIV and AIDS programming.

   Encourage participants to brainstorm ideas. Answers could include the following:

   - So that men, women, boys and girls all have equal access to treatment.
   - To ensure that men and women have equal access to testing facilities.

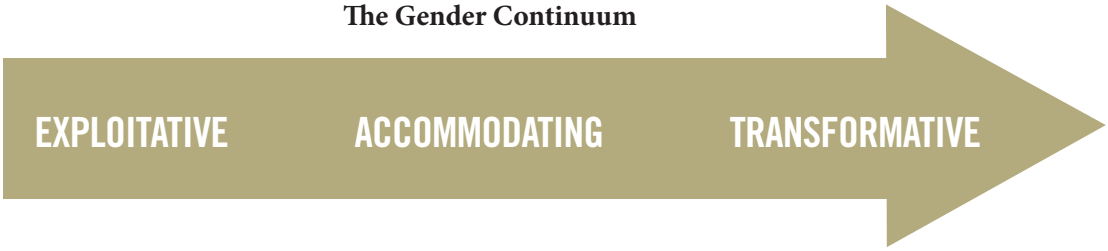
- Because women and girls are often the caretakers of the family and are often most burdened by the epidemic.
- Because fear of violence can prevent a woman from disclosing her status and/or seeking services.
- To target different groups (such as men having sex with men) for prevention messages.

3. Explain that before designing a gender-sensitive program, one must be able to identify and recognize one. The tool the group is going to examine next is useful for gender analysis. It helps program managers and leaders recognize program components that may or may not be gender-aware.

4. Show participants the continuum posted on the wall. Be sure that the continuum is at least two to three meters long, if space permits.

5. Distribute Handout B: The Gender Continuum to the participants. Go through the handout with the group to explain the three stages of the continuum: 1) exploitative, 2) accommodating, and 3) transformative.

The Gender Continuum



6. Ask participants to work in pairs for the following exercise. Distribute to each pair *two different* case studies, prepared in advance by photocopying *Handout C: Case Studies for Participants – The Gender Continuum*, and cutting the sheets so that only one case study appears per strip. It is best if the pairs do not get two case studies from the same stage.

   Ask pairs to read their case studies and decide together where the case falls along the continuum:

   - *Is this case study an example of exploitative? Accommodating? Transformative?*
   - *Why?*

   When all the pairs have finished, they should tape each case study on the continuum at the point they think it belongs.

7. Once all the case studies have been taped to the continuum, review each case study with the large group. Since multiple groups may have the same case studies, there may be differences in opinion. Have participants talk through their reasoning and explain what led to their decisions.

   Note: Refer to *Facilitator Tool A: Case Studies for the Gender Continuum Exercise* for guidance on why each case study is exploitative, accommodating or transformative. This tool will assist the facilitator in processing this activity with the participants.

8. Explain that one use for the gender continuum is to identify whether an HIV program is *exploitative, accommodating* or *transformative*. This first usage is important.

   A second usage for the gender continuum is to redesign HIV projects to ensure that they are not *exploitative* and are, ideally, closer to the *transformative* end of the continuum. Explain that this next activity will allow participants to practice this application of the gender continuum.

9. Ask the participants to refer back to the two *exploitative* and the two *accommodating* case studies from the previous exercise. Split the participants into four groups and assign one of these four case studies to each group. Allow 30 minutes for the task.

   Ask each group to have a discussion about their case study to identify things they could do to move the situation from *exploitative* or *accommodating* to *transformative*. Say something like the following:

   > *We've determined that the case study as written is not transformative. What are some ideas to make it transformative? What could be added or altered to allow this program to question and/or change traditional gender norms?*

   Encourage participants to be creative. They can use flipchart paper or any other materials they need to present their newly designed project to the rest of the group.

10. When everyone has finished, ask the groups to present one by one. After each group presentation, ask the other workshop participants:

    - *Is this case study now gender transformative? Why or why not?*
    - *What other elements could you change or add to make it stronger?*
    - *Would this be realistic in your community? Why or why not?*
    - *What ideas can you use from this case study to apply in your own work?*

11. Before continuing, answer any outstanding questions. Ensure that all participants understand the gender stages on the continuum and how to use the tool.

ACTIVITY FOUR: VIOLENCE AND A WOMAN'S LIFE CYCLE

Estimated time for this activity: 60 minutes

Gender-based violence can occur at any or all stages of a woman's life, not just during her reproductive years. Although GBV is a difficult topic to discuss, this activity helps participants think first about the broad spectrum of violence a woman may encounter during her lifetime, and then, about appropriate and effective strategies for addressing these threats.

1. Explain that participants are going to identify the types of GBV that can occur at different points of the life cycle for girls and women.

   Divide the participants into three groups. Be sure to have the six flipchart sheets that you prepared in advance, each labeled with one of the following six headings:
   - Prebirth
   - Infancy
   - Childhood
   - Adolescence
   - Reproductive age
   - Postmenopause

   Distribute the flipchart papers to the three groups as follows:
   - Group 1 – Prebirth and Infancy
   - Group 2 – Childhood and Adolescence
   - Group 3 – Reproductive Age and Postmenopause

2. Show the instructions outlined on a flipchart that explain the task:

Task Instructions

I. Identify all the forms of GBV that can occur at each of these two life stages.

II. Think specifically about the types and instances of violence that HIV-positive women and girls may face, or other kinds of violence that result from the epidemic.

III. List all of your responses on the flipchart paper and be ready to present to the plenary group.

3. When the groups have finished, ask each to report out, starting with prebirth and moving up through each life stage in order. Each group should take no more than five minutes to present.

4. After all groups finish reporting, facilitate a discussion by asking the questions listed below.

   Note: *Facilitator Tool B: Forms of Violence against Women at Every Stage of the Life Cycle* includes a complete list of possible forms of violence at each stage. Use this list to guide the discussion and prompt the participants to think more broadly about GBV's impacts.

   - *What, if anything, would you add or delete from any of the lists?* (The facilitator can suggest additions to the lists.)
   - *Was this task easy or difficult? Why?*
   - *What were your thoughts when the groups presented?*
   - *Had you ever thought about the extent to which violence affects our lives at every stage?*
   - *Were there any surprises?*
   - *What does this tell you? What does it inspire you to do?*

   Note: If any of the groups did not generate a complete list of GBV forms for their life stage, feel free make suggestions using *Facilitator Tool B* as a reference. This ensures that they are seeing the depth of the problem before moving onto other activities.

ACTIVITY FIVE: GENDER-BASED VIOLENCE AND HIV

Estimated time for this activity: 90 minutes

Now, participants will examine the relationships between GBV and HIV and strategize ways to integrate GBV components into HIV programming. This final activity poses critical questions to consider when writing and implementing future HIV and AIDS programs.

1. To transition from the last activity, ask participants to refer back to the life-stage lists they developed. Ask the participants to name some forms of GBV in relationship to HIV. Ask them to identify one or two ways that GBV tends to be perpetrated as a result of gender bias in the context of HIV and AIDS at each life stage. Examples include the following:

    - Infant rape is believed to "cure" HIV.
    - Adolescent girls can be infected with the virus through rape.
    - One program strategy is to sterilize HIV-positive women without their knowledge or consent.

    Note: The actual list participants develop is less important than simply getting them to start making connections between GBV and HIV on a broader level.

2. Explain that the group now will examine the consequences of GBV for women in the context of HIV – violence against women due to their HIV status and/or violence against women which leads to the virus's transmission. After examining these linkages, participants will discuss approaches for improving their HIV projects and programs by addressing or integrating activities related to gender and GBV.

3. Show participants the questions that are written on flipcharts (listed below). Divide participants into six groups and assign each group one of the questions below:

Participant Questions

A. How does GBV increase women's and girls' vulnerability to HIV?

B. How does GBV affect women's ability to access the following services or programs? How might these services or programs inadvertently increase women's exposure to GBV?
    - Sexual and reproductive health
    - Prevention

C. How does GBV affect women's ability to access the following services or programs? How might these services or programs inadvertently increase women's exposure to GBV?
    - Testing and treatment
    - Care and support

D. How does GBV affect women's ability to become leaders in their organization or community – especially women living with HIV? How might women's leadership inadvertently increase women's exposure to GBV?

E. How does being HIV-positive affect a woman's ability to access support for GBV?

F. What are some linkages between GBV and stigma?

Ask each group to brainstorm answers to their assigned question and prepare to present their responses. Allow 20 minutes to prepare and five minutes per group presentation.

4. After each group has reported, facilitate a discussion using the questions below.

   Note: Invite an open dialogue by encouraging the women to speak openly and freely. See *Facilitator Tool C: Critical Linkages between HIV and GBV* for hints on what information should result from this conversation.

   - *Was the exercise easy or difficult? Why?*
   - *Is anything missing from any of the responses? Would anyone like to add to these lists?*
   - *Were there any surprises in your own group's discussions?*
   - *Were there any surprises from the other groups' findings?*
   - *What patterns and trends do you see?*
   - *How does being HIV-positive, or disclosing a positive status, affect women's experiences of violence?* (Ensure that participants address the impact of fear of violence: For example, an HIV-positive woman may not disclose her status due to fear of violence.)
   - *Did this exercise give anyone inspiration or ideas on how to alter their program or support network to address GBV?* (If there are many suggestions, write them on a flipchart and post for others to use in their work.)

5. Thank the group for their work. Acknowledge that this topic was a difficult one, and express appreciation for the open and respectful dialogue. Explain that funding for gender and GBV programs is often insufficient. Everyone needs to work together to educate donors about the importance of these issues and to fight for enhanced quality and quantity of projects and programs designed for women.

Facilitator Tool A
Case Studies for the Gender Continuum Exercise[1]

CASE STUDIES 1 AND 2: EXPLOITATIVE

Case study: Organizers of a social marketing project wanted to increase condom sales. They decided to capitalize on a social norm that when it comes to sexual relations, men are strong and virile, and women are submissive. They hired a famous football player to pose holding various colored condoms and discuss on camera which one he would use with what kind of woman. The footage was turned into billboard ads and TV commercials.

Case study: Through survey research, organizers of a lateral-transmission project found that HIV-positive mothers were not exclusively breast-feeding. They were giving their babies formula when they had it, and breast-feeding only when formula was unavailable. To change behavior, the organizers tried a "guilt" tactic by making the mothers feel responsible for their actions. They passed out brochures in local communities entitled: *It is a Woman's Responsibility to Care for Her Children.*

Facilitator Notes for Exploitative Case Studies:

These situations are both labeled exploitative because they take advantage of gender norms to meet project goals.

1. In the first case, the ad campaign perpetuates the macho man persona, suggesting that it is "cool" to "conquer" multiple partners. The risk is that the ad will encourage men to continue their violent ways towards women.
2. In the second case, the message perpetuates the concept that mothers alone are responsible for raising healthy children. In an already sensitive area – the topic of women passing HIV to their babies – this approach could lay further blame on women for having HIV-positive children, without accounting for the father's parenting responsibility.

1. The concept for most of these case studies was taken from U.S. Agency for International Development's (USAID's) Interagency Gender Working Group (IGWG) Gender 101 design.

CASE STUDIES 3 AND 4: ACCOMMODATING

Case study: Many HIV-positive women want to use contraception, but their husbands forbid it for multiple reasons. Oftentimes, domestic violence is a result of women initiating the use of contraception in sexual relations with their husbands. In order to address the unmet need for contraception, a local project offered "hidden" contraception methods such as Depo shots, Norplant implants and intrauterine devices (IUDs). The result was that women could control when and how often they got pregnant, without having to negotiate contraception with their husbands and partners.

Case study: A home-based care program aimed to give out-of-work youth basic employment while meeting the needs of HIV-positive community members. The organizers conducted a survey in which they asked a large group of PLHIV what kinds of services they would be comfortable receiving from teen-age girls and boys. Results showed that PLHIV preferred teen-age girls as cooks and teen-age boys to handle money and shop for items in the market. The project then matched results with short training programs for boys and girls in order to create jobs for the youth, while assisting community members in need.

Facilitator Notes for Accommodating Case Studies:

Both of these case studies are examples of accommodating approaches because they try to work around gender norms without actually initiating change or altering behavior or perceptions. However, neither project would likely cause long-term damage in the societies where they are implemented.

CASE STUDIES 5 AND 6: TRANSFORMATIVE

Case study: Project organizers wanted to increase general condom use. However, data showed that women had little to no negotiating power when it came to using condoms with their male partners. So the project designed a series of advertisements where women were seen in sexual situations where they were in control: in a bar, in their home and in a car. In all of these situations, the women were depicted as calm and articulate, and would not allow intimacy to continue until their partners agreed to use a condom.

Case study: Clinic staff wanted to encourage men to become more involved with the reproductive health of their wives. They wanted male partners to be included in the decision to use contraception, to get tested for sexually transmitted infections (STIs) and to encourage their wives to get regular checkups. However, most men in the community did not feel comfortable in the women's clinic. Thus, the clinic staff started a weekly men's program: Every Saturday, only men were tested and treated – and during this time, men were given information about the services the clinic offered women, and how a man could be supportive to his wife or daughter. With this program, the clinic staff expected that men would become more comfortable in the clinic, start to value the services and be more willing to accompany their partners at a later date.

Facilitator Notes for Transformative Case Studies:

Both of these examples are transformative because they challenge gender norms and attempt to change them. In the first situation, women are depicted as confident enough not only to *suggest* condom use but also to *insist* on it before intercourse. In the second case, the clinic staff aims to change male perceptions about going to a women's clinic and supporting their wives' reproductive health.

Facilitator Tool B
Forms of Violence against Women at Every Stage of the Life Cycle

LIFE STAGE OF A WOMAN	POSSIBLE FORMS OF GBV
Prebirth	Forced abortion, sex selection
Infancy	Female infanticide, mistreatment/abuse of baby girls from anger or disappointment, giving babies away or adoption due to sex, malnutrition
Childhood	Rape, virgin rape, molestation, physical abuse, physiological abuse, malnutrition, female genital cutting, forced child marriage for dowry
Adolescence	Rape, virgin rape, molestation, physical abuse, physiological abuse, malnutrition, intimate partner/spouse violence, violence against sex workers, honor killing or brutality, taking advantage of girls using drugs and alcohol, economic violence, refusal to use contraception
Reproductive age	Rape, molestation, physical abuse, psychological abuse, malnutrition, intimate partner violence, forced sterilization, rejection if the woman cannot have a child, forced abortions, forced use of contraception, refusal to permit contraception, violence against sex workers, honor killing or brutality, taking advantage of women using drugs and alcohol, economic violence, political violence
Postmenopause	Rape, molestation, physical abuse, psychological abuse, malnutrition, intimate partner violence, neglect because they no longer have a voice in the family/society, rejection if the woman never had children, economic violence, political violence

Facilitator Tool C
Critical Linkages between HIV and GBV

Participants do not need to come up with this list exactly. This guide is designed to equip the facilitator to lead the discussion, ensuring that key points are made.

GBV INCREASES A WOMAN'S VULNERABILITY TO HIV INFECTION

Gender-based violence makes women vulnerable to HIV infection:

- **Directly** – Violence or rape can lead to the transmission of HIV.
- **Indirectly** – The effects of GBV (loss of self-esteem, control, assertiveness, etc.) make the abused women more likely to engage in high-risk behaviors such as unprotected sex, not using condoms consistently and sex with multiple partners. These practices make women and their partners more vulnerable to getting HIV. Often, women do not feel like they can tell their husbands and partners that they are HIV-positive for fear of a violent outcome.
- **GBV and condom use** – Women often cannot negotiate safe sex. They cannot ask their partners to use a condom for fear of violence, which makes women more vulnerable to getting HIV.
- **Sexual violence and HIV risk** – Sexual violence increases a woman's physiological risk of HIV infection.

HIV-POSITIVE WOMEN FACE THE THREAT OF GBV AND DISCRIMINATION

A woman who is HIV-positive typically suffers severe gender-based stigma and discrimination, including GBV. Some women may be putting themselves at huge risk if they disclose their status to their husbands or relatives, resulting in blame and possibly GBV.

There is the threat that the woman will lose her rights, such as her right to property or to her own children. She may feel isolated within her home: She can often be forced into a separate room or bed, made to eat different food and use different utensils, or be deprived of food and other resources.

All these displays of stigma and discrimination may preclude women from escaping situations of violence.

FEAR OF GBV CAN LIMIT WOMEN'S ACCESS TO HIV SERVICES AND TREATMENT

GBV or fear of GBV can be a barrier to service delivery to women in specific program areas:

- **Disclosure of HIV-positive status** – Fear of consequences of disclosing a woman's status due to GBV or threat of GBV is a profound barrier to many services, including testing, treatment, care and support.
- **Testing** – A woman does not want to disclose her symptoms, get tested or take medication. Being seen at a testing center can lead to more violence.
- **Infant feeding** – Fear of GBV prevents a woman from following advice on how to best care for an infant.
- **Treatment** – GBV limits access to funds and mobility. Women who fear GBV may refuse to take ARVs, or may be terrified of being caught with ARVs.
- **Care and support** – Women's work as caregivers may expose them to GBV. GBV intensifies the challenges of living positively.
- **Participation/GIPA** – HIV-positive women's participation in society may be curtailed by sexual harassment and denigration they face, including within community organizations – even those designed for PLHIV.
- **Sexual and reproductive rights violations** – Poorly designed programs may lead to HIV-positive women getting sterilized, use of long-acting contraceptives and forced abortions. Women can be subject to verbal abuse related to decisions to be sexually active and/or to choose to have children.

Links between emotional violence and stigma are critical. Emotional/verbal abuse and stigma both are designed to reinforce existing power relations. Both involve "blaming and shaming." In this case, the woman can be "blamed and shamed" for any of the following:

- Challenging the man's authority
- Proposing the idea of condoms (e.g., she can be accused of being a prostitute)
- Proposing that both partners get tested
- "Bringing HIV into the home"
- Raising the issue of ARV treatment

Women are stigmatized and these negative attitudes are often expressed in the form of abuse: verbal, emotional, physical, sexual and/or economic.

Handout A
Gender Definitions

Sex refers to the biological differences between males and females; male and female physiology.

Gender refers to the economic, social, political and cultural attributes and opportunities associated with being male or female. The social definitions of what it means to be a woman or a man vary among cultures and change over time.

Gender equality is the state or condition that affords men and women equal enjoyment of human rights, socially valued goods, opportunities and resources. It does not suggest sameness.

Gender integration is a set of strategies applied to program design, implementation and evaluation to take gender norms into account and to compensate for gender-based inequities.

Gender-based violence is violence involving men and women in which the female typically is the victim. GBV is derived from unequal power relationships between men and women. It is violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women. It includes violence that is perpetuated or condoned by the state.

Handout B
The Gender Continuum[2]

Exploitative

This approach takes advantage of rigid gender norms and existing imbalances in power to achieve program objectives. While using a gender exploitative approach may seem the best solution for short-term results, these results are unlikely to be sustainable and can in the long term have very harmful results. This approach to integrating gender is unacceptable.

Accommodating

This approach accounts for the role of gender norms and inequities. Without necessarily seeking to change these inequities, an accommodating approach does try to limit any harmful impact on gender relations. Some people view this approach as a "missed opportunity" because it does not contribute to increased gender equality nor does it address the underlying issues that perpetuate gender inequities. However, this approach may be a necessary first step in societies where gender norms run deep. This approach is acceptable and appropriate for some circumstances.

Transformative

This approach is designed to examine, question and change traditional gender norms, and to promote the position of women. Transformative programs promote positions of women, challenge the distribution of resources and allocation of duties, and address the power relationships between men and women in the community. This approach is ideal for gender programming and should always be the goal.

2. Continuum model and definitions adapted from U.S. Agency for International Development's Interagency Gender Working Group Gender 101 design.

Handout C
Case Studies for Participant Groups – The Gender Continuum

Facilitator: Cut along dotted lines. Distribute *two different* scenarios to each pair of participants.

Case study: Organizers of a social marketing project wanted to increase condom sales. They decided to capitalize on a social norm that when it comes to sexual relations, men are strong and virile, and women are submissive. They hired a famous football player to pose holding various colored condoms and discuss on camera which one he would use with what kind of woman. The footage was turned into billboard ads and TV commercials.

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Project Management

BACKGROUND NOTES

Many women working in HIV and AIDS organizations are responsible for managing projects, such as advocacy efforts, IEC campaigns, research and data collection, network formation, skills training, prevention programs and home-based care. Those who have never received training in project management may find themselves challenged by donor requirements, staffing, planning, monitoring and evaluation, and reporting. Successful managers need to understand every element of a project's life cycle. They need access to the tools for project design, project planning, implementation and evaluation in order to achieve the project's stated objectives on time and within budget.

This session is designed to introduce participants to the framework of the project cycle, the components of each stage of the cycle, and the information and tools needed to design, implement and monitor a simple project.

Ideally, this session's facilitator or co-facilitator has had experience writing project objectives and developing indicators.

"You must learn to be still in the midst of activity and to be vibrantly alive in repose."
—Indira Gandhi, India's prime minister from 1966 to 1977, and again from 1980 until her assassination in 1984

"I know God will not give me anything I can't handle.
I just wish that He didn't trust me so much."
—Mother Theresa, a 20th-century social activist and Catholic nun

SESSION OBJECTIVES

At the end of the session, participants will be able to:

1. Identify the five stages of the project cycle and what occurs at each stage
2. Write a project goal, objectives and activities
3. Define key monitoring and evaluation terms
4. Write indicators that successfully monitor project progress

PREPARATIONS

The following is a checklist for the facilitator:

Activity One: Opening – The Project Manager

- Write the session objectives on a flipchart.
- Draw on a flipchart a stick figure or simple drawing of a woman holding a briefcase in one hand. (See session design for an example.) Label the head, hands, legs, heart and briefcase. Title the drawing "Project Manager."

Activity Two: The Project Cycle

- Prepare copies of *Handout A: The Project Cycle.*
- Refer to *Handout A* and draw the project cycle on a flipchart.
- Make copies of *Facilitator Tool A: Circles and Arrows for Project Cycle* (one set of circles and arrows for each small group).
- Review *Facilitator Tool B: Tasks for Each Project Phase*

Activity Three: Project Design Framework

- Make copies of *Handout B: Project Design Framework – Writing Goals, Objectives and Activities.*
- Write two or three examples of "unclear objectives" on a flipchart. See session design for examples.
- Make copies of *Handout C: Project-Design Framework Tool.*

Activity Four: Monitoring and Evaluation (M&E) Vocabulary

- Make copies of *Facilitator Tool C: Monitoring and Evaluation Vocabulary Matching* and cut out each of the vocabulary words and definitions separately. Make one complete set of vocabulary and definitions for each small group.
- Make copies of *Handout D: Monitoring and Evaluation (M&E) Vocabulary.*
- Prepare one or two flipcharts to illustrate the concepts of input, output and outcome. See session design for examples.

Activity Five: Writing Indicators

- Make copies of *Handout E: Indicators.*
- Write two or three SMART objectives on a flipchart for participants to use to brainstorm possible indicators. See session design for examples.

Time Allotment for Each Activity

ACTIVITY TITLE	TIME
Activity One: Opening – The Project Manager	45 minutes
Activity Two: The Project Cycle	75 minutes
Activity Three: Project Design Framework	90 minutes
Activity Four: Monitoring and Evaluation Vocabulary	60 minutes
Activity Five: Writing Indicators	90 minutes
Total Time	**6 hours**

Note: This session as written is demanding and may have to be adapted depending on the audience's experience level. Facilitators could either shorten the session by deleting or amending Activity Five, or lengthen the session by half a day to allow participants time to grasp more difficult concepts such as indicators.

ACTIVITY ONE: OPENING – THE PROJECT MANAGER

Estimated time for this activity: 45 minutes

The opening activity gives the facilitator time to review learning objectives and let participants reflect on their own experiences as project managers. The last component is a fun exercise where participants describe the "ideal" project manager in terms of skill sets and characteristics.

1. Welcome the participants to the session on project management and ask them:

    - *Why is project management important?*
      Sample answers: Keeping a project on schedule, staying within budget parameters, accomplishing project objectives, meeting donor regulations and reaching beneficiaries.

2. Review the session's objectives. Ask for questions and discuss participant expectations.

3. Ask participants if there is a difference between a *program* and a *project*, and ask someone to explain the difference.

    Clarify the difference by holding up one hand with fingers extended. Explain as follows:

    - **Palm:** *Imagine that the palm of the hand is the organization's focus areas of HIV and AIDS – the organization's overall HIV and AIDS program. Other program areas could be Health, Environment, Economic Growth, Democracy and Governance, etc.*
    - **Fingers:** *Each finger represents specific – often individually funded – projects that make up the overall program.*
    - **Examples of projects:** A nutrition project working with orphans and vulnerable children (OVC); a non-formal education project for out-of-school youth; or a voluntary counseling and testing (VCT) center training project.

    In this session the group will primarily refer to project management, however many of the tools presented today are applicable to programs as well.

4. Next, ask the participants for a show of hands in response to the following question:

   - *Who has experience as project manager?*
   - *Is it a challenging job? Why or why not?*

   Note: Typically participants will share that managing projects is a challenging job, which requires balancing many elements simultaneously.

5. Refer to the drawing of a female "Project Manager," which was prepared earlier on a flipchart.

6. Explain that project managers need a broad skill set to do their jobs effectively and efficiently. Point to the woman's head in the drawing and ask participants the following question, recording answers on the flipchart next to the woman's head:

   - *What are some attributes that are associated with the head that a project manager needs in order to do a good job?*
     Sample answers: Smarts, long-term vision, technical knowledge, attention to detail, analytical.

7. Now explain that participants are going to work in small groups and identify project manager characteristics, skills and traits for the other parts of the diagram – the *heart, hands, legs* and *briefcase*.

8. Divide participants into four groups. Assign each group one of the four remaining parts of the diagram – the heart, hands, legs or briefcase.

   Ask each group to brainstorm the project manager's characteristics, skills and attributes that are associated with their part of the drawing. Allow about 8 to 10 minutes.

   Have each group report out while the facilitator writes the attributes on the drawing next to the part being described. (e.g., write *heart* attributes next to the *heart*; list *briefcase* tools inside the *briefcase*).

9. When all the groups have reported, ask if anyone would like to add other attributes to the "Project Manager" drawing.

Then, have the group name the "Project Manager," put her name at the top of the flipchart, and hang the drawing on the wall for the remainder of the session.

Summarize the session by pointing to the diagram and telling participants:

> *This is you – the project manager. In today's session you will learn about – and hopefully acquire – some of the knowledge, skills and tools needed to become a more effective project manager. Let's start with learning how to manage the project cycle.*

ACTIVITY TWO: THE PROJECT CYCLE

Estimated time for this activity: 75 minutes

Participants will gain a better understanding of the project cycle by discovering the process themselves, instead of having it presented to them. In the second component of this activity, participants will examine the project manager's roles and responsibilities at each step in the cycle, and then develop a tool for future reference.

1. Ask if any participants are familiar with the project cycle. If any participants raise their hands, ask them to give a brief explanation. If no one raises her hand, explain that the project cycle is a model that presents the life span of a project and shows the relationships between the various phases in the cycle.

2. Divide participants into four groups. Distribute to each group one set of circles and arrows from *Facilitator Tool A: Circles and Arrows for Project Cycle*. Be sure to have enough sets of circles and arrows for each small group. Distribute tape and/or glue to each group.

   Explain that the circles represent the various phases of the project cycle and the arrows will show the flow and relationships between the phases.

   Ask each group to arrange the circles and arrows on a flipchart paper to illustrate the correct sequence and relationships of the phases of the project cycle. Once each group reaches consensus, they should tape or glue their final version to the paper. Tell participants that they must use all five circles, but can use as few or as many arrows as they like. Encourage participants to be creative.

3. When the groups have finished, ask them to hang their flipcharts on the wall. Ask each group to present its diagram and how they arrived at the final decision. Ask participants:

   - *Where did members of the group debate?*
   - *How did you reach consensus?*

4. After everyone has presented, show the CEDPA model on a flipchart (prepared in advance).

   Note: Rather than require participants to replicate CEDPA's model precisely, the exercise's purpose is simply to get them to think creatively about the process and to learn some key concepts, including the following:

- **Monitoring** is a process that occurs throughout the project cycle – it is not one isolated step. The findings from monitoring activities must be fed back into the project during the implementation phase, and inform new or revised projects during the planning phase to ensure continual improvements.

- **Closing** and **initiating** are interconnected. If lessons learned from past programs are not integrated into future plans, project managers are not learning from past mistakes, and, thus, are doomed to repeat them.

5. Distribute *Handout A: The Project Cycle*. Ask a volunteer to read the key tasks listed for each phase at the bottom of the handout. Explain that in the next exercise, participants will look in depth at each phase.

6. Begin with the **initiating** phase. In the large group, invite participants to brainstorm various types of activities that need to happen during a project's initiation. Ask participants to try to identify at least 10 activities.

   Write their responses on a flipchart.

7. Now, explain that participants will work in small groups to identify tasks associated with the remaining four phases. Divide participants into four groups and assign each group one of the remaining phases: **planning, implementation, monitoring** and **closing**. Allow 15 to 20 minutes for the groups to identify as many tasks as possible that should occur during each respective stage.

   Note: If there are five table groups in the workshop, the facilitator can assign each of the five stages to one of the tables – including **initiating** – and omit the large group brainstorming activity described under No. 6 above.

8. When all of the groups have finished, invite each group to present its responses one by one. Record responses on flipcharts.

   After each group reports out, invite other participants to add additional tasks. Record this feedback as well.

   Note: Encourage discussion about the various activities and tasks. If someone disagrees with a task at a particular stage, ask her to explain her thinking and, then, try to get participants to come to a consensus. Refer to *Facilitator Tool B: Tasks for Each Project Phase* for examples of activities and tasks that participants should identify during this activity.

   Be sure that activities such as "write a monitoring plan," "develop indicators" and "set targets" are listed in the **planning** phase and not under **monitoring**. Ensure that participants understand why indicators and targets need to be set before the implementation stage.

9. At the end of the day, type up the lists from the flipcharts and distribute them as handouts.

10. Transition to the next activity by asking:

    - *Do projects always run smoothly and according to this cycle?*

Note: Participants will likely answer "no." Reassure participants that this is sometimes the case. Occasionally, phases of the project cycle happen simultaneously due to time constraints, donor demands, limited budgets or unforeseen circumstances. However, this project-cycle framework should help managers to visualize the ideal situation in order to stay organized.

Tell participants that they now will look at specific tools and methods to use during the **planning** phase. Often, managers are hired for projects after the plans have been written and after the donor approves the work plan. But when the manager is leading the design team to create a project from the beginning, the project design framework (explained in Activity Three) can be extremely useful.

ACTIVITY THREE: PROJECT DESIGN FRAMEWORK

Estimated time for this activity: 90 minutes

Many project implementers have actually designed a project from the beginning. Writing a clear goal, as well as *objectives* and *activities*, is a critical skill in project design, and enables beginners to take on the task of managing a project from inception. This activity introduces participants to this design process step by step, and allows for practice and feedback. The "unclear objective" exercise allows participants to write some strong objectives in a group setting before trying it themselves.

1. The project design framework is a step-by-step approach to organizing any new project. The project manager first writes the project *goal* followed by project *objectives*. *Objectives* are the "contract" with the donor based on the deliverables or services the project manager commits to providing. Finally, the project manager writes *activities* that need to be implemented in order to achieve each *objective*.

2. Distribute *Handout B: Project Design Framework – Writing Goals, Objectives and Activities* and review the definition of a goal. Pause and ask if there are any questions before proceeding.

3. Continue with *objectives*. Explain that objectives are difficult to write, and that it may take several drafts before reaching a final SMART objective. Typically, projects have two to four objectives – any more than that and the project becomes too complicated.

   Remind participants that the objectives should complement each other so that if all of the objectives are achieved, the project team is working towards the goal. *Writing objectives is a critical step in project design*. There is no right or wrong answer when writing objectives. The process allows for varied opinions, creativity and compromise, which is why writing objectives is hard work and can take time, especially for a large design team.

4. Good objectives are SMART: specific, measurable, area-specific, realistic and time-bound. If participants are familiar with SMART, move on quickly. If they are not, take some time to review. Ask participants:

   - *Why is the SMART terminology helpful?*

Note: Explain that poorly written objectives are not uncommon – those that do not give a clear sense of the project, are not specific, measurable or realistic, or do not indicate a time frame.

5. Next, explain that everyone will practice writing objectives together before working on their own.

   Show participants the goal and two or three "unclear objectives" prepared on a flipchart (see box below) and ask participants to convert them into SMART objectives. Facilitate a discussion about the objectives and write their suggested changes directly on the flipchart.

   Remember, participants do not need to match these examples exactly. As long as each objective meets the SMART guidelines, it is acceptable.

How to Write SMART Objectives

Goal: Every man, woman and child in Kano State, Nigeria, knows his/her HIV status.

Objective 1:

Unclear – To improve voluntary counseling and testing (VCT) services in Kano.

SMART – To supply 13 partner clinics each with 5,000 Ministry of Health approved test kits by June 2012

Objective 2:

Unclear – To train clinicians in VCT in Kano.

SMART – To train six full-time staff in each of the 13 partner clinics in Kano on Ethical VCT Curriculum by April 2012.

Objective 3:

Unclear – To alert community to VCT facilities.

SMART – To educate 10,000 men, 10,000 women and 15,000 youth in 100 communities about the availability of free and anonymous VCT services in Kano State by February 2013.

6. Ensure that participants understand why the SMART objectives are preferable. Ask if everyone understands the principle and feels comfortable writing SMART objectives.

7. If there are no further questions, explain that it is time to practice writing SMART objectives on their own based on their own organization's projects or others they know well.

Working independently, each participant will write a project *goal* and two to four *objectives* that help meet that goal. They may choose an existing project or a project idea of their own. Anyone who is uncomfortable working alone can pair up with another participant.

Allow 30 minutes to complete this activity. Circulate around the room to answer questions, check participant work and be sure they are writing solid goals and SMART objectives. Give them positive, constructive feedback as needed.

Note: Some participants will write fundraising objectives, such as "raise $10,000 for prevention project by December 2011." Fundraising goals are important, but they are not appropriate for the project design framework. When writing project objectives, they should assume that funding for the project is already in place.

8. When most participants have finished writing their objectives, introduce the topic of *activities*.

   Explain that just as *objectives* help the project team achieve its goal, project *activities* are the road map or action plan to help meet *objectives*.

   Activities are very detailed step-by-step actions that describe what will be done in order to implement the plan and achieve the stated objectives. Activities are always written in chronological order.

   A detailed description of activities is essential for project continuity. If the project manager or director takes another job or is unable to work for any reason, the activity descriptions will guide new staff on how to continue the project as planned.

9. Ask participants to return to their goal and objectives, choose one objective, and develop at least four activities for that objective. Allow 15 minutes.

   Encourage participants to think about the following types of questions when developing their activities:

   - *Do they need to write a curriculum?*
   - *Do they need to hire or train staff?*
   - *Do they need to carry out any assessments?*
   - *Do they need to conduct research?*
   - *Do they need to hold community meetings?*

   Point out that while some objectives may require only a small number of activities, others may require many. Participants may not have time to write all the necessary activities. The exercise's purpose is simply to convey the concept of an *activity* and to practice designing them. Circulate around the room to answer questions and check work.

10. Distribute *Handout C: Project-Design Framework Tool*. This tool may help participants organize their future project designs. With a well-written goal, objectives and activities, they already have all the information needed to complete this grid.

11. Ask them to complete the left-hand column with their project information, and then complete the tool by assigning the person responsible, deadline and updates or notes. Allow 15 minutes.

Note: Explain that this template can be altered to meet the needs of each particular organization or project.

If time allows, ask for a few volunteers to present their goal, objectives and activities to the plenary group. Invite other participants to give constructive feedback.

12. Transition to the next activity by noting that project designs take time to develop, typically requiring many drafts and revisions. Sometimes when managers begin to write activities, they realize they need to go back and revise the objective. This is normal – project design is a process.

    Once a manager has a solid project design framework, the next step is to formulate a plan for measuring results. Next, the group will look at monitoring and evaluation vocabulary and discuss how to write indicators to help measure a program's success.

    Note: Some groups will need a full day to review the project cycle and project design framework. If this is the case, then one option is to end the day after the project design framework.

ACTIVITY FOUR: MONITORING AND EVALUATION (M&E) VOCABULARY

Estimated time for this activity: 60 minutes

Before moving into the monitoring stage, participants need to have an understanding of basic monitoring and evaluation (M&E) vocabulary. This matching activity makes it more fun.

1. Remind the group that earlier today participants discussed why monitoring and evaluation are important steps, and why writing an M&E plan in the early phases of the project cycle is critical. Before discussing indicators and how to write them, this activity helps ensure that everyone understands M&E vocabulary. Since these are broadly recognized terms, understanding and being able to use this vocabulary will be helpful when project managers have conversations with partners and donors.

2. Ask participants to form small groups. Distribute to each group one full set of vocabulary and definitions, which were prepared in advance using *Facilitator Tool C: Monitoring and Evaluation Vocabulary Matching.*

    Ask participants to work as a team to match each word with one definition. Allow five minutes.

3. When all groups finish, distribute *Handout D: Monitoring and Evaluation (M&E) Vocabulary*. Have groups check their work and make corrections as necessary

4. Review the vocabulary in plenary term by term. Pause after each vocabulary word to ensure that everyone understands. Take special care to **review input, output** and **outcome**; participants often get confused by these three terms which are close in meaning.

Refer to the two examples below to help explain the three terms. If participants are not comfortable with indicators yet, that is fine. The next activity discusses indicators in greater detail.

Building a House	
Input	Land, building materials, labor
Output	A house
Potential Outcomes	A safe place for a family to sleep Protection from the environment A space for children to do homework and study A place to store things Etc.

Community Stigma Training	
Input	Facilitators, venue, materials, refreshments
Output	Fifty trained community members
Potential Outcomes	A community that is more educated on HIV and stigma PLHIV are less stigmatized More community members volunteer at the local clinic Community leaders become involved in advocacy for PLHIV Etc.

ACTIVITY FIVE: WRITING INDICATORS

Estimated time for this activity: 90 minutes

Writing indicators is one of the hardest parts of project design and evaluation. Make sure to give many examples until participants are comfortable developing indicators on their own. If participants struggle with writing new objectives and indicators, remind them that they can often "borrow" indicators from the Internet, as many reputable organizations make their indicators public.

1. Ask participants the following question and record responses on a flipchart:

   - *How do you know if children are doing well in school?*
     Sample answers: Look at their grades, ask them, talk to their teachers, observe if they are happy, check their homework, etc.

   Explain that these are all viable ways to monitor a student's performance. People monitor activities in their daily lives all the time.

   Monitoring projects is not much more difficult. It just takes a system and some practice. Monitoring and evaluation (M&E) is a way to track how well a project is doing. Instead of being intimidated by M&E, think of it as a way to demonstrate to donors and partners how great and successful the project is.

2. Distribute *Handout E: Indicators*. Review the definition of an *indicator* on the top of the page.

   Emphasize that indicators do not have a specific number or percentage attached to them. Rather, they are statements that indicate how change will be measured (in numbers or percentages) over a project's duration.

   Review the handout in plenary and pay special attention to *clarifying indicators*. When everyone understands an *indicator*, explain that, next, they will practice developing indicators for SMART objectives.

3. Show participants the SMART objective on the flipchart (see the box on the following page for objectives).

   Start with the first objective. Read it aloud and ask participants to suggest indicators that would help measure the objective. Remind participants that there are many potential correct answers. Encourage participants to be creative and not to worry if the indicators need some revisions. Writing indicators is difficult and takes a lot of time and practice. Record their suggestions on the flipchart under the objective.

Objective 1 and Indicators

Objective 1: Establish and staff a VCT component in 25 existing reproductive health (RH) clinics in X State by December 2013.

Indicators:

Possible indicators for Objective 1: Number of VCT components established; number of RH staff trained in VCT; number of clients served at the new VCT clinic after six months of operation.

Repeat the exercise with the second objective.

Objective 2 and Indicators

Objective 2: Train 100 women living with HIV in X community in entrepreneurship and basic accounting by June 2014.

Indicators:

Possible indicators for Objective 2: Number of women trained; percentage of women who received a passing grade* on their post test; number of women who started income-generation projects within eight months of completing the training.
(*Passing score is defined as a 70 percent or above on the post-workshop test.)

4. Ask participants to refer back to their own project *goal, objectives* and *activities* from the previous session. Using the same *objective* that they wrote *activities* for, ask them to draft several possible *indicators* that would help measure that objective.

   As they finish, ask them to find a colleague to share their work with. Each person should take approximately seven minutes to present her goal, objective, activities and indicators, and then, to receive feedback from her partner.

   As the pairs are sharing, circle the room to listen and help as needed.

5. If time allows, have a few participants present their indicators to the group for feedback.

6. In closing, remind participants that many projects and donors post their indicators online. Rather than write new project indicators, perhaps they can find some that have already been tested. For example, a quick Google search of "indicators OVC program psychosocial support" turns up countless options.

7. Ask if there are any questions from the project management activities. Thank everyone for their participation.

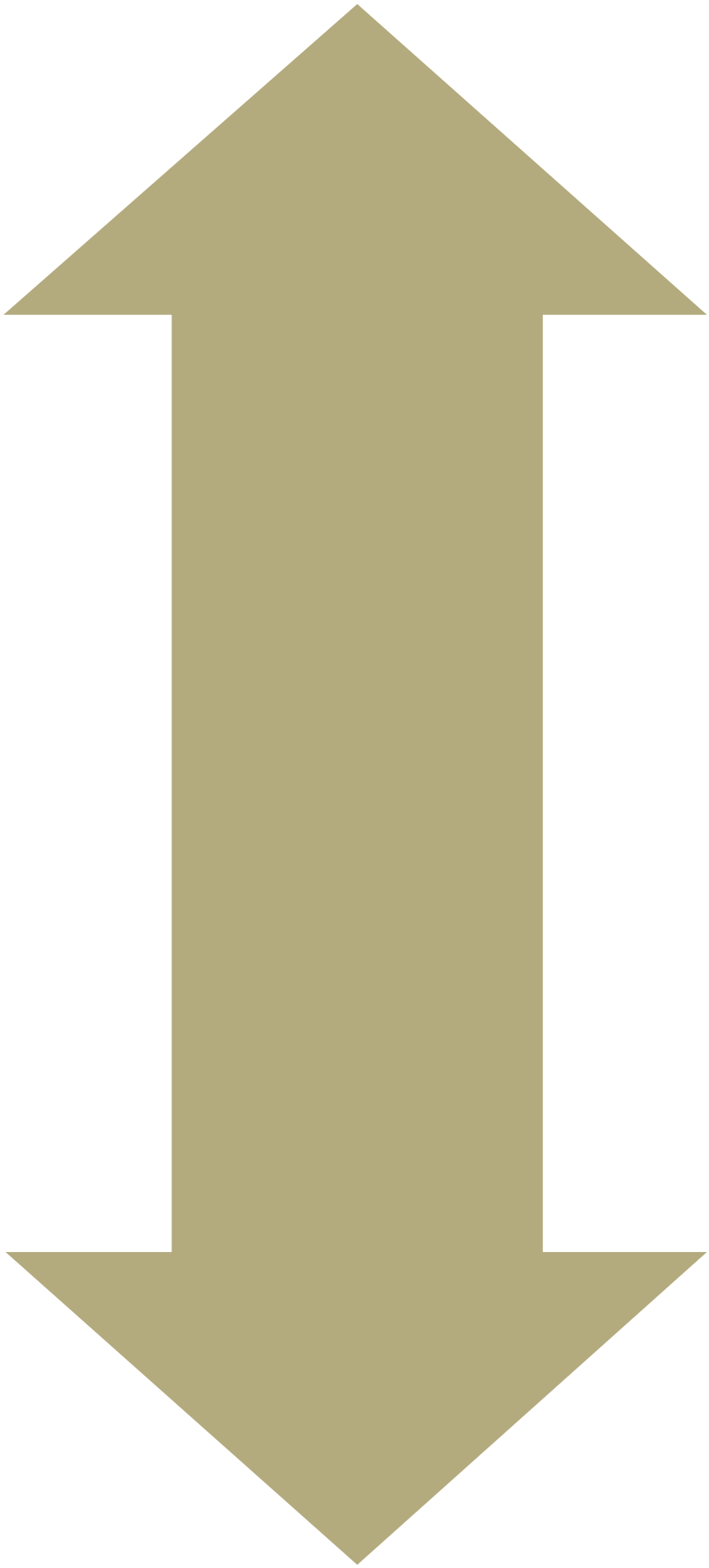
INITIATING

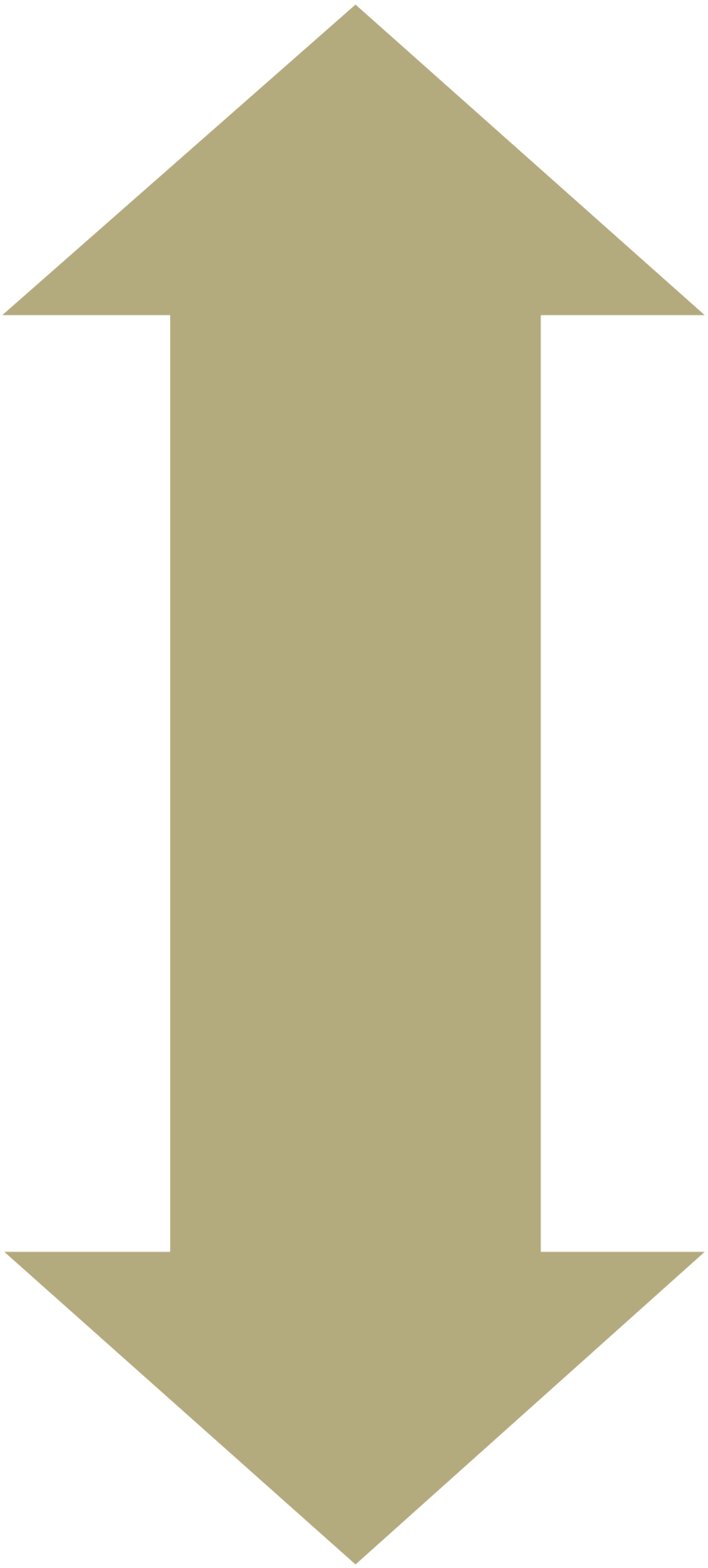
PLANNING

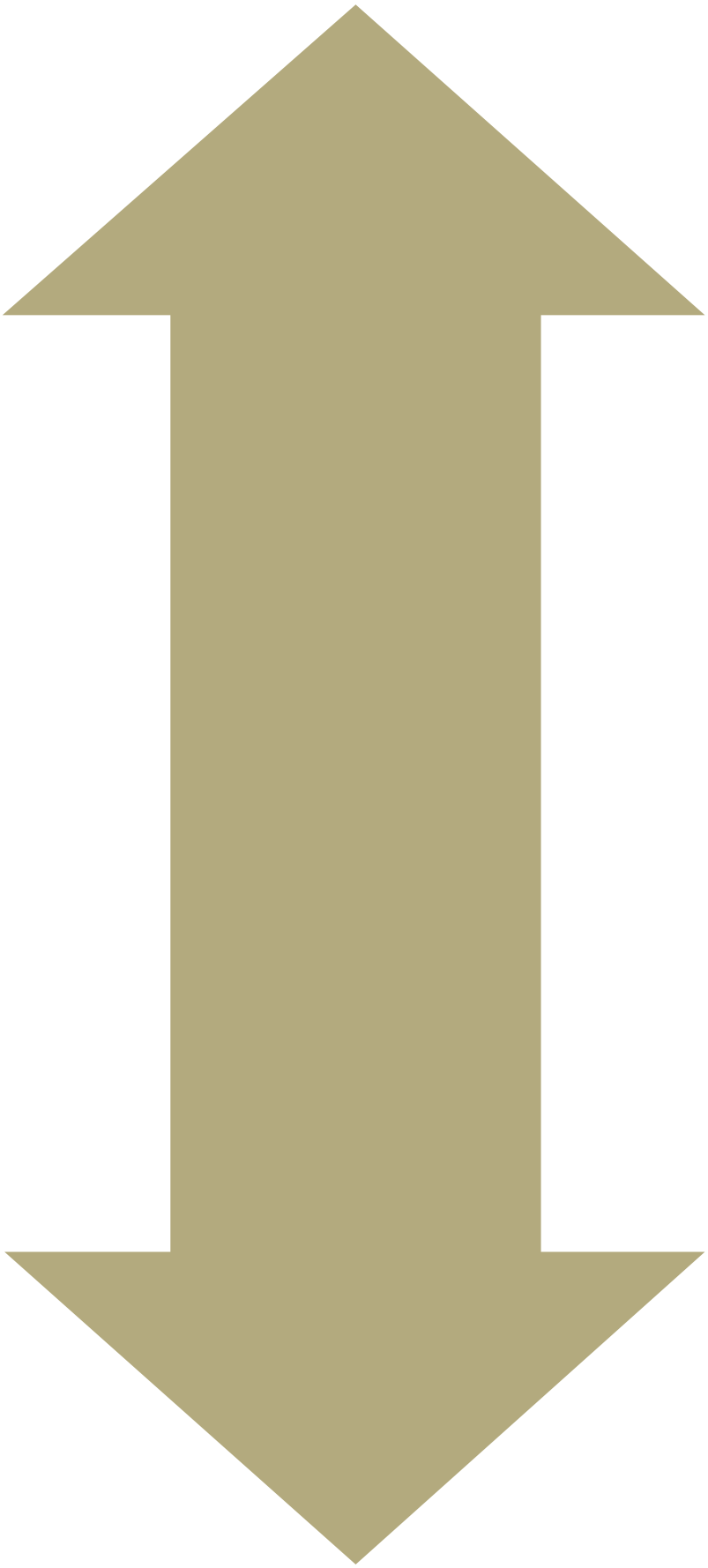
IMPLEMENTING

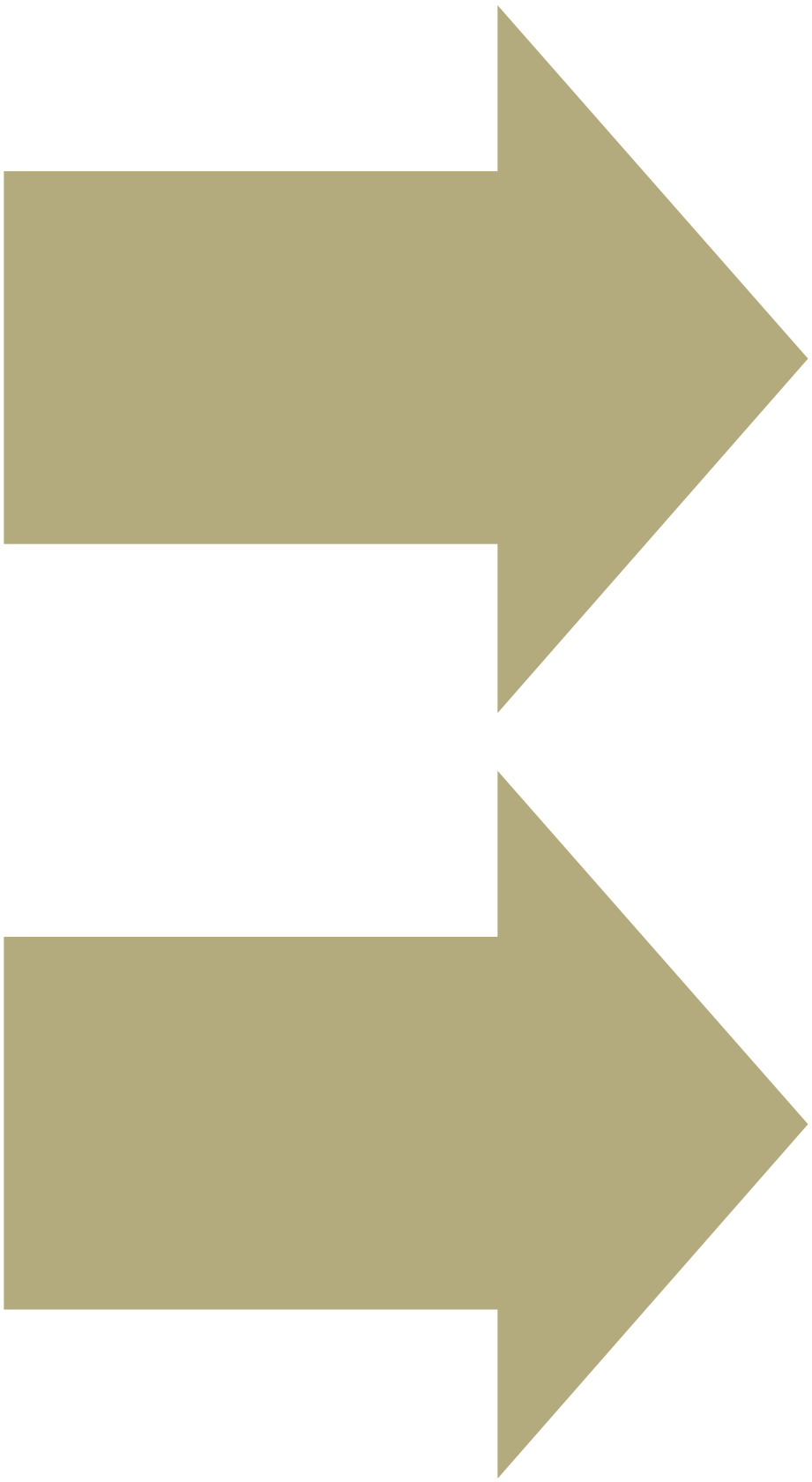
MONITORING

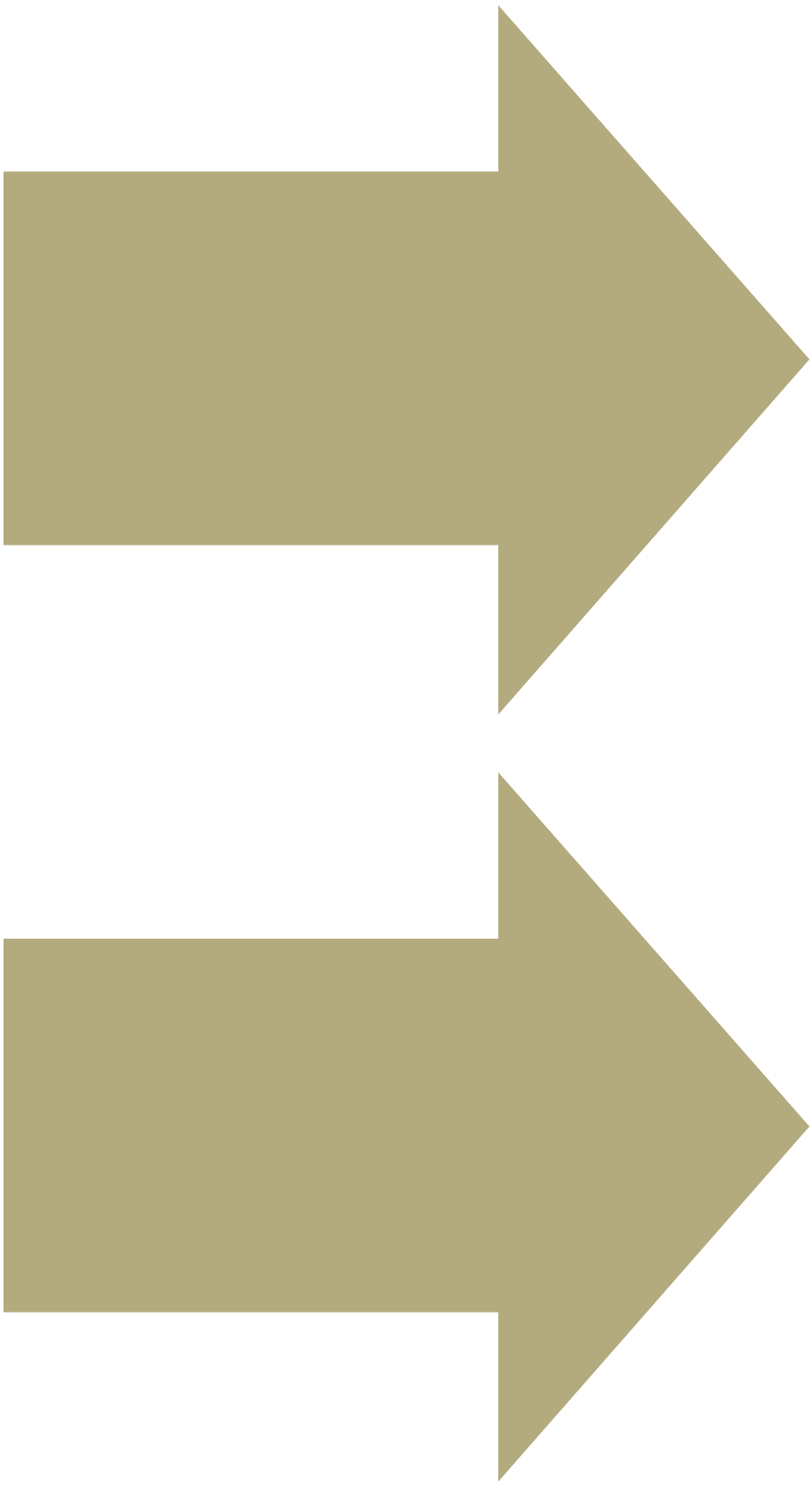
CLOSING

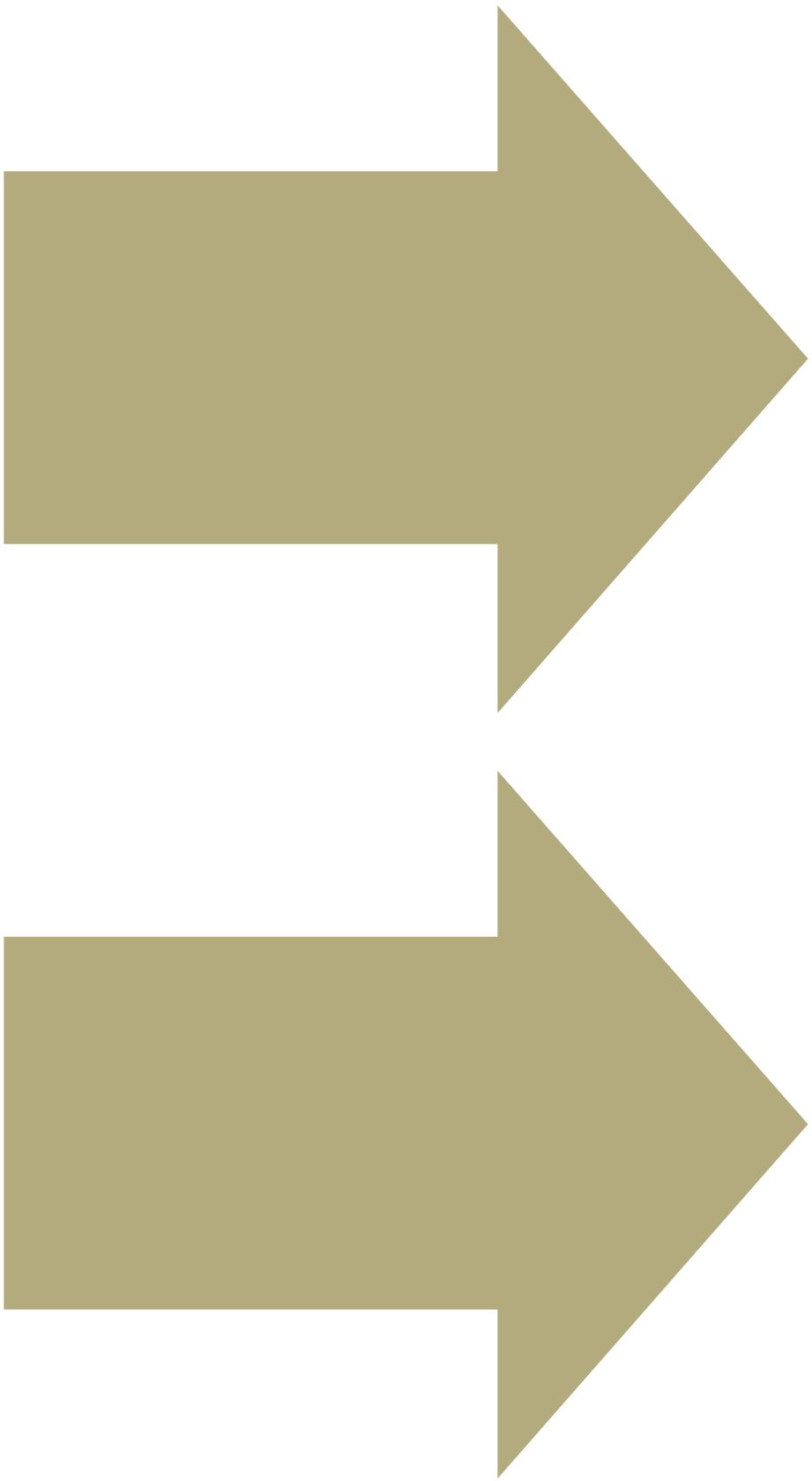












Facilitator Tool B
Tasks for Each Project Phase

PHASE	TASKS
Initiating	Research on topic; identify potential donors; write a concept note; write a proposal; draft goal and objectives; identify target group(s); identify partners; draft a broad budget for project activities; identify staff.
Planning	Finalize goal, objectives and activities (write project design framework); hire staff as needed; draft a detailed budget; convene partner meetings to identify roles and responsibilities; set up field offices; ensure availability of proper supplies and office equipment; conduct preliminary needs assessment; draft monitoring plan; set targets (time as well as # served) with donor and/or partners; conduct staff training as needed; write curriculum as needed; perform a stakeholder analysis; set exit strategy.
Implementing	Follow your project design framework; work according to plan; stay within budget and timeline; serve beneficiaries; troubleshoot and problem solve daily; conduct on-the-job training as needed; maintain good communications with both internal team and external partners; perform ongoing reporting; manage daily administration; work as a team.
Monitoring	Collect data as per monitoring plan; track data; analyze data; use data to inform project as a whole moving forward; write reports as necessary.
Closing	Carry out final evaluation if necessary; collect final data; write final report; share lessons learned with partners; document findings and lessons learned for future programs; close bank accounts; account for all spending with donor; close field office as necessary; reallocate staff as necessary; implement exit strategy.

Facilitator Tool C
Monitoring and Evaluation Vocabulary Matching

Cut along the dotted lines to create 12 individual rectangles with one M&E term on each.

MONITORING	INPUT
EVALUATION	OUTPUT
GOAL	OUTCOME
OBJECTIVE	BASELINE
QUALITATIVE DATA	TARGET
QUANTITATIVE DATA	INDICATOR

A continuous process that uses systematic collection of specified indicators to provide accurate information on program and project activities.

A systematic assessment of a completed program or project to determine whether or not objectives were achieved.

A broad statement of a desired, long-term outcome of a program; difficult to measure as written.

Statements of desired, specific, realistic and measurable program results.

Results or measurements expressed in terms of degree of excellence, value or worth.

Results or measurements expressed in numeric terms: numbers, rates or percentages.

Resources used in a project or program (such as people, training, equipment and materials) in order to achieve expected result(s).

Delivered activities or services such as people trained or people reached.

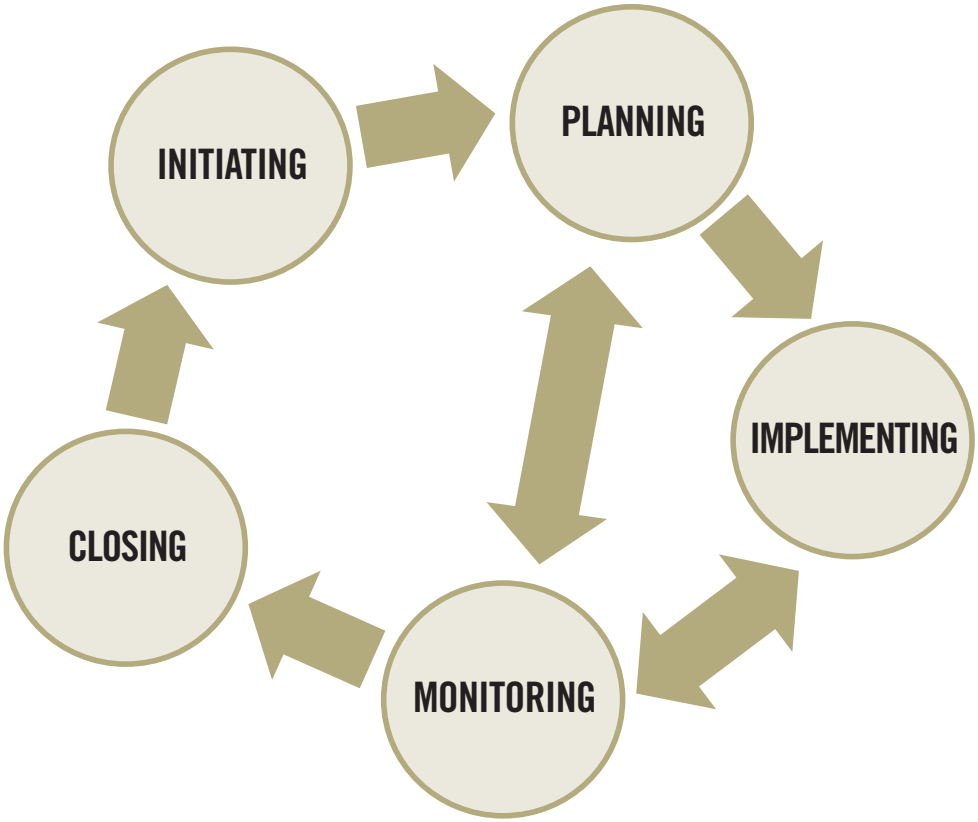
Changes in behaviors or skills attributable to a program or project.

Initial measurement prior to program implementation to obtain data that will be used as a basis for comparison.

A desired measurement for the future. Should not be arbitrary; needs to be based on realistic outputs.

Criteria for measuring an aspect of a program or project. Helps project managers compare expected results with actual results on a periodic basis.

Handout A
The Project Cycle



- **Initiating** is the first phase of the project management process, when assessments are made to understand the intent and importance of the project in order to determine the end goal and objectives.
- **Planning** focuses on how the work will be done, both in terms of how the objectives will be met and how the project will be managed.
- **Implementing** is when the project planning steps are implemented and put into action.
- **Monitoring** is assessing and measuring progress regularly to identify variances from the plan so that corrective action can be taken as necessary to meet project objectives.
- **Closing** is the phase during which project implementation is brought to a close, all work is completed and results are evaluated.

Handout B
Project Design Framework – Writing Goals, Objectives and Activities

PROJECT DESIGN FRAMEWORK COMPONENTS

Goal: A broad statement of a program's desired, long-term outcome; difficult to measure as written. Goals do not always have to be achieved by one project, but the goal is the stated "greater good" for which the project exists.

Objectives: Statements of desired results in order to work towards a goal. Most projects have two to four stated objectives in order to reach a goal. Objectives should be SMART:

SMART Objectives	
S = Specific	Is the objective clear in terms of what, how, when and where the situation will be changed?
M = Measurable	Are the targets measurable? How much of an increase will occur or how many people will be affected?
A = Area-specific	Does the objective delineate an area or population sector (e.g., sex, village, other geographic area)?
R = Realistic	Is the objective obtainable given the time frame and budget?
T = Time-bound	Does the objective specify a time period when it will be accomplished?

Activities: Actions or steps designed to achieve each objective. Activities typically are written in chronological order. Interventions can be broken down further into subactivities depending on a program's complexity and size.

Example

Goal: All PLHIV living in Community Y receive the care they need to be productive, happy citizens.

Objective 1: Train 30 community health workers (CHWs) in basic home-based care services, to start work in May 2012.

Activity 1.1: Revise 2009 Ministry-of-Health-approved CHW training curriculum to meet project standards.

Activity 1.2: Identify 40 potential CHWs to partake in the program.

Activity 1.3: Set date, venue, facilitators.

Activity 1.4: Hold three training sessions with 10 participants each.

List as many activities as needed…

Handout C
Project-Design Framework Tool

Add and/or delete lines to tailor this template to your project

Goal:_____

	PERSONNEL RESPONSIBLE	DEADLINE	STATUS/NOTES
Objective 1:			
Activity 1.1:			
Activity 1.2:			
Activity 1.3:			
Activity 1.4:			
Activity 1.5:			
Objective 2:			
Activity 2.1:			
Activity 2.2:			
Activity 2.3:			
Activity 2.4:			
Activity 2.5:			

Handout D
Monitoring and Evaluation (M&E) Vocabulary

TERM	DEFINITION
Monitoring	A continuous process that uses systematic collection of specified indicators to provide accurate information on program and project activities.
Evaluation	A systematic assessment of a completed program or project to determine whether or not objectives were achieved.
Goal	A broad statement of a desired, long-term outcome of a program; difficult to measure as written.
Objective	Statements of desired, specific, realistic and measurable program results.
Qualitative Data	Results or measurements expressed in terms of degree of excellence, value or worth.
Quantitative Data	Results or measurements expressed in numeric terms: numbers, rates or percentages.
Input	Resources used in a project or program (such as people, training, equipment and materials) in order to achieve expected result(s).
Output	Delivered activities or services such as people trained or reached.
Outcome	Changes in behaviors or skills attributable to a program or project.
Baseline	Initial measurement prior to program implementation to obtain data that will be used as a basis for comparison.
Target	A desired measurement for the future. Should not be arbitrary; needs to be set based on realistic outputs.
Indicator	Criterion for measuring an aspect of a program or project. Helps project managers compare expected results with actual results on a periodic basis.

Handout E
Indicators

Definition

An **indicator** is a variable that measures one aspect of a program or project that is directly related to the program's objectives.

The variable's value changes from the baseline level at the program's beginning to the new value after activities have been implemented. The indicator measures the value of change in meaningful units, allowing for pre- and post-project comparison. This change is typically presented as a percentage or number. Characteristics of effective indicators include:

- Are specific and verifiable measures of achievement.
- Measure the minimum number that is important or effective.
- Help project managers determine if objectives have been met.
- Are written in cooperation with stakeholders.

Examples of Indicators

INDICATOR	BASELINE	TARGET
Number of women trained in voluntary counseling and testing (VCT).	0	100
Percentage of population that knows how to correctly use a condom.	27%	50%
Number of year-six students who have sexual education classes.	217	850
Number of prevention brochures distributed.	0	2,500

Clarifying Indicators

Indicators should be clearly defined. A poorly written indicator may feature language that is not clear, leaving some room for interpretation. Since indicators should be as specific as possible, clarifying sentences can help define confusing terms.

Examples of Clarifying Indicators

- Number of youth *trained** as peer-to-peer counselors

  * *Trained* = Must be present for 80 percent of all sessions and receive a score of 70 percent or higher on their final test. Those who do not meet both standards cannot be counted.

- Number of women who receive the full prevention of mother-to-child transmission (PMTCT) package**

  ** *Full PMTCT package* = VCT services, at least three follow-up counseling sessions, anti-retroviral (ARV) treatment, delivery in a clinic by certified personnel, at least two sessions on safe feeding by certified personnel. If any one of these is missing or incomplete, the beneficiary *cannot* be counted.

Financial Management

BACKGROUND NOTES

International donor agencies are requiring higher levels of financial accountability from their recipients. Thus, they tend to look for partner organizations with a proven track record of sound financial management; frequently, they will also require an external audit. Financial transparency is a critical component in fundraising, project management and donor relationships. Nonetheless, many NGO project managers lack confidence when it comes to financial management.

Through its workshops, CEDPA has seen firsthand how easy it is for project managers and technical experts to acquire the knowledge, skills and comfort needed to supervise financial operations and utilize financial reports to improve program effectiveness. All NGO management personnel can and should understand basic financial systems. A healthy organization ensures that budgets are reviewed by multiple people, not just an accountant or financial officer. All managers and leaders, even if their expertise is not in the financial sector, need to be able to draft and read a simple budget and analyze a financial report to identify questions and concerns. Everyone, from the organization's president to its project staff, should have basic financial management skills.

This one-day financial management session is designed to give participants the fundamental background needed for building organizational and project budgets, some practice reading and analyzing budgets, and an understanding of simple internal controls to safeguard the organization. Although the tools presented are basic, understanding these financial fundamentals is critical for the growth of any leader or manager.

This session differs slightly from the others, as it is essential that one of the facilitators have some background in budgeting and financial management. If a facilitator with this skill set is unavailable, the lead workshop facilitator should work with a financial manager who can assist with budget design and answer more complex participant questions throughout the session.

"A wise man should have money in his head, but not in his heart."
—Jonathan Swift, a 17th-century Anglo-Irish writer and poet

SESSION OBJECTIVES

At the end of the session, participants will be able to:

1. Design a simple organizational budget
2. Design a simple project budget
3. Read and analyze program-level operating statements
4. Implement simple, financial internal-control measures

PREPARATIONS

The following is a checklist for the facilitator:

Activity One: Climate Setter – Definition and Importance of a Budget

- Write the session objectives on a flipchart.
- Write the definition of "budget" on a flipchart (see Activity One for definition).

Activity Two: Building an Organizational Budget

- Prepare copies of *Handout A: Case Study on Women Help.*
- Use *Facilitator Tool A: Women Help's Income and Expenditures* for the list of line items in the organizational budget.
- Use *Facilitator Tool B: Complete Organizational Budget* for an example of the final organizational budget.

Activity Three: Project Budgets

- Use *Facilitator Tool C: Finished Budget for Part B of Case Study on Women Help* for an example of the final project budget.

Activity Four: Reading a Budget

- Prepare copies of *Handout B: Budget-Analysis Case Study* and *Handout C: January Program Budget for Linda Case Study.*
- Use *Facilitator Tool D: Answers to Linda's Program Budget* for the answers to the case-study activity.

Activity Five: Budget Analysis

- Prepare copies of *Handout D: Monthly Program Budget and Cash-Flow Plan.*

Activity Six: Internal Controls

- Prepare copies of *Handout E: Internal Controls.*
- Prepare a flipchart with the definition of internal controls.
- Make one copy of *Handout F: Internal Controls Role-Plays* and cut out each of the four scenarios. See *Facilitator Tool E: Role-Plays for Internal Controls* for instructions and notes of potential outcomes from role-playing activity.

Time Allotment for Each Activity

ACTIVITY TITLE	TIME
Activity One: Climate Setter – Definition and Importance of a Budget	30 minutes
Activity Two: Building an Organizational Budget	60 minutes
Activity Three: Project Budgets	75 minutes
Activity Four: Reading a Budget	60 minutes
Activity Five: Budget Analysis	60 minutes
Activity Six: Internal Controls	75 minutes
Total Time	**6 hours**

ACTIVITY ONE: CLIMATE SETTER – DEFINITION AND IMPORTANCE OF A BUDGET

Estimated time for this activity: 30 minutes

This first activity begins a conversation about budgets and why they are important. Often participants are nervous about financial management: Budgeting is traditionally not a "fun" topic and there is often stress associated with the subject. This activity is designed to put participants at ease, make them aware of why financial management is so critical and get them excited about the rest of the day.

1. Greet participants and review the day's objectives on a flipchart.

2. Facilitate a discussion with the large group by asking the questions below. Pause for two to three minutes after asking each question to allow people to answer openly.

    - *What kind of budgets do you think about on a day-to-day basis, but don't write down?*
      Sample answers: Lunch budget, gas/transportation budget, how much to spend on new clothes.

    - *What are some household or personal budgets you feel are important to write down?*
      Sample answers: Budget for an event such as a wedding; weekly grocery budget; household budget; school fees; Christmas, Ramadan or other holiday budget.

    - *What are some budgets you use in your organization?*
      Sample answers: Budget for supplies; program budget; organizational budget; budgets for equipment, per diem and travel.

3. Continue the discussion by asking the group:

    - *Why are budgets important for your organizations?*
    - *Why is this training session important?*

    Ideally, the participants will identify the fact that budgets are necessary for program managers to track expenses, plan activities and meet donor requirements without spending too much or too little of the funds available. Good financial management leads to sound project management.

Post the flipchart sheet with the definition of "budget" and ask if there are any questions.

Definition of "Budget"

A **budget** is an itemized summary of probable expenditures and income for a given period, usually encompassing a systematic plan for meeting expenses.

ACTIVITY TWO: BUILDING AN ORGANIZATIONAL BUDGET

Estimated time for this activity: 60 minutes

In this activity, participants will review two types of budgets – an organizational budget and a project budget. Rather than distribute a complete organizational budget that might confuse or overwhelm the group, participants will build an organizational budget one step at a time during this activity. This approach should make the process less intimidating to those new to financial management.

1. Explain that the group is going to examine two types of workplace budgets – an overall *organizational* budget and a detailed *project* budget.

   Ask participants to explain the difference between the two types of budgets. Take several answers until someone can explain it correctly. An *organizational budget* includes all of the expenditures of the organization, ranging from rent to projects to salary. A *project budget* focuses only on the details of one project.

2. Ask participants to work in their table groups. Distribute to each table a copy of *Handout A: Case Study on Women Help*, along with a large piece of flipchart paper and some markers.

   Ask each group to focus only on Part A of the case study to construct two lists – a list of Women Help's income sources and a list of the expenditures that should be included in its organizational budget. Be sure that everyone understands the meaning of "income" and "expenditure." Allow 15 to 20 minutes.

   When participants have finished, ask for a group to volunteer to present its results. Record the group's two lists on a flipchart formatted as follows:

   List of income sources

   1

   2

   3

   4

List of expenditures

1

2

3

4

3. Ask the other groups if they have items on their lists that were not presented and add these to the flipchart.

   When all the groups have had a chance to add items, the lists on the flipchart should look similar to those in *Facilitator Tool A: Women Help's Income and Expenditures.*

   Explain that these two lists represent the building blocks of an organizational budget. Only a few more things need to be added to make it a complete organizational budget.

4. Next, on the same flipchart, draw horizontal lines between each item listed. Then draw three columns to the right of the list. The flipchart should now look like this:

List of income sources			
List of expenditures			

3. Ask the group:

   - *What should the three columns to the right be labeled in order to complete our budget?*
     Answer: Quantity, cost and total.

   Complete a few lines of the budget to illustrate this. For instance, under expenditures someone might have suggested rent. So, ask participants the following:

   - *What should go in that row under the column labeled quantity?*
     Answers: Most likely it would be 12, for 12 months in a year.

- *What about cost?*
  Answer: The facilitator should make up a figure based on the average monthly rent in the group's country or location.

- *What goes in the last column on the right, labeled total?*
  Answer: To calculate the total amount an organization should budget for rent as an annual expenditure, multiply *quantity by cost*.

Note: See *Facilitator Tool B: Complete Organizational Budget* for an example of what the final product should look like.

Once the group has filled in a few rows, explain that by adding the figures now listed in the right-hand column, one can determine the total income the organization expects to generate in a particular year, as well as its anticipated costs. Hopefully, these two numbers are the same, or income exceeds expenditures. If expenditures are greater than income, the organization has financial problems.

4. Facilitate a large-group discussion by asking the questions below. Go through the questions slowly so participants can answer each question fully before continuing.

   - *How often does an organization write/revise an organizational budget?*
     Answer: Annually or after a major change in structure.

   - *Who should be included in an organizational budget development team?*
     Answer: This depends on the size of the organization. Examples include CEO or president, board director or board finance committee, technical representatives, financial director and/or accountant.

   - *What do you do if expenses exceed income?*
     Answer: The organization either brings in more money or cuts expenses. Typically it is easier to cut expenses, as this can happen immediately while fundraising may take more time.

   - *What expense items would you include in an organizational budget that you would not include in a project budget?*
     Answer: Fundraising expenses, board costs, rent, certain staff positions.

5. To transition to the next activity, explain that the group will now examine a project budget.

ACTIVITY THREE: PROJECT BUDGETS

Estimated time for this activity: 75 minutes

This activity will introduce participants to the basic format of a project budget and help them think through all the costs necessary to run a project.

1. Explain that *project* budgets are much more detailed than *organizational* budgets. While an organizational budget might have general line items, the project budget breaks outline items more specifically. Building a project budget is a critical component of *designing a project;* one must think through each specific stage of the project and be sure to include those costs from beginning to end. Ask the group:

    - *What happens if you leave something out of a project budget, such as transportation?*

    Allow several participants to respond.

    Note: The answers should point out the following: Typically, donors will not increase a grant after the award is made and the documents are signed. Therefore, for any item not included in the original project budget, the project manager will need to make adjustments to other line items in the budget or to project activities to make up for the missing expense item. For instance, if "transportation" was forgotten in a project budget, the organization might have to find a cheaper hotel for "accommodations," and put the money saved toward transportation costs.

2. Refer the table groups back to *Handout A: Case Study on Women Help.* Ask participants to read Part B of the case study and develop a project budget based on the information.

    Write the following questions on a flipchart to help groups with the task:

    Staff

    What percentage of time does the project director devote to this project? The president? Accountant? Administrative assistant?

    Direct costs

    What costs will be incurred to run this project for one year?

    Note: Direct costs might include transportation, materials, goods distributed (such as prenatal packets or condoms), sub-grants to partners, etc.

3. When everyone has finished, ask one group to volunteer to present its budget. (Choose a different group than the one that presented in the last activity.)

   After the group has presented, ask the other participants:

   - *Is anything missing from this list that you would like to add?*

   Add other items to the list based on participant suggestions. When the list is complete, it should look similar to *Facilitator Tool C: Finished Budget for Part B of Case Study on Women Help.*

   Note: Budgeting a "percentage of staff time" might be a confusing concept to some participants, so take some extra time to review and discuss. For example, since the project director is devoted to this project exclusively, 100 percent of her time likely will be included in this budget. In contrast, the president might divide her time evenly between projects (50 percent) and fundraising (50 percent). If the organization implements two projects, then the president would spend 25 percent of her time on the support-group project.

   There is no definitive right or wrong answer for the exercise, as long as participants can demonstrate that they thought through the process to arrive at a realistic answer. Budgeting staff time is important to budget design. Often, staff who are unfamiliar with budget development will account for other direct costs such as transportation, supplies and materials, but forget to budget for staff time. Covering salaries in projects is essential to meet organizational costs.

   Also be sure to include items that affect the entire project, such as costs of conducting a final evaluation, annual pay or cost-of-living increases, wire transfer or banking fees, audit fees, consultants or communications costs.

4. Review the differences between an *organizational* budget and a *project* budget again with the group. Ensure everyone understands the difference and feels comfortable with both budget templates.

ACTIVITY FOUR: READING A BUDGET

Estimated time for this activity: 60 minutes

Now that participants are comfortable with *designing* a budget, they will learn how to *analyze and review* one. This activity takes them through this process.

1. Explain that the group will now do some simple budget analysis. For those who think they do not need this skill – perhaps a president or a technical person who thinks that budget analysis is only for the accountants and financial managers – pose the following question to the group:

    - *Why is it important to learn this skill?*
      Sample answers: To ensure transparency, accountability and accuracy, all NGO staff members should be able to read a budget and identify inconsistencies and questions. Budgets are written by humans, and are therefore imperfect. Involving additional knowledgeable staff members in the process helps reduce potential for error.

2. Distribute *Handout B: Budget-Analysis Case Study* and *Handout C: January Program Budget for Linda Case Study*. These handouts present another case study and corresponding budget.

    Ask participants to work in pairs to read this case study and answer the questions at the bottom of the page. Allow 20 to 30 minutes to complete the questions.

3. When everyone has finished, review responses together. If there are differences of opinion, allow the participants to discuss and agree upon a solution. The facilitator does not need to provide all the information, as the answers can all be found in the context of the budget.

    Note: For assistance, answers to the questions on *Handout B* are in *Facilitator Tool D: Answers to Linda's Program Budget.*

4. Next, facilitate a discussion using the questions below:

    - *How often should you review your budget against actual costs?*
      Sample answer: At least quarterly.

    - *Is it acceptable to ask a donor for budget changes?*
      Answer: Typically, small changes do not have to be cleared with a donor but check the donor agreement for specific guidance. It is common practice that any line-item changes that exceed 10 percent of the originally budgeted amount must be approved by the donor. When in doubt, speak to the donor. It is better to be transparent and open about changes that need to be made.

    - *Is changing your budget a sign of good or poor program management?*
      Answer: Both. If too many changes need to be made, it can be a sign that it was a poorly designed budget. However, it is very common for small changes to be made to budgets as the project matures. It is best to identify necessary changes as early as possible and to be proactive in making adjustments. In these cases, changes to the budget are a sign of strong project management.

ACTIVITY FIVE: BUDGET ANALYSIS

Estimated time for this activity: 60 minutes

Participants will likely need more practice analyzing budgets. This next activity will give the group additional experience, with a slightly more complex budget.

1. Ask participants if it was easy or difficult to read the last budget. Explain that they are going to have more practice with budget analysis in this activity.

2. Distribute *Handout D: Monthly Program Budget and Cash-Flow Plan*, which is an Excel spreadsheet of an annual organizational budget.

   Be sure that everyone understands the format of the handout and the vocabulary used, such as: *cash flow, in kind* and *fee-for-service.*

   Divide participants into pairs or groups of three. Explain that they should review this budget with the critical eye of a program manager or director to identify such questions or concerns as the following:

   - Inconsistencies
   - Expenditures that raise questions
   - Expenditures that may impact operations over the year
   - Cash-flow issues
   - Missing items

   Allow about 15 minutes for the activity

3. When everyone has finished, ask the first group to share *one* question or concern about the budget. Be sure that everyone sees the item in the budget and understands the concern. Write this item on a flipchart.

   Ask another group to share a different issue or concern. Again, ensure that all participants understand. Continue to ask for their responses until no one has anything new to add to the list. Write all responses on a flipchart.

   If any budget issues are missed, the facilitator should add to the list using the examples on the following page.

   Note: In the box on the following page are several items in the budget that should lead a program manager to raise questions. It is possible that some of the concerns have explanations. For example, perhaps this organization hosts an annual conference in June, requiring large expenditures in travel and supplies during that month. However, the questions need to be asked.

- ✓ Postage is listed twice and it is much higher in April than other months. Why?
- ✓ There is no income from government grants between April and October. Why? Is there a way to ensure income during every month of the year?
- ✓ Does the organization ever go in debt? When? Why?
- ✓ Why is the cost for supplies not spread out evenly across each month? Instead, there are two huge expenditures – $10,000 in June and $5,000 in October.
- ✓ Why is the cost for copies not spread out evenly across each month? Why is there a huge fee of $1,000 in April?
- ✓ The $10,000 cost of a van in January (the first month) makes cash flow difficult for the rest of the year. What are some possible solutions? Would it make more sense to rent a vehicle and pay monthly?
- ✓ Given that the fee-for-service counselors get paid in December, why is there no fee-for-service income in that month?
- ✓ Why are travel expenses so much higher in June?
- ✓ Note that it is *not* a mistake that in-kind rent is listed as both an income and an expense. To track in-kind donations, always quantify the donation with an amount, and then, put it in *both* columns. Every month, it comes in as a donation and then, exits as an expense, leaving the organization even. Tracking this flow in the books serves as a reminder of how important this donation is. If this in-kind donation stopped, this organization would have to find $7,200 a year to make up for it.

4. Before finishing this activity, ensure that participants are clear about how to read a budget and how to identify areas that need further examination. Explain again that sometimes budget abnormalities have good explanations and it is the responsibility of the manager or director to ask about these abnormalities and ensure that things are running smoothly.

ACTIVITY SIX: INTERNAL CONTROLS

Estimated time for this activity: 75 minutes

This last activity moves away from budgeting and budget analysis, and ends the session with a topic that is just as important, but with an activity that is more fun. Budgets and budget monitoring are critical for financial responsibility. However, there are other measures an organization needs to take to assume financial responsibility.

1. Ask the participants:

   - *What do you think of when you hear the term "internal controls"?*

   Ask for opinions and allow several participants to share their ideas. When finished, show everyone the definition that is written on a flipchart.

> **Definition of "Internal Controls"**
>
> **Internal controls** are methods and policies designed to prevent fraud, minimize errors, safeguard assets and achieve compliance with established legal and accounting policies and procedures.

2. Explain that internal controls can be *preventive* or *detective*. Write the two words on flipchart paper and ask participants if they understand the terms. Have a few volunteers explain for the rest of the group.

   - **Preventive:** Something implemented before an event to safeguard against possible problems, such as purchasing insurance.

   - **Detective:** Measures or systems put in place to double-check what has happened in the past and to detect if there are any problems, such as performing audits.

3. Distribute *Handout E: Internal Controls*. Review the handout with the large group.

   Ensure everyone understands both the *preventive* and *detective* examples. The facilitator should be open to other controls or ideas that participants use or suggest. Perhaps a participant has experience with a control measure not on the sheet. In such cases, just ask participants to add their own examples.

4. Next, the group will role-play some internal control situations that could arise in the categories that were just discussed.

   Divide participants into four groups and give each group one of the scenarios presented in *Handout F: Internal Controls Role-Plays.*

Ask each group to act out the role-play described in the scenario. The role-plays should also demonstrate a policy or internal-control procedure for resolving or addressing the situation portrayed in the skit. Encourage the participants to refer back to *Handout E: Internal Controls* to identify possible solutions to the problems described in the role-play scenarios.

5. After each group finishes its role-play, facilitate a brief conversation using the following questions:

    - *What was the problem presented here?*
    - *What was the solution the group suggested using?*
    - *Do you think this is a good solution? Are there other solutions you would propose?*
    - *Do you think this problem is realistic? Could you use any ideas from this skit to strengthen internal controls in your own organization?*

    Note: The scenarios and facilitator notes to guide the discussion are included in *Facilitator Tool E: Role-Plays for Internal Controls.*

6. When all groups have finished their skits, give a round of applause for everyone's participation. Reinforce the idea that financial management and financial responsibility are not something to be feared and are, in fact, a key responsibility of project managers. Stronger financial systems result in stronger organizations, which are able to serve more beneficiaries.

Facilitator Tool A
Women Help's Income and Expenditures

For the task outlined in *Handout A: Case Study on Women Help*, the complete list should look similar to the list below. Key points to capture: all four sources of income, all five staff member salaries as expenditures, and other basic costs. It is wonderful if groups recognize that running an annual bazaar, though a source of income, would also have costs incurred in the planning phase.

Income sources

Ford Foundation

Danish Embassy

Dairy company

Annual bazaar

Expenditures

Salaries: President

Accountant

Project manager 1

Project manager 2

Administrative assistant

Rent

Utilities (e.g., electricity, phone)

Equipment/supplies

Annual bazaar (e.g., space rental, refreshments)

Project 1: Support groups

Project 2: Nutrition services

Facilitator Tool B
Complete Organizational Budget

After adding the three right-hand columns to the flipchart – quantity, cost and total – the budget should start to take shape.

	QUANTITY	COST	TOTAL
Income sources			
Ford Foundation			
Danish Embassy			
Dairy company			
Annual bazaar			
Total Income			
Expenditures			
Salaries: President			
Accountant			
Project manager 1			
Project manager 2			
Administrative assistant			
Rent			
Utilities (e.g., electricity, phone)			
Equipment/supplies			
Annual bazaar (e.g., space rental, refreshments)			
Project 1: Support groups			
Project 2: Nutrition services			
Total Expenditures			

Facilitator Tool C
Finished Budget for Part B of Case Study on Women Help

While the participants are not required to prepare budgets exactly like this example, the highlighted elements below must be included in their budgets, as per the narrative in the case study. As for the rest, allow participants some creative license. Encourage them to think through the material and come up with as many ideas as possible.

ITEM	QUANTITY	COST	TOTAL
Staffing			
President	25%		
Accountant	40%		
Project director	100%		
Administrative assistant	25%		
Grants			
Grants for support groups	3		
Other Direct Costs			
Travel – Project director, rural	16 groups x 2		
Accommodation – Project director	16		
Training venue	1		
Training food – all	24		
Training accommodation – rural only	16		
Training transportation – rural only	16		
Supplies			
Communications			
TOTAL			

Facilitator Tool D
Answers to Linda's Program Budget

1. *What should Linda tell Smita?*

   According to the budget, $1,743 was budgeted for *health insurance*, but the actual line item shows that this has not yet been paid. So, it looks as though the organization is behind in its payments. Linda should immediately pay the health insurance bill, and tell Smita that she can now see her doctor.

2. *What should Linda tell Prudence?*

   According to the budget, there is no money budgeted for *computer repairs* or *computer equipment,* even though $350 has already been spent. So, the organization is already over budget for computer repairs. Linda needs to make a decision: Is it critical to fix Prudence's computer? If so, she needs to find the money from another line item. If not, she needs to tell Prudence that her computer cannot be fixed this month.

   Regarding Prudence's question about client incentives, one can see from the budget that the *client incentives* line item is already $650 over budget. Therefore, it is not wise for Prudence to spend another $500 on client incentives this month.

3. Assess the status of the program budget. Has the program been well-managed so far?

   According to the last few lines of the budget, this organization has already overspent by $527. So, no, it has not been managed well so far. A well-managed budget does not go over budget.

4. Is additional funding needed? How much?

   Yes, at least $527, plus more money likely will be needed to continue programming.

5. Develop a plan of action for modifying the budget.

   Linda should start on two levels: cutting costs and raising money. First, she should meet with her team to explain the situation and ask for everyone's help to trim office costs in the coming months to make up for January's over spending. Next, she needs to speak to the board or the president and discuss the possibility of finding more funding to supplement this budget, since it is clear that her program budget is not sufficient to cover actual costs.

Facilitator Tool E
Role-Plays for Internal Controls

Scenario One: For Participant Groups

The bookkeeper discovers that several blank checks (un-numbered) are missing from her drawer. She is afraid to inform the executive director and has no access to the bank accounts to verify if the checks have been used. The last time she looked through the checkbook was about a week ago.

Facilitator Notes on Scenario One

The participants will role-play this situation and then offer a solution. One possible solution is that checks must be kept in a locked drawer and the organization must keep a log of all checks written to avoid confusion. The participants may present a different solution.

Scenario Two: For Participant Groups

The program director, while conducting a site visit to a remote program location, notices that the two new laptop computers she recently purchased with a grant are missing. No one seems to remember who had them last and no one can recall exactly what they looked like or what information was on them.

Facilitator Notes on Scenario Two

The participants will role-play this situation and then offer a solution. A possible solution is to make one specific staff member responsible for keeping a log of all equipment checked in/out to staff, and staff must sign to confirm when they borrow equipment from the office. There could be a new policy that any staff member who borrows a computer is financially responsible for the equipment during that time; he or she must pay to repair or replace it if it is damaged, lost or stolen. The participants may present a different solution.

Scenario Three: For Participant Groups

The board chair has appointed his wife as treasurer and has asked that all bank statements be mailed directly to their home in the future. The board chair has also announced that beginning next month he alone will have check-signing authority.

Facilitator Notes on Scenario Three

The participants will role-play this situation and then offer a solution. One possible solution is to institute a policy that all checks need to be signed by two staff members – perhaps the financial officer and the president, or the financial officer and the board chair. A complementary policy would be that all board roles and assignments must be approved with a majority vote of the entire board, therefore preventing the board chair from having too much power or authority. The participants may present a different solution.

Scenario Four: For Participant Groups

Your supervisor refuses to approve your travel authorization request to attend an important training conference that is in your program budget and required by the funder. The supervisor says the agency is experiencing cash-flow problems and that while the training was indeed in the budget, there are currently more important expenses that need to be covered. The day before the training, she suggests that you call the funder to say you are very ill and will not be able to attend the conference.

Facilitator Notes on Scenario Four

The participants will role-play this situation and then offer a solution. One possible solution is for the employee to bring this situation to the attention of the board chair or organization president, because keeping the donor happy is more important than cash-flow issues, especially if the money has been appropriated. It is not recommended that the person contact the donor about this issue, as the situation does not reflect well on the organization. To prevent this situation from happening in the future, a policy could be written that requires staff travel to be approved in advance during staff meetings so that the process is transparent and planned. The participants may present a different solution.

Handout A
Case Study on Women Help

Using the information below, each table group should make a list of all income sources and all expenditures for Women Help.

Part A: About the Organization as a Whole

Women Help is an organization with two projects: a counseling project for support groups and a nutrition project to support women-headed households in need of food assistance.

Women Help receives funds through three major donors: the Ford Foundation, a national dairy business and the Danish Embassy. With these three grants, Women Help is able to meet its operational and programmatic costs. To supplement these funds, Women Help also holds an annual bazaar to earn unrestricted funds.

Women Help has five full-time staff: a president, an accountant, two project managers and an administrative assistant. Women Help also has several unpaid volunteers.

Women Help is located in a small, urban office and has monthly costs such as rent, electricity, phone and equipment.

Part B: About the Counseling Project

The counseling project is a very successful component of Women Help's work. The organization oversees 24 support groups: eight in the capital city and 16 in rural areas. Although the support groups are run by volunteer coordinators, the project director visits each support group twice a year and meets with the volunteer coordinators to ensure the support group is able to offer or refer members to appropriate services.

In addition, the project directors hold a one-week training annually for all volunteer coordinators. All coordinators come together to learn new information about the HIV epidemic, hear speakers discuss cutting-edge programming components and practice their facilitation skills so they are better able to serve the women in their support group.

Finally, Women Help awards three small grants each year to its member support groups. This competitive grant allows support groups to run small programs for their local communities.

Handout B
Budget-Analysis Case Study

CASE STUDY TEXT

Linda sat down at her new desk at her new job and thought to herself, "This is so exciting. I have always wanted to be a director, and now I am. I am going to do everything by the book, and I am going to make sure our programs come in right on budget."

Just as she was organizing the last few items on her desk, two staff members walked in.

"Linda, I do not want to bother you on your first day here," said Smita, the monitoring and evaluation specialist. "But I tried to see a doctor this morning and I was told our health insurance had been cancelled. Is this true?"

"Sorry," Linda responded. "I cannot answer that question right now. Can I get back to you tomorrow?" As Smita walked away, Linda wondered to herself silently, "Does Smita's health insurance fall under my program budget?"

Linda then turned to Prudence, a program counselor, and asked, "How can I help you?"

"My computer is not working again," Prudence answered. "I think I need a new one. And is it OK to spend $500 this month for client incentives?"

"Oh, I will need to see what is in the budget. Can I get back to you?" Linda asked. Then, she thought to herself, *"I need a copy of my program budget and I need to know what we have spent and what is left. Then, I can answer Prudence's questions."*

PARTICIPANT INSTRUCTIONS

Find a partner to work with. Using the corresponding budget in *Handout C: January Program Budget for Linda Case Study*, answer the following questions:

1. What should Linda tell Smita?
2. What should Linda tell Prudence?
3. Assess the status of the program budget. Has the program been well managed so far?
4. Is additional funding needed? How much?
5. Develop a plan of action for modifying the budget.

Handout C
January Program Budget for Linda Case Study

INCOME/EXPENSES LINE ITEM		BUDGET	ACTUALS	ACTUAL OVER (UNDER) BUDGET
Income				
	Donations	$1,937	$1,937	$0
	Federal Grant	$18,300	$18,300	$0
	Foundation Grant	$8,202	$8,202	$0
Total Income		**$28,439**	**$28,439**	**$0**
Expenditures				
Salaries	Executive Director	$3,900	$3,900	$0
	Receptionist	$1,400	$1,400	$0
	Financial Advisor	$2,750	$2,750	$0
	Program Staff	$6,280	$6,280	$0
	Driver/Grounds Keeper	$800	$800	$0
Benefits	Employee Taxes	$671	$671	$0
	Health Insurance	$1,743	$0	-$1,743
Other Direct Costs	Rent	$650	$650	$0
	Utilities	$230	$274	$44
	Telephone	$150	$160	$10
	Copy/Printers	$220	$220	$0
	Internet	$75	$75	$0
	Shipping/Postage	$90	$135	$45
	Printing	$140	$178	$38
	Office Supplies	$200	$260	$60
	Equipment	$0	$800	$800
	Equipment Repairs	$0	$350	$350
	Truck Maintenance	$65	$73	$8
	Fuel	$100	$120	$20
	Accounting	$1,300	$1,300	$0
	Audit	$575	$0	-$575
	Domestic Travel	$1,800	$2,230	$430
	International Travel	$4,000	$4,490	$490
	Client Incentives	$500	$1,150	$650
	Board Expenses	$800	$700	-$100
Total Expenditures		**$28,439**	**$28,966**	**$527**
Revenue Less Expenditures		**$0**	**-$527**	**-$527**

Handout D
Monthly Program Budget and Cash-Flow Plan

INCOME	TOTAL BUDGET	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Government grants	**$62,000**	12,000	4,000	16,000							10,000	4,000	16,000
Foundation grants	**$55,000**		5,000		7,500	15,000			5,000		7,500	15,000	
Fundraising	**$13,000**			1,500			5,000			1,500			5,000
In-kind rent	**$7,200**	600	600	600	600	600	600	600	600	600	600	600	600
Fees for service	**$42,500**	3,000	4,500	4,500	5,000	5,000	3,000	3,000	4,500	4,500	3,000	2,500	0
Total Income	**$179,700**	**15,600**	**14,100**	**22,600**	**13,100**	**20,600**	**8,600**	**3,600**	**10,100**	**6,600**	**21,100**	**22,100**	**21,600**
EXPENSES													
Case manager	**$38,004**	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167
Counselors (bring in fees for service)	**$98,004**	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167	8,167
In-kind rent	**$7,200**	600	600	600	600	600	600	600	600	600	600	600	600
Supplies	**$15,000**						10,000				5,000		
Travel	**$4,200**	300	250	300	500	350	1000	250	250	250	250	250	250
Van	**$10,000**	10,000											
Postage	**$3,150**	150	150	150	1,500	150	150	150	150	150	150	150	150
Copying	**$1,050**	50			1,000								
Telephone	**$3,450**	300	250	300	500	350	250	250	250	250	250	250	250
Postage	**$3,150**	150	150	150	1,500	150	150	150	150	150	150	150	150
Total Expenses	**$183,208**	**22,884**	**12,734**	**12,834**	**16,934**	**12,934**	**23,484**	**12,734**	**12,734**	**12,734**	**17,734**	**12,734**	**12,734**
NET INCOME (LOSS)	**($3,508)**	**($7,284)**	**$1,366**	**$9,766**	**($3,834)**	**$7,666**	**($14,884)**	**($9,134)**	**($2,634)**	**($6,134)**	**$3,366**	**$9,366**	**$8,866**
Beginning balance		6,500	(784)	582	10,348	6,514	14,180	(704)	(9,838)	(12,472)	(18,606)	(15,240)	(5,874)
Ending balance		(784)	582	10,348	6,514	14,180	(704)	(9,838)	(12,472)	(18,606)	(15,240)	(5,874)	2,992

Handout E
Internal Controls

Internal controls are methods and policies designed to prevent fraud, minimize errors, safeguard assets and achieve compliance with established legal and accounting policies and procedures. Internal controls can be either *preventive* or *detective*.

Preventive controls are procedures and policies that are designed to discourage errors and irregularities from occurring. Below are some examples.

Segregation of duties

- Record keeping and review
- Authorization and reconciliation
- Checks prepared and checks signed
- Large checks need two signatures
- Large expenditures need broad approval by a second staff member

Written policies and procedures

- Clear roles and responsibilities
- Information on how to log accounts
- Tracking and reconciling advances for per diem, travel, etc.
- Employee training on policies and procedures
- Oversight to enforce policies and procedures

Control environment

- Tone and attitude set by board and leadership
- Regular financial review/audit
- Transparency where appropriate (forecast)
- Confidentiality where appropriate (salaries)
- Limits on petty cash kept in the office
- No conflicts of interest

Detective controls are procedures and policies designed to find errors and irregularities after they have occurred. Below are some examples.

Inventories of physical assets

- Cash
- Checks
- Equipment
- Supplies
- Materials

Audits

- Internal audits: Periodic and unannounced examinations of files, approvals and bank records
- External audits: Annual or as-needed external audit for donor transparency

Handout F
Internal Controls Role-Plays

Cut along dotted line and distribute one scenario to each group……...

SCENARIO ONE

The bookkeeper discovers that several blank checks (un-numbered) are missing from her drawer. She is afraid to inform the executive director and has no access to the bank accounts to verify if the checks have been used. The last time she looked through the checkbook was about a week ago.

Cut along dotted line and distribute one scenario to each group……...

SCENARIO TWO

The program director, while conducting a site visit to a remote program location, notices that the two new laptop computers she recently purchased with a grant are missing. No one seems to remember who had them last and no one can recall exactly what they looked like or what information was on them.

Cut along dotted line and distribute one scenario to each group……...

SCENARIO THREE

The board chair has appointed his wife as treasurer and has asked that all bank statements be mailed directly to their home in the future. The board chair has also announced that beginning next month he alone will have check-signing authority.

Cut along dotted line and distribute one scenario to each group……...

SCENARIO FOUR

Your supervisor refuses to approve your travel authorization request to attend an important training conference that is in your program budget and required by the funder. The supervisor says the agency is experiencing cash-flow problems and that while the training was indeed in the budget, there are currently more important expenses that need to be covered. The day before the training, she suggests that you call the funder to say you are very ill and will not be able to attend the conference.

Advocacy

BACKGROUND NOTES

Advocacy can be described as both a science and an art. By definition, advocacy is a series of targeted action steps in support of an issue or cause. Following action steps will assist any organization or network to organize and achieve its advocacy objectives. CEDPA has found through its work with thousands of advocates and activists around the world that a solid understanding of policy making, a strong base of support, and a well-defined, evidence-based strategy are essential for effective advocacy. Advocacy can be learned.

It is also critically important for advocates to monitor the range of external factors that can influence advocacy efforts and policy change and are beyond the control of advocates. Political, economic and social realities such as elections, recessions, donor policies and conflict can affect the policy environment and disrupt even the strongest advocacy campaigns. But these events can also create new opportunities for skilled advocates to advance their cause. Artful advocates draw upon their creativity, ingenuity and flexibility to adapt their strategies, messages and support base in response to changes in the external environment.

Advocacy is an especially critical skill when working in HIV and AIDS. Over the past 30 years, advocates worldwide have worked tirelessly to change local, national and international policies; secure funding for prevention; ensure that PLHIV have access to treatment; and guarantee the rights of PLHIV to employment, education and inheritance.

HIV and AIDS advocates have seen firsthand the power of multiple voices joining together to influence world donors and national policy makers. They have helped millions of people find their voice and exercise their rights. However, there is still much to do. Stigma and discrimination continue to define the future for PLHIV; gender-based violence and social norms put women and girls at increased risk of infection and reprisals for disclosure; and millions of people live without access to treatment.

The advocacy training session focuses on the *science* of advocacy, since the *art* of advocacy often comes only with experience and practice. The training activities will engage participants in defining advocacy and will introduce them to the steps in the advocacy process. The session also gives participants practical experience in identifying and prioritizing policy issues, setting goals and objectives, and devising activities for their advocacy campaigns.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."
—Margaret Mead, a cultural anthropologist and activist in the 1960s American sexual revolution

SESSION OBJECTIVES

At the end of the session, participants will be able to:

1. Define advocacy
2. Differentiate between advocacy and related concepts
3. Describe the steps in the advocacy process
4. Identify, prioritize and select key policy issues related to HIV and AIDS
5. Develop an advocacy goal, objectives and activities for a priority issue

PREPARATIONS

The following is a checklist to be used by the facilitator:

Activity One: Civil-Society Voices Continuum

- Write the session objectives on a flipchart.
- Using large index cards or colored paper, make three signs, each with one of the following headings: "Strong Voice," "Some Voice" and "No Voice."
- Hang the three signs across one wall spaced evenly; leave enough space between each sign so that participants can stand in front of a particular sign.
- Prepare a flipchart with the heading, "Conditions Needed for a Strong Civil Society Voice."

Activity Two: Defining Advocacy

- Write the following definition on flipchart paper: "Advocacy is a set of targeted actions directed at decision makers in support of a specific policy issue."
- Bring a small rubber ball or make a ball by rolling up paper and wrapping it in masking tape.

Activity Three: Advocacy and Related Concepts

- Refer to *Handout A: Advocacy and Related Concepts* to recreate a portion of the table depicted for use in Activity Three. On separate index cards or pieces of colored paper, write the text appearing in every row of the following columns: *Approach, Target Audience, Objective* and *Measuring Success*. There should be 20 cards in total, and each card should correspond to a square from the grid (including column headers). Note that while Handout A depicts a table with six columns, Activity Three involves creating only a portion of that table.
- Prepare copies of *Handout A: Advocacy and Related Concepts* for distribution to participants.

Activity Four: Steps in the Advocacy Process – Sequencing

- Prepare four or five sets of cards for "Steps in the Advocacy Process" (10 cards in each set), based on the instructions and template provided in *Facilitator Tool A: Steps in the Advocacy Process*. If possible, make each set on a different colored paper. Be sure that the title of the step is on one side of the card and its definition is on the other side.
- Prepare copies of *Handout B: Steps in the Advocacy Process*.
- Prepare copies of *Handout C: Description of Steps in the Advocacy Process*.

Activity Five: Steps in the Advocacy Process – Group Discussion

- Prepare 10 flipchart sheets, each with one of the following headings:
    1. Define the issue
    2. Set advocacy goal and objectives
    3. Identify target audiences
    4. Build a base of support
    5. Develop the advocacy message

6. Select the channels of communication
7. Raise funds
8. Develop the implementation plan
9. Collect data
10. Monitor and evaluate

Activity Six: Developing an Advocacy Strategy – Identify and Prioritize HIV and AIDS Advocacy Issues

- Prepare copies of *Handout D: Checklist for Choosing an Advocacy Issue.*
- Have tape and index cards (or pieces of paper) ready to use during the group exercise.

Activity Seven: Developing an Advocacy Strategy – Define the Advocacy Goal and Objectives

- No preparations.

Activity Eight: Developing an Advocacy Strategy – Define Advocacy Activities

- No preparations.

Time Allotment for Each Activity

ACTIVITY TITLE	TIME
Activity One: Civil-Society Voices Continuum	40 minutes
Activity Two: Defining Advocacy	30 minutes
Activity Three: Advocacy and Related Concepts	20 minutes
Activity Four: Steps in the Advocacy Process – Sequencing	30 minutes
Activity Five: Steps in the Advocacy Process – Group Discussion	60 minutes
Activity Six: Developing an Advocacy Strategy – Identify and Prioritize HIV and AIDS Advocacy Issues	75 minutes
Activity Seven: Developing an Advocacy Strategy – Define the Advocacy Goal and Objectives	105 minutes
Activity Eight: Developing the Advocacy Strategy – Define the Advocacy Activities	30 minutes
Total Time	**6.5 hours**

Note: This one-day session design is very full. If participants struggle to understand these new concepts within the allotted time frame, the facilitator can shorten the day by ending after Activity Six or Activity Seven. Alternatively the facilitator can plan for this day to run for a day and a half, which gives participants more time to practice these new concepts.

ACTIVITY ONE: CIVIL-SOCIETY VOICES CONTINUUM

Estimated time for this activity: 40 minutes

This activity allows participants to get out of their seats, reflect on the role of civil society in their own country and begin dialogue on advocacy.

1. Welcome participants to today's session, review the day's objectives and ask if there are any questions.

2. Explain that in the first activity the participants will think about the role of civil society in influencing policy in each of their countries. (If participants are all from the same country, ask them to think about their region/state/province/community, etc.)

   Point out the three signs hanging across the wall and explain that they represent a continuum, beginning at one end with "No Voice," moving to the middle sign, "Some Voice," and on to the other end, "Strong Voice." (When hanging the signs, allow enough room for participants to stand at particular points along the continuum.)

3. To explain the task, ask participants to answer the following question:

   - *In your opinion, how strong is civil society's voice in advocating for policy change in your community/state/region/country?*

   Tell them to each define voice in their own way and, based on their definition, stand at the point on the continuum that best represents civil society's voice. They may stand at any point along the continuum – under one sign or in between signs.

4. Once everyone has chosen a spot along the continuum, ask participants standing near each other to form small groups and spend 10 minutes discussing their reasons for choosing to stand there. Ask them to share experiences and examples that explain their choice in their small group.

5. Stop the discussion after 10 minutes and bring everyone back to plenary. Debrief the activity by asking the large group the following types of questions:

   - *Why did you choose to stand where you did? Explain your reasons with examples.*

   - *Is anyone surprised by the other participants' choices? Why or why not?*

   - *What does it mean to have a "voice"?*
     Sample answers: Speaking out and having influence; being allowed to speak out whether you have influence or not; having the chance or venue to contribute to policy making; organizing like-minded peers to participate in advocacy.

   If women from the same community/region/country are standing at different points on the continuum, ask them:

   - *Why do you see things differently?*

6. As the participants are talking, listen to their reasons for why civil society does or does not have a strong voice. Write responses on the flipchart labeled "Conditions Needed for a Strong Civil Society Voice." Be sure to include the following:

   - Free press
   - Political will
   - Democratic principles and government
   - Government willing to be inclusive
   - Strong civil-society leaders
   - Knowledge of policy making by civil society
   - Access to decision makers/elites
   - Forum and opportunities for public discourse
   - Access to data and information
   - Forum and opportunities for formal interaction with leaders

7. In closing, ask the following questions:

   - *What, if anything, gives you hope that things are changing?*
   - *What is needed to move your country along the continuum to a strong voice?*
   - *What is your role in making this change?*
   - *What is your community's role?*
   - *Do you believe this change can happen? Why or why not?*

ACTIVITY TWO: DEFINING ADVOCACY

Estimated time for this activity: 30 minutes

Not everyone who works in the field of HIV and AIDS understands that advocacy is always linked to policy making. Advocacy is often confused with awareness raising and communication. Instead of giving participants the definition of "advocacy," this activity allows them to discover the definition on their own, resulting in greater learning and understanding.

1. Ask participants to stand and form a circle. Explain that they are going to participate in a word-association activity for the term "advocacy."

   Begin by tossing the ball to one participant. Ask the person who catches the ball to say the first word or phrase that comes to mind upon hearing the word "advocacy." Then, have that person toss the ball to another woman, someone who has not yet given a word association.

   Explain that each person, in turn, tosses the ball to another participant until everyone has caught the ball and said a word or phrase. No one may repeat a word or phrase someone else has said.

2. The facilitator records each response on a flipchart. For example:

Advocacy: Word Association

Defending	Sensitizing
Change	Persuasion
Exposure	Communication
Influence	Intervening
Lobbying	Decision making
Attracting	Selling an idea
Process	Leaders

3. Ask participants to return to their seats and form table groups. Give participants the following task:

   - Each table will develop a definition of "advocacy" using the words and phrases on the flipchart.
   - Groups have about 15 minutes to reach consensus and write their definition on flipchart paper.
   - Then, a representative from each group will present its definition.

4. After all the table groups have presented and posted their definitions on the wall, ask the participants to identify similarities among the definitions, such as common words, concepts and phrases. Use a marker to underline common words in the definitions.

5. Present and post on the wall CEDPA's definition of "advocacy" (which was written on flipchart paper before the session).

Definition of "Advocacy"

Advocacy is a set of targeted actions directed at decision makers in support of a specific policy issue

ACTIVITY THREE: ADVOCACY AND RELATED CONCEPTS

Estimated time for this activity: 20 minutes

Often, participants confuse advocacy with related approaches such as information, education and communication (IEC) campaigns. This activity clarifies what advocacy is and is not, and compares advocacy to related topics for greater understanding.

1. Before the activity begins, hang the following index cards/papers (which were prepared ahead of time) on the wall as pictured below. Keep the other cards/papers for participants to use in this activity.

APPROACH	TARGET AUDIENCE	OBJECTIVE	MEASURING SUCCESS
Information, Education, Communication (IEC)			
Public Relations			
Community Mobilization			
Advocacy			

2. Explain that the group is going to fill in the chart on the wall by deciding where on the grid each item belongs – whether it is a target audience, an objective or a means of measuring success, and whether it corresponds with IEC, public relations, community mobilization or advocacy.

3. Have participants form 12 small groups. Randomly distribute the remaining cards/papers, one per group.

4. Allow a few minutes for participants to read their group's card and think about where it fits in the chart.

5. Begin with the IEC row. Point to the first empty space on that row, just to the right of IEC – the *target audience* for IEC. Whichever group believes it has the card that describes the appropriate target audience(s) of an IEC campaign should step forward, read the card aloud and tape it in the correct location on the chart.

   Continue across the row for IEC, asking next for the correct answer for the *objective* of an IEC campaign, and finally, for the correct answer for *measuring success* of an IEC campaign.

   Note: If more than one group thinks they have the correct card, ask a volunteer from each of these groups to read their card out loud and let the group choose the correct one. The facilitator might have to guide this process. If no participant raises her hand for any particular question then skip that box for the time being, and return to it later.

6. After the IEC row is complete, continue to fill in all the boxes for *public relations*, then *community mobilization*, and, finally, *advocacy*.

7. Ask if there are questions and summarize the chart to ensure participants understand each approach:

   Information, education and communication (IEC)
   An IEC approach is designed to disseminate information – usually targeting a subset of the population – in order to raise awareness, increase knowledge or encourage behavior change. An HIV and AIDS prevention campaign, for example, is an IEC activity. Ask the group:

   - *How could IEC activities strengthen an advocacy campaign?*
     Answer: IEC could be used to build public support for a particular policy issue.

   Public relations
   Public relations (PR) activities are used when an organization wants to improve its image or increase sales/donations. Instead of targeting decision makers, PR campaigns target consumers, donors, voters or other stakeholders. PR campaigns typically are not linked to policy change. Ask the group:

   - *Which sector is typically associated with PR campaigns?*
     Answer: Usually the private sector.

   Community mobilization
   The purpose of *community mobilization* is to build a community's capacity to take action on its own behalf. A community identifies its priority issues and concerns, and mobilizes to implement and sustain change. Although an advocacy campaign might use community mobilization as a way to energize community support for an issue or to build local advocacy capacity, the end result of community mobilization is not linked to policy change.

   Advocacy
   Advocacy campaigns may make use of IEC materials, a PR component to improve image, or community mobilization to build support. But these are not necessarily components of an advocacy campaign. Advocacy's end goal always is to change policy.

8. Distribute *Handout A: Advocacy and Related Concepts*. Review the remaining two columns – "Actors and Organizers" and "Strategies." Ask for questions and ensure everyone clearly understands these four related, yet distinct, concepts.

ACTIVITY FOUR: STEPS IN THE ADVOCACY PROCESS – SEQUENCING

Estimated time for this activity: 30 minutes

This activity is a fun exercise that allows participants to examine the advocacy process on their own.

1. Divide participants into four or five small groups of five to six participants each.

2. Distribute to each small group a complete set of "Steps in the Advocacy Process" cards (10 cards per set) found in *Facilitator Tool A: Steps in the Advocacy Process*. Be sure the cards are shuffled and not in the correct order when distributed.

3. Ask the small groups to scan the cards, noting that the "step" is on the front of the card and its definition is on the back. Ask if clarification of any definitions is needed.

4. Introduce the task:

> **Task Instructions**
>
> I. The groups have about 15 minutes to reach consensus on the sequence of the steps in the advocacy process.
>
> II. Once consensus is reached, place the cards in that order.
>
> III. Then, a representative of the group should tape the cards in order either on a flipchart paper or directly on the wall.

5. When all the groups have finished, be sure that the cards are visible to everyone. Ask participants to spend a few minutes reviewing and identifying major differences in how each group arranged its set of cards.

   Lead a discussion using the following questions:

   - *Did any groups have trouble reaching consensus? If so, what was the stumbling block and how was it resolved?*
   - *Did everyone in each small group finally agree on the order?*
   - *Which groups organized the steps in a similar order?*
   - *What are the major differences among the groups' final sequencing choices?*
   - *Did any groups organize the steps in a circle?*
   - *Did any groups place steps together, indicating that they occur at the same time?*
   - *Did any groups identify steps that occur continuously throughout the advocacy process?*
   - *Are there steps that were not described clearly?*
   - *Did any groups add new steps? If so, what was added and why?*

6. Summarize the sequencing activity. Explain that it is designed to show participants that advocacy is strategic and systematic, and consists of distinct steps and activities. While the steps may not always occur in the same order during an actual advocacy campaign, advocates need to be aware of all the steps.

   Distribute *Handout B: Steps in the Advocacy Process*. Tell the group that this handout depicts just one way to visualize the sequencing of steps in the advocacy process, but it is not the only way. Point out that two of the steps – "data collection" and "monitoring and evaluation" – are placed vertically along each side of the page to show that these activities occur at each step throughout the advocacy process.

7. Explain that the advocacy process also could be depicted as a circle, because the starting point may change depending on the campaign and the point at which an organization launches its effort. For example, an organization may hear about an important upcoming meeting or vote on a relevant policy issue and be asked to participate or prepare materials at the last minute. In this case, the organization enters the advocacy process after it is underway.

   In another instance, an organization or network may decide to launch a *new* advocacy campaign for an issue of critical importance. In this case, they will begin the advocacy process with the first step – defining the issue – and move through the other steps in order.

   Explain that in the next activity participants will review each step in the advocacy process in detail.

ACTIVITY FIVE: STEPS IN THE ADVOCACY PROCESS – GROUP DISCUSSION

Estimated time for this activity: 60 minutes

This activity is a more detailed overview of the advocacy process, led by the facilitator in a presentation format. It is carried out in the large group and the facilitator should make efforts to include everyone in the discussion.

1. Post the 10 already-prepared flipchart sheets showing the steps of the advocacy process.

   As the facilitator reviews each step, ask the questions shown below in italics to elicit the group's feedback. While not necessary to write each question on a flipchart, do record participant responses, particularly any mentions of key words or phrases shown in **boldface** below to reinforce learning. Tell participants that after this discussion, they will receive a handout that summarizes all this information, so they should not feel pressured to write everything down. It is more important that they are actively involved in this discussion.

   When each flipchart is completed, hang it on the wall so participants can reference these notes later in the day.

Flipchart No. 1 – Define the Issue

- *What does every advocacy campaign begin with?*
  Answer: The issue.

- *What is an advocacy issue?*
  Answer: The problem to be addressed.

- *How do we express the issue?*
  Answer: As a **neutral expression** of the problem. Never state the issue with a positive or negative slant.
  Example: If the problem is the lack of pediatric ARVs in health centers, the issue is "Pediatric ARVs."

- *How can you identify potential advocacy issues? What are some information sources for identifying key issues?*
  Answer: Monitor some or all of the following:
  - **External environment** – political, social, economic arenas
  - **Media** coverage (hot topics in the media)
  - **PLHIV** networks
  - Issue identification **meetings** and conferences
  - **Other organizations**
  - **Data** collection and analysis
  - **Internet research** on related international advocacy campaigns

Flipchart No. 2 – Set Advocacy Goal and Objectives

- *What is an advocacy goal?*
  Answer: An advocacy goal is a **general statement** of what an organization hopes to achieve in the **long term (three to five years)**.

- *Can an organization achieve an advocacy goal alone?*
  Answer: An advocacy goal typically cannot be accomplished by one organization working on its own. Other actors and actions also are needed to achieve the goal.
  Example: Achieving the advocacy goal of making pediatric ARVs accessible throughout the country will require policy change as well as investments in training health workers, logistic systems improvements, and IEC campaigns to raise awareness and generate demand. The advocacy campaign may focus on one type of policy change or budget increase, but others will have to contribute in order to achieve the goal.

- *What are advocacy objectives?*
  Answer: Advocacy objectives are **short-term measurable achievements** that contribute to reaching the goal. Some characteristics of advocacy objectives include:
  - Can be accomplished in one to two years
  - **Achievable through the advocacy campaign**
  - **SMART: S**pecific, **M**easureable, **A**rea-specific, **R**ealistic and **T**ime-bound

- *Can you identify three additional elements that must be stated in an advocacy objective?*
  Answer: Advocacy objectives must always include the following three elements:

POLICY ACTOR	+	POLICY ACTION OR DECISION	+	DEGREE OF CHANGE AND/OR TIME FRAME
***Who* has the power to make the final decision?**		***What* is the specific policy action desired?**		**By *when* or by *how much*?**
e.g., Minister of Health (MOH)		e.g., include a line item in MOH budget for pediatric ARVs		e.g., 2013 budget; 10% of ARV line item reserved for pediatric ARVs

To ensure that participants understand the difference between an issue, a goal and objectives, read the following statements one at a time and ask the participants to identify each as an *issue, goal* or *objective*:

- *Gender-based violence*
  Answer: Issue

- *Workplace HIV and AIDS policies implemented in all private companies*
  Answer: Goal

- *Ministry of Labor requires all private sector firms employing 50 persons or more to develop HIV and AIDS workplace policies by December 2012*
  Answer: Objective

- *Gender-based violence eliminated in public schools*
  Answer: Goal

- *The district council in X District establishes and funds full-service GBV counseling centers in four secondary schools by June 2013*
  Answer: Objective

Flipchart No. 3– Identify Target Audiences

Tell participants that there are two types of audiences – primary and secondary.

- *What is a primary target audience? What are some examples?*
  Answer: The person(s) with the **authority to bring about the desired policy change.**
  Examples: Ministers, members of parliament, the president, the prime minister, a district council, a governor, a corporate board of directors or a corporate CEO or president.

- *What is a secondary target audience? What are some examples?*
  Answer: The people who can **influence the primary audience.**

Examples: Political and government leaders, technicians, media, family members, religious leaders, traditional leaders, NGOs, celebrities and donors.

- *When you analyze your target audiences, what do you need to learn about them? What is important information to collect on your target audiences?*
  Answers: All or some of the following:
  - Their **level of knowledge** of the issue – Is the audience well-informed? How much does the audience know about the issue? Do they lack accurate information?
  - Their **level of demonstrated support** for the issue – Has the audience actively and/or publicly *supported* the issue?
  - Their **level of demonstrated opposition** to the issue – Has the audience actively and/or publicly *opposed* the issue?
  - Is the **target audience undecided** or is its position unknown? Has the audience failed to declare its position on the issue?
  - Their power base – How much **power or influence** do they have?
  - Think about the desired policy change from the **target audience's perspective**. What are the political, personal or professional benefits to the target audience of supporting the issue?

- *Where can you find information on your various target audiences?*
  Sample answers: The **media, political and government reports, donors**, etc.

Flipchart No. 4 – Build a Base of Support

Explain that in advocacy, there is always strength in numbers. Thus, working in networks and coalitions, and implementing public-awareness campaigns are extremely important to advocates. The larger the support base, the greater the chance of success.

- *How do you identify potential collaborators? Where do you find them?*
  Sample answers:
  - Attend **meetings and conferences.**
  - Educate the **media** (media is both a target audience and a potential advocate).
  - Hold **public meetings.**
  - Use **technology to organize.**
  - **Educate and mobilize the public.**

Flipchart No. 5 – Develop the Advocacy Message

Advocacy messages are tailored to specific target audiences in order to frame the issue and persuade the receiver to support the organization's position. It is important to understand fully the potential benefits to the target audiences and to incorporate those benefits into messages.

Note: The elements of an effective *advocacy* message are very similar to the elements of an effective *communications* message in the "External Communications" session of this manual. If a workshop includes both sessions, consider calling attention to this fact for participants' reinforced learning.

- *What do you want to accomplish with advocacy messages?*
  Answer: Advocacy messages should move a target audience along the following steps:
  1. **Inform** – Audience understands the issue.
  2. **Persuade** – Audience feels strongly in support of the goal.
  3. **Move them to action** – Audience takes steps to help accomplish the advocacy goal.

- *What are three important questions to ask about your audience?*
  Answer:
  1. **Who** are you trying to reach with your message?
  2. **What do you want to achieve** with the message?
  3. **What do you want the recipient to do** as a result of the message?

- *What are the three elements of an effective message?*
  Answer:
  1. **General statement** – The central idea of the message.
     Example: Violence against women must be stopped. It is a human rights violation that has been tolerated for too long and women have suffered in silence. Policy makers and law enforcement officials have ignored the problem for far too long.

  2. **Supporting evidence** – Data or statistics to prove the general statement's accuracy and urgency.
     Example: Fifty-three percent of women in the country say that they have been victims of violence at some point in their life.

  3. **Anecdote or story** – Add a human face to the message by sharing a story.
     Example: Grace has suffered from GBV her entire life. When she was a child she was beaten by her father and now she is repeatedly abused by her husband. One night when her husband became exceedingly physically aggressive towards her, she called the police for help. However, they came too late to help and, when they did arrive, they joked with Grace's husband and told her to be a good wife so that her husband wouldn't have to beat her. She felt ashamed and humiliated. Grace is worried for her own safety and doesn't want her two daughters to suffer the same fate. But without any legal policies or procedures in place, she does not know where to turn for protection.

- *What are some characteristics of an effective advocacy message?*
  Sample answers:
  - **Simple.**
  - **Concise.**
  - **Appropriate language.**
  - **Format consistent with content** – If a message includes significant statistical data, the communications vehicle should be a written fact sheet or policy brief vs. radio spots.
  - **Credible messenger** – Is the spokesperson respected and believable?
  - **Tone and language consistent** with message (e.g., serious, humorous).

Flipchart No. 6 – Select Channels of Communication

The most appropriate medium for the message depends on the target audience: whether it consists of the general public, decision makers, media or like-minded organizations. Ask the participants:

- *What are some communication channels?*
  Sample answers:
  - **Press kits, press releases, fact sheets, pamphlets, Web site**
  - **Social media, text messages**
  - **Face-to-face meetings, letters**
  - **Rallies, public debates, roundtables, symposiums**
  - **Interviews on TV and radio, newspaper articles or opinion pieces**, etc.

- *What is the most appropriate medium to reach high-level decision makers?*
  Sample answers: Face-to-face meeting, letter, fact sheet to leave behind after the meeting, etc.

Flipchart No. 7 – Raise Funds

Organizations and networks need financial resources to implement advocacy campaigns. A **fundraising strategy** is a key element of many advocacy campaigns. It should include an estimate of potential expenses as well as potential donors of financial or material resources. Ask the participants:

- *What costs might need to be covered?*
  Sample answers: Costs of writing or printing **advocacy materials, travel** to meet with decision makers, organizing **meetings** or public events, purchasing **communication equipment**, etc.

Flipchart No. 8 – Develop the Implementation Plan

As with any project or program, advocacy campaigns require implementation plans to guide activities. Ask participants the following question and discuss:

- *What are some key elements of an advocacy campaign's implementation plan?*
  - **Activities and tasks**
  - **Time frame/deadline**
  - **Person(s) responsible**
  - **Resources required**
  - **Indicators of success** (how to know if the campaign succeeded)

REMINDER: The following two steps – "collect data" and "monitor and evaluate" – occur throughout the advocacy process.

Flipchart No. 9 – Collect Data

- *Why are data useful at each stage?*
  Answer: Advocates need to think about the types of data that would help do the following:
  - **Define the issue**
  - Identify and **analyze their target audience(s)**
  - **Craft their messages**
  - Expand their base of **support**
  - **Develop materials**

- What are good sources of data?
  Sample answers:
  - **Demographic health survey**
  - **National census**
  - **Government records and reports**
  - **Joint United Nations Programme on HIV/AIDS (UNAIDS) reports**
  - **Special research**

Flipchart No. 10 – Monitor and Evaluate

- *What are some elements of a monitoring and evaluation plan?*
  Answers: A simple **performance monitoring plan** should be developed to define the following:
  - **Indicators of success**
  - **Data-collection methods and schedule**
  - **Types of reports** required for each key activity

- *What are some indicators to evaluate the success of an advocacy campaign?*
  Answers:
  - **Changes in leaders' opinions and positions**
  - **Frequency of media articles/coverage** about the issue and campaign
  - **Actions taken by policy makers** in support of the issue
  - **Numbers and types of organizations joining** the advocacy effort
  - **Public awareness** of the issue

ACTIVITY SIX: DEVELOPING AN ADVOCACY STRATEGY – IDENTIFY AND PRIORITIZE HIV AND AIDS ADVOCACY ISSUES

Estimated time for this activity: 75 minutes

It can sometimes be challenging to select an advocacy issue. The challenge is particularly acute in the field of HIV and AIDS where there are so many critical policy issues to address. This activity and worksheet will help participants think through the selection and prioritization of HIV and AIDS advocacy issues.

1. Divide participants into five groups. Distribute three index cards or slips of paper to each group, along with a marker. Have tape and flipchart paper available for all to share.

2. Review the definition of *advocacy issue:* a neutral expression of a problem that has a policy solution.

3. Explain the following small-group task:

> **Task Instructions:**
> **Prioritize Issues**
>
> I. Brainstorm a list of key HIV and AIDS policy issues at the local, state and/or national level.
>
> II. Review the list of issues and reach consensus on the group's three highest priority issues.
>
> III. Write each of the three issues on a separate index card.
>
> IV. Hang the cards on the wall or tape them to a piece of flipchart paper.

Note: The facilitator may suggest limiting the number of issues in the initial brainstorm (Step I in the task instructions above) – eight or nine, for example. Or simply allow as many as possible depending on time constraints.

4. When all groups have posted and presented their issues, lead a discussion to clarify, refine or narrow the issues. Ask the group members if their issues are stated in a neutral tone or if they need to be rewritten. Ask the group if their three priority issues can be addressed with a policy solution.

5. Distribute *Handout D: Checklist for Choosing an Advocacy Issue.* Explain the handout and read each criterion listed to ensure understanding.

6. Ask participants to remain in their small groups. Present the next small-group task. (Allow 40 minutes.)

Task Instructions:
Select One Advocacy Issue

I. Write the group's three priority policy issues in the top row (one per column) of the table depicted in *Handout D: Checklist for Choosing an Advocacy Issue.*

II. Review each issue against the criteria listed in the far right column of the table.

III. Reach consensus in assigning a *low, medium* or *high* rank to indicate how well each issue meets the criterion or question.

IV. After ranking each issue against the list of criteria, choose one advocacy issue for the group to work on.

7. Ask each group to report its selected issue and to describe briefly the process they went through to decide. Use the following questions to guide the discussion:

   - *How did the checklist help you think about the issues?*
   - *Did you choose an issue that did not have the highest score?*
   - *Did you learn anything new about any of the issues?*
   - *Why did you choose the issue they ended up with?*

8. In closing, remind participants that the checklist is only a tool to help them think about different advocacy issues and to inform their decision. It is not intended as a strict measurement for choosing an advocacy issue.

9. Participants will continue to work on these issues during the next activity. If time is short, ask participants to remain in the same small groups for the next activity to continue working on the issue they just selected. If time allows and/or it is more important for this group to work on an issue that they are passionate about, the facilitator can help participants to form new small groups around specific issues.

   In order to form new groups, list the issues selected from the previous activity on a flipchart. Then, ask if anyone has an additional issue she is especially passionate about that is not currently listed. Add that (or those) additional issue(s) to the list. Try to limit the list to around eight issues or else this activity can run over in time.

   Have participants self-select into "issue groups" based on their interests. Note that this process can often take as long as 15 to 20 minutes.

   These "issue groups" will work together during the next activity.

ACTIVITY SEVEN: DEVELOPING AN ADVOCACY STRATEGY – DEFINE THE ADVOCACY GOAL AND OBJECTIVES

Estimated time for this activity: 105 minutes

Writing an advocacy goal and objectives is one of the most difficult things for participants to grasp. This activity gives the group some practical experience.

1. Review the defining characteristics of "advocacy goal" from the earlier activity:
    - Long term (three to five years)
    - Overarching
    - Not achievable through one organization's efforts alone

2. Ask each group to write an advocacy goal for its chosen issue on a flipchart sheet and present it.

3. After each group presents its goal, lead a discussion about the draft goals, revising them as needed and making changes directly on the flipchart. Ask questions such as the following:

    - *Does the goal address the advocacy issue?*
    - *Is the goal broad and overarching?*
    - *Is it long term?*
    - *Will other efforts be required to achieve the goal?*
    - *Is it a good goal? If no, help the group decide how to fix the goal statement. If yes, move on to the next goal.*

4. Next, review the defining characteristics of "advocacy objectives" from the earlier session:
    - Are short-term achievements (one to two years).
    - Contribute to reaching the goal.
    - Are internal targets achievable through the efforts of the advocacy campaign.
    - Are SMART:
        - Specific
        - Measureable
        - Area-specific
        - Realistic
        - Time-bound
    - Include the following three elements:
        - Policy actor – The one who has the ultimate power.
        - Desired policy action or decision – What you want the policy actor to do.
        - Degree of change desired and/or the time frame for achieving the objective.

5. Ask each group to write two advocacy objectives for the advocacy goal on the flipchart and present them.

6. After each group presents its objectives, lead a discussion to review each objective. Revise the objectives as needed, making any changes directly on the flipchart sheet. For each objective, ask:

    - *Does the objective lead to the achievement of the advocacy goal?*
    - *Is the objective SMART?*
    - *Is it achievable by the efforts of one organization's advocacy campaign alone?*

- *Does it specify the policy actor who has the authority for the desired policy change?*
- *Does it indicate the policy action that is desired?*
- *Does it quantify the change desired?*
  Sample answers: Budget increased by X percent, number of health workers recruited and trained, or number of health centers with ARVs available.

- *Does it state the time frame for achieving the objective?*
- *Is it well-written and easily understood?* If not, help the group rewrite the objective. If yes, move on to the next objective.

ACTIVITY EIGHT: DEVELOPING AN ADVOCACY STRATEGY – DEFINING ADVOCACY ACTIVITIES

Estimated time for this activity: 30 minutes

After developing the goal and objectives, writing activities comes a bit easier. This last exercise finishes the day by allowing participants to craft their own strategy.

1. Return to the flipchart with the final advocacy objectives for each group.

2. Ask each group to choose one objective and spend a few minutes developing four sample implementation activities to achieve that objective. Typically, activities are written in chronological order (i.e., in the order that they happen). Explain that organizations may actually need more than four activities to achieve an objective, but for this activity participants only need to develop four.

3. Ask each group to read its objective and associated activities. As groups present, ensure that activities they list actually would contribute to meeting their objective. In poorly written advocacy strategies, there can be a disconnect between the *objective* and *activities*. Ideally, there should always be a clear linkage between the two. Invite the large group to offer feedback and constructive criticism that may improve the presented activities.

Facilitator Tool A
Steps in the Advocacy Process

Listed in the left column below are the 10 *steps* in the advocacy process, with the corresponding *definition* of each step next to it on the right. Make copies of the Facilitator Tool, enough for each small group completing this activity. Then, cut out each square and paste/tape each pair front to back so that the *step* appears on one side (example, "Issue") and its corresponding *definition* appears on the back (example, "the problem that requires a policy action"). Mix up each set of the cards and distribute one full set to each small group. Ask participants to work in their small groups to put the cards in order of the advocacy process, using the reverse side definitions as guidance if need be.

Issue	The problem that requires a policy action.
Goal & Objective	**Goal:** A statement of the general result you want to achieve. **Objective:** Incremental steps toward achieving your goal that are: • specific • measurable • area-specific • realistic • time-bound

Target audience	The policy makers you are trying to influence to support your issue, e.g., parliamentarians, local officials, ministry officials.
Building support	Building alliances with other groups, organizations, or individuals who are committed to support your issue.
Message development	Statements tailored to different audiences that define the issue, state solutions and describe the actions that need to be taken.

Channels of Communication	The means by which a message is delivered to various target audiences, e.g., radio, television, flyers, press conferences, meetings.
Fund-raising	Identify and attract resources (money, equipment, volunteers, supplies, space) to implement your advocacy campaign.
Implementation	Carry out a set of planned activities to achieve your advocacy objectives (action plan).

Data collection	Gathering, analyzing, and using appropriate quantitative and qualitative information to support each step of your campaign.
Monitoring and Evaluation	**Monitoring:** A process of gathering information to measure progress toward your advocacy objectives. **Evaluation:** A process of gathering and analyzing information to determine if the advocacy objectives have been achieved.

Handout A
Advocacy and Related Concepts

The following chart illustrates the difference between advocacy and several related concepts. Advocacy can usually be distinguished from other approaches in that the objective of advocacy is policy change.

APPROACH	ACTORS/ORGANIZERS	TARGET AUDIENCE	OBJECTIVE	STRATEGIES	MEASURING SUCCESS
Information, Education, Communication (IEC)	Service providers	Individuals Segments of a community (e.g., women, men, youth)	Raise awareness and change behavior	Tailor messages to each audience Mass media campaigns Community outreach Traditional media	Increased knowledge Greater awareness New or improved skills Behavior change
Public Relations	Commercial institutions	Consumers Voters/constituents	Improve the company's image and increase sales	Large-scale advertising (radio, TV, print media) Public events Sponsoring a charity event	Improved public perception Increased sales Increased market share
Community Mobilization	Community members and organizations	Community members and leaders	Build a community's capacity to rank its needs and take action	Door-to-door visits Village meetings Participatory rural appraisal (PRA)	A community problem is solved or a need is met Increased ownership of problem solving
Advocacy	NGOs/networks Special interest groups Professional associations	Public institutions Policy makers with the power to realize advocacy goal by changing policy	Change policies, programs and/or resource allocation	High-level meetings Public events (debates, protests, etc.)	Change in policy, law, regulations, programs, funding, etc.

Handout B
Steps in the Advocacy Process

Handout C
Description of Steps in the Advocacy Process

Advocacy activities typically are carried out in turbulent environments. Frequently, networks do not have the opportunity to follow each step in the advocacy process according to the model presented here. Nevertheless, a systematic understanding of the advocacy process will help advocates plan wisely, use resources efficiently and stay focused on the advocacy objective(s).

Sequential Steps in the Advocacy Process

1. **Define the issue.** Advocacy begins with an issue or problem that an organization, network or coalition agrees to support. The issue should meet the group's agreed-upon criteria and support its overall mission (e.g., issue is focused, clear and widely felt by network constituents).

   Methods of identifying critical issues include:
   - Analyze the external environment, including political, economic, social and other factors
   - Review existing policy or legal actions; organize issue identification meetings
   - Contact the media
   - Discuss with donors or partner organizations
   - Collect and analyze data about the situation (census, baseline surveys, focus groups, etc.)

   Remember: A policy or advocacy issue is a problem that has a "policy solution."

2. **Set advocacy goal and objectives.** An *advocacy goal* is a general statement of what the network/coalition hopes to achieve in the long term (three to five years). It may require support of other organizations or networks to be achieved.

   Advocacy objectives describe short-term achievements that contribute to accomplishing the advocacy goal. Ideally, objectives are SMART – specific, measurable, area-specific, realistic and time-bound. They also indicate the primary target audience, the desired policy action and the time frame or degree of change.

3. **Identify target audiences.** The *primary* target audience includes decision makers with the authority to effect the desired policy change. The *secondary* target audience includes persons who have access to and may influence the primary audience, such as other policy makers, friends, relatives, media and religious leaders.

   Identifying, segmenting and analyzing the primary and secondary target audiences will inform the network/coalition about its audiences' positions, level and range of influence, relative power base, knowledge of the issue, support for the issue and the benefits to the target audience of supporting the issue.

4. **Build a base of support.** Building a constituency to support the advocacy issue is critical for success. The larger the base of support, the greater the chance of success. Network members must reach out to create alliances with other NGOs, networks, donors, coalitions,

civic groups, professional associations, women's groups, activists, business and religious leaders, celebrities and other individuals who support the issue and will work together to achieve the advocacy objectives. Potential supporters and collaborators can be identified through network members; at conferences, meetings and seminars; through media; at public meetings; and online.

5. **Develop the advocacy message.** *Advocacy messages* are developed and tailored to specific target audiences in order to frame the issue and persuade the message recipient to support the issue and objective.

   Three important questions to answer when preparing advocacy messages are:
   - Who are you trying to reach with the message?
   - What do you want to achieve with the message?
   - What do you want the recipient of the message to do (i.e., the action you want taken)?

6. **Select channels of communication.** The most appropriate vehicle for advocacy messages depends on the target audience. The optimal medium may differ for reaching the general public, targeting specific decision makers, educating the media, generating support among like-minded organizations/networks, etc. Some common channels of advocacy messages include press kits and press releases, press conferences, fact sheets, public debates, policy roundtables, rallies and conferences for policy makers.

7. **Raise funds.** Advocacy campaigns cost money: Funds are needed to support materials development and dissemination, to cover network members' travel to meet with decision makers, to underwrite meetings or seminars, to offset communication expenses, etc. Advocacy groups should develop a fundraising strategy at the campaign's outset to identify potential contributors of financial and other resources.

8. **Develop the implementation plan.** An *implementation plan* is used to guide the advocacy campaign in the same way that a work plan guides project implementation. The plan should specify activities and tasks, responsible persons/committees, indicators of success, time frame, needed resources, etc.

Ongoing Advocacy Activities

9. **Collect data.** Data collection supports every stage of the advocacy process. Data are used to identify and select an advocacy issue, develop advocacy goal and objectives, analyze target audiences, craft messages, generate support and influence policy makers. Data collection continues throughout the duration of an advocacy campaign.

10. **Monitor and evaluate.** As with data collection, monitoring and evaluation occur throughout the advocacy process. Before undertaking an advocacy campaign, organizers must determine how to monitor planned activities and how to evaluate or measure progress and results. Questions to ask include the following:
    - Can the network realistically expect that the advocacy campaign will result in the desired change in policy, programs or funding?
    - What will be different at the end of the advocacy campaign?
    - How will the group know that the situation has changed?

Handout D
Checklist for Choosing an Advocacy Issue

A good policy-advocacy issue fits most of the criteria listed below. Rank your three priority issues depending on how well each meets a particular criterion:

- **High:** Always or almost always meets the criterion
- **Medium:** Often meets the criterion
- **Low:** Rarely or never meets the criterion

ISSUE 1:	ISSUE 2:	ISSUE 3:	CRITERIA WILL THE ISSUE:
			1. *Resonate (with many people)?*
			2. *Gain broad support?*
			3. *Be supported by sound data?*
			4. *Be easily understood?*
			5. *Result in real improvement in people's lives?*
			6. *Be achievable?*
			7. *Help build alliances with other groups?*
			8. *Have a clear time frame?*
			9. *Build grassroots leadership?*
			10. *Strengthen NGO linkages?*
			11. *Be consistent with the network's values and mission?*
			12. *Respond to the community's expressed needs?*

External Communications

BACKGROUND NOTES

Mastering the art of external communications is an indispensable skill for today's leaders. Whether it's making a presentation, addressing policy makers or being interviewed for a newspaper article, communication is a key element of any leader's or manager's job. The good news is that effective communications skills can be learned.

Leaders and managers working in HIV are often in the position of having to talk to various audiences about their work; they are called upon to convey complex and technical topics in a way their audiences will understand; and they sometimes need to address controversial or untraditional perspectives.

Communicating in a way that ensures target audiences hear the intended message is not always easy. Audiences today have a large number of messages that compete for their attention. Throughout the average day, people see television ads, read newspaper headlines and hear radio commercials; they also receive phone calls, e-mails and text messages (SMS). With all of these messages bombarding people on a daily basis, communicating a message that resonates with the listener is no easy task.

What can leaders do to help their messages break through the clutter and reach their intended audience? With practice and the help of tools and tips, leaders and managers working in HIV and AIDS can become effective communicators in a wide variety of settings. These settings may be informal, such as talking with a small group of community leaders or policy makers, or formal, such as presenting at a professional conference. Thinking of communications as another management tool, regardless of audience size and setting, will help ensure that a leader's messages are heard.

"Remember, it's not what you want to tell them; it's what they want to hear."
—Unknown

"By failing to prepare, we are preparing to fail."
—Mark Twain, American author and humorist

SESSION OBJECTIVES

At the end of the session, participants will be able to:

1. Structure presentations for maximum impact
2. Apply techniques to help manage presentation anxiety
3. Craft and deliver effective messages
4. List 10 tips for dealing with the media

PREPARATIONS

The following is a checklist for the facilitator:

Activity One: Great Presentations and Presenters

- Write the day's objectives on a flipchart.
- Prepare a flipchart with the heading "Characteristics of Effective Presentations."
- Prepare a flipchart with the heading "Qualities of an Effective Presenter."
- Prepare index cards for recording personal objectives.

Activity Two: Dealing with Presentation Anxiety

- Prepare a flipchart with two columns, one labeled "Reasons to Feel Comfortable," and the other "Tips and Tactics."
- Review *Facilitator Tool A: How to Increase Your Comfort Level with Public Speaking*.

Activity Three: Crafting an Effective Message

- Review *Facilitator Tool B: Sample Messages*.
- Find five or six sample advertising, public-health or public-service messages (either from local magazines and newspapers or from the list of sample messages in *Facilitator Tool B*). Write each message at the top of a separate flipchart sheet.
- Prepare a flipchart labeled "Criteria for an Effective Message."
- Draw the staircase graphic shown in Activity Three on a flipchart labeled "Focusing Your Communications Goal: One Step at a Time."
- Prepare copies of *Handout A: Five Steps to Crafting an Effective Message.*
- Prepare copies of *Handout B: Analyzing Your Audience.*

Activity Four: Messaging Practice

- Prepare copies of *Handout C: Practice Crafting an Effective Message.*
- Refer to *Facilitator Tool C: Crafting an Effective Message* for an example of the desired result of participants' work.

Activity Five: Working with the Media

- Prepare copies of *Handout D: Tips for Working with the Media.*
- Write each of the following headings on a separate flipchart sheet (one phrase per sheet): "My motivation is …" and "The reporter's motivation is …"
- Review F*acilitator Tool D: Questions for Practice Media Interviews.*

Time Allotment for Each Activity

ACTIVITY TITLE	TIME
Activity One: Great Presentations and Presenters	60 minutes
Activity Two: Dealing with Presentation Anxiety	60 minutes
Activity Three: Crafting an Effective Message	90 minutes
Activity Four: Messaging Practice	75 minutes
Activity Five: Working with the Media	75 minutes
Total Time	**6 hours**

ACTIVITY ONE: GREAT PRESENTATIONS AND PRESENTERS

Estimated time for this activity: 60 minutes

The first two activities of the day are designed to enhance participants' presentation skills and comfort level in a variety of settings: whether presenting a project to a donor, a strategic plan to a PLHIV network or a new concept to colleagues.

1. Welcome participants. Explain that today's topic is about delivering key messages in a way that resonates with key target audience(s). Review the day's learning objectives and post them for everyone to see.

2. Have participants work in pairs to brainstorm the criteria for an effective *presentation*. Ask them to answer the question below. Allow 10 minutes.

    - *In your opinion, what makes a great presentation?*

    Note: If participants start discussing *presenter* characteristics or qualities, remind them they will discuss that topic next. Keep them focused on *presentations*.

3. When pairs have finished, ask each pair to share one answer with the plenary. Request that participants do not repeat what someone else has said already. Record responses on the flipchart labeled "Characteristics of Effective Presentations." Continue until participants have had a chance to share all their responses.

    Cross-check the group's "effective presentations" list against the bulleted list below and add any words or phrases that were not yet mentioned. Sample characteristics of effective presentations include the following:

    - Focused
    - Well organized
    - Structured
    - Meets the audience's needs and concerns
    - Tailored to the audience
    - Not too long
    - No jargon
    - Include appropriate visual aids

Hang the final list on the wall for everyone to see.

4. Next, have participants switch partners to work with someone new. Ask the pairs to brainstorm qualities and characteristics of an effective *presenter* regardless of the situation or context. Allow 10 minutes.

5. Facilitate the report-out by pairs in the same way as above – each pair reporting one characteristic until all responses are shared. Record participants' responses on the flipchart labeled "Qualities of an Effective Presenter."

   Cross-check the group's list against the bulleted list below and add any words or phrases that were not yet mentioned. Sample characteristics of effective *presenters* include the following:

   - Speak clearly
   - Vary tone and inflections
   - Use appropriate terminology
   - Use appropriate gestures to support their words
   - Keep their hands free (do not cross arms)
   - Have friendly, inviting facial expressions (slight smile, raised eyebrows)
   - Do not read directly from notes
   - Make appropriate eye contact with audience members
   - Use an engaging tone of voice
   - Dress appropriately
   - Appear at ease
   - If using visual aids, do not read from screen
   - Face the audience

   Hang the list on the wall next to "Characteristics of Effective Presentations."

   Explain that these two lists are not complete and that participants should feel free to add to the lists throughout the day.

6. Next, ask participants to look at the list of effective presenter qualities, think about themselves as a presenter and ask themselves the following questions:

   - *What are your strengths as a presenter?*
   - *What are your weaknesses?*
   - *How can you improve your presentation skills?*

   Ask participants to think about their answers and write one personal objective for improving their presentation skills on an index card. Make sure their objectives are specific. For example: "I want to work on speaking loud enough for everyone to hear" or "I want to find a way to overcome anxiety about public speaking."

7. Ask participants to choose a partner from their table, share their objectives with each other, provide feedback and help clarify each other's objectives. Circulate around the room and help participants refine their objectives as needed.

ACTIVITY TWO: DEALING WITH PRESENTATION ANXIETY

Estimated time for this activity: 60 minutes

Anxiety is a common condition facing people who are presenting and speaking to groups. It is often dubbed "stage fright." Individuals who are confident and comfortable with routine interpersonal communications suddenly find themselves panicked at the thought of making a presentation. Fortunately, there are a number of strategies that presenters can use to help overcome their anxiety. This activity covers some of those strategies.

1. Introduce this activity by asking for a show of hands in response to the following questions. Ask one at a time and pause so participants can look around the room at how many hands are in the air:

   - *How many of you have a fear of public speaking?*
   - *How many of you become nervous when speaking to large groups?*

   Reassure participants that they are not alone. Published in *The Book of Lists*[1], respondents ranked "public speaking" as their number one fear. More people fear public speaking than snakes, rats and even death.

   Ask participants to describe their symptoms of being nervous and record their responses on a flipchart.

   - *What happens to you when you have to speak and are nervous?*
     Sample answers: Dry mouth, sweating, shortness of breath, red face, difficulty breathing, a feeling of nausea or a knot in the stomach, exaggerated thoughts, shaking, wavering voice and dizziness.

2. Explain that presentation nervousness – also known as "stage fright" – is often situational, meaning its intensity varies depending on the situation. The next exercise is designed to explore participants' comfort level in various situations and to help them understand *why* some situations make people uncomfortable and others do not.

   Note: The facilitator will read the 10 different situations (listed below) and participants will decide if they feel more or less anxious depending on that situation. Hang up the flipchart which was prepared before the session, featuring two columns: "Reasons to Feel Comfortable" and "Tips and Tactics."

   Read each situation aloud and ask participants to indicate by raising their hands if they are comfortable in that situation.

   Next, ask participants with raised hands why they feel comfortable in that circumstance and record their responses in the first column, "Reasons to Feel Comfortable."

1. David Wallechinsky and Amy Wallace, eds., *The Book of Lists: The Original Compendium of Curious Information* (United Kingdom: Canongate Books, 2005).

The 10 situations for the facilitator to present are:

1. Telling your spouse or family member about your day
2. Presenting a summary of a training to your work colleagues
3. Describing to your friends an experience you had
4. Outlining for your boss a new idea you have
5. Talking to a newspaper journalist about your upcoming fundraising event
6. Giving a PowerPoint presentation to a small group of your work colleagues
7. Presenting a new strategic plan to your entire organization at an all-staff meeting – without a PowerPoint presentation
8. Talking to a gathering of community members about stigma
9. Presenting at a professional conference with a large international attendance
10. Giving a television interview which is broadcast live

Answers as to "why I am comfortable" may include the following:

- I know the audience well.
- I know the subject matter well.
- I have authority, so people will be receptive to my presentation.
- I know I will not get asked any hard questions.
- I am not the only one presenting.
- I have my audiovisual as support.
- I am really well-prepared.
- I have a backup plan.

3. Point to the column labeled "Tips and Tactics." Explain that there are things presenters can do prior to and during any public-speaking engagement to help them feel more comfortable.

   Go down the list in the first column, "Reasons to Feel Comfortable," item by item.

   For each item listed, ask the group to suggest "tips and tactics" that will help them feel comfortable in all presentation situations. For example:

   - **Reason to feel comfortable**: "I know my audience well."
   - **Tips and tactics**: One way to know your audience is to find out as much as possible about the group before making the presentation. Another way is to greet individual audience members as they assemble or enter the room.

   As participants offer tips, record them in the right-hand column ("Tips and Tactics"), next to the corresponding "reason to feel comfortable."

   Refer to *Facilitator Tool A: How to Increase Your Comfort Level with Public Speaking* as a guide for what participants should come up with.

   Note: If time allows, the facilitator should type up the lists and distribute as a handout. If not, remind participants to take their own notes.

4. Explain to participants that it is common to feel some degree of anxiety or stage fright before making a big presentation. This sensation is normal and helpful: A little anxiety can

help energize a presenter and keep her focused. The key is to *control* the anxiety so it does not negatively affect the presentation.

5. Ask participants to suggest ways they can control nervous tension *before* making a presentation. Record their responses on a blank flipchart. Be sure to include the following tips:

    - Practice your speech/presentation multiple times, and in front of a friend or colleague, if possible.
    - Plan what your first sentence will be.
    - Arrive early so you can see the room and test any audiovisual equipment.
    - Arrive early to avoid feeling rushed.
    - Try to meet audience members before the speech.
    - Do simple stretches and warm-up movements to relieve physical tension.
    - Breathe deeply.

    Next, ask participants for tips on how to control nervous symptoms *during* a presentation. Record their responses on another flipchart. Be sure to include the following:

    - Focus on breathing regularly: pause, breathe, exhale, pause.
    - Stay focused; don't improvise.
    - Avoid memorizing the presentation; use simple notes as guidance.
    - Think of the audience as *individuals* and not as the *audience*.
    - If you get lost in your notes, pause to gather your thoughts before continuing. Most of the time, the audience will not even notice a problem.
    - Wear something that makes you feel confident.

    Give participants time to write down these tips.

6. In closing, invite participants to think about their personal comfort zone with respect to presentations. Ask question such as:

    - *At what point do you become nervous?*
    - *How can you confront your fears and become stronger presenters?*
    - *What tactics can you use before and during a presentation?*

    Then, have participants work individually to draft some notes to themselves for future presentations. These will not be shared with the group.

7. Transition to the next activity by reminding participants that they have just focused on some techniques for making effective presentations and becoming effective presenters. In the next activity, they will learn how to craft an effective message.

ACTIVITY THREE: CRAFTING AN EFFECTIVE MESSAGE

Estimated time for this activity: 90 minutes

A critical element of external communications is a well-crafted message that succinctly conveys what the speaker wishes to tell her audience. This next activity takes participants through a five-step process for crafting an effective message.

1. Explain that the first two activities were geared toward enhancing an individual presentation. These next two activities will build on that information and expand the content to include external communications in general.

2. Hang the five or six flipcharts with the messages that were prepared earlier around the room. Remember that the messages can be public health messages, advertising for product endorsement, political campaign slogans, etc. pulled from local magazines or newspapers. Alternatively, use the sample messages in *Facilitator Tool B: Sample Messages*.

3. Have participants walk around the room, read the different messages and choose their favorite – the one that has meaning for them, one that resonates, or one they particularly like. Sometimes messages are popular and as many as 8 to 10 people will choose it. Others may only have one to two participants choose it – or no one at all. The group sizes do not have to be equal.

   Ask them to stand next to their favorite message and discuss their selection with the others who chose the same message. Why did they choose that message? What did they like about it? Allow five minutes for the discussion.

   After five minutes, focus attention back to the large group. In turn, ask for a volunteer at each flipchart to read their message aloud and explain why they selected that message. Ask participants to give specific examples to explain *why* they chose that particular message, and *why* this message speaks to them.

4. Invite participants to return to their seats and ask:

   - *Based on the discussions about the different messages on the wall, what would you identify as some criteria for an effective message?*
   - *What do you think needs to be in a message in order to make it effective?*

   Record participant responses on a flipchart labeled "Criteria for an Effective Message." Be sure that participant responses include the following criteria:

   - Simple
   - Concise
   - Factual and truthful
   - Have impact
   - Memorable
   - Audience appropriate (with respect to audience age, geography, gender, etc.)
   - Tone is consistent with the message (humorous, serious, etc.)

Post the flipchart with effective-message criteria on the wall next to the lists of presentation and presenter criteria developed during Activity One.

Remind participants to keep this list of effective-message criteria in mind during the next discussion about how to craft a message.

5. CEDPA suggests an easy to follow, five-step process to craft an effective message. These steps are outlined below.

   For the next hour, the facilitator will review these five steps in detail, facilitating group tasks where noted.

   Distribute *Handout A: Five Steps to Crafting an Effective Message* before you begin the discussion so that participants can follow along and supplement the handout with their own notes.

   STEP 1: Choose the issue.

   Explain that issues (or topics) are the essence of messaging. The issue (or topic) is what the speaker wants to talk about. In HIV and AIDS, some common issues include stigma, sexual and reproductive rights for PLHIV, access to treatment, etc.

   Ask the group to brainstorm some other issues that are important to their work. Write these on a flipchart called "HIV and AIDS Issues" and save the list for Step 2.

   STEP 2: Define the target audience.

   Explain that a critical step in messaging is knowing who the audience is. Messages are written to attract the attention of a specific person or group of people.

   Have participants think about HIV-prevention messages as an example. Ask:

   - *Would the message be the same if targeted to an in-school youth as it would be if it were targeted to a female sex worker*?
     Answer: No.

   Return to the list of HIV and AIDS issues from Step 1. Choose one as an example and ask the group:

   - *Who is a potential audience for this issue?*

   Record the types of audiences suggested by participants on a second flipchart called "Target Audiences." Give participants some tips as they brainstorm audiences:

   Ensure the audience list is comprehensive.
   Help participants think about all possible audiences. For instance, if the issue is "access to treatment," think about everyone who has influence on making ARVs available to PLHIV. For example: the country-level ministry of health, international

organizations and donors, national organizations and donors, PLHIV advocates, and public and private hospitals.

Be specific.
The more specific the audience is, the better. For instance, if participants list "women," encourage them to refine their description – is it *urban* women or *rural* women? *Literate* or *illiterate women*? Women of *childbearing age* or *post-menopausal* women?

Remember that an "audience" can be a single person such as any of the following:

- The minister of health
- The president of the HIV and AIDS coordination body
- The Country Coordinating Mechanism[2] chair, etc.

Consider the audience's perspective.
The most effective messages are tailored to a particular audience's perspective or interests. Therefore, the better one knows the audience (personal knowledge, through research, etc.) the more effective the message is likely to be.

Distribute *Handout B: Analyzing Your Audience* and review it with the participants to ensure everyone understands. Explain that participants will use this tool in an exercise during Activity Four when they put their new learning into practice and craft their own messages.

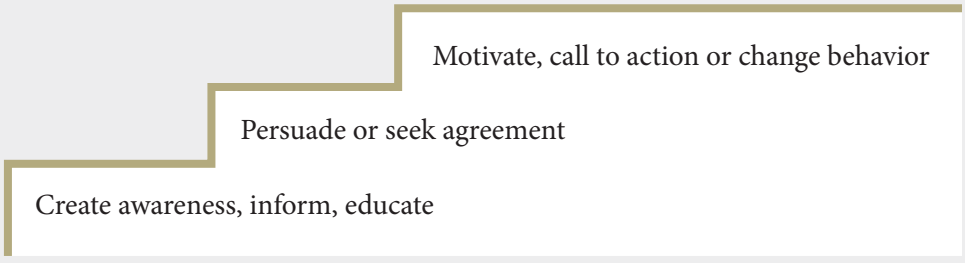
STEP 3: Establish a communications goal.

Explain to participants that once they define the *issue* and the *audience*, they need to develop a goal for their message. Ask the following questions:

- *What do you want to achieve?*
- *What do you want your audience to do after they hear your message?*

Draw a picture of the model below on a flipchart entitled "Focusing Your Communications Goal: One Step at a Time."

Focusing Your Communications Goal: One Step at a Time



2. National coordinating body for the Global Fund to Fight AIDS, Tuberculosis and Malaria

Explain to participants that a communications goal should focus on only one step depicted in the staircase above:

- Inform and educate, ***or***
- Persuade and seek agreement, ***or***
- Call their audience to action.

Trying to write a communications goal to accomplish more than one step is unrealistic.

Remember: Set only one goal at a time. Only when that goal has been achieved it is advisable to set a new goal and make a new plan.

Read the following examples out loud one a time. After reading each, pause and ask participants to indicate where the communications goal belongs on the staircase – create awareness, persuade or motivate to action.

> **Example A:** Your audience is school-age girls and boys, and you want them to have correct information about how a person can and cannot become infected with HIV.
> **Answer A:** Inform/educate.
>
> **Example B:** Your audience is people who use intravenous drugs. They know about HIV transmission, but they continue to share needles. Your message encourages them to obtain clean needles to avoid transmitting the virus.
> **Answer B:** Change behavior.
>
> **Example C:** Your audience is a group of religious leaders. They understand how ARVs work, but they insist that prayer is the best cure for AIDS. You want to convince them that it is acceptable for PLHIV to use a combination of ARVs and prayer – that these two actions are not mutually exclusive.
> **Answer C:** Persuade or seek agreement.

Ensure there are no questions. If participants are having a hard time understanding this step, ask the group to come up with additional examples from their own experience.

STEP 4: Develop a message.

Explain to participants that a strong communications message has three parts. As the facilitator explains each part, refer to the examples below.

Note: The elements of an effective *communications* message are very similar to the elements of an effective *advocacy* message in the "Advocacy" session. If a workshop includes both sessions, it would be good to call attention to this fact for participants' reinforced learning.

I. ***The sound bite or general statement.*** This is typically one sentence that is tightly focused and to the point. Good sound bites are easy to remember.

   Example: Condoms Save Lives.

II. ***The data.*** To support a sound bite, it is necessary to have two or three facts (or statistics) to prove to the audience that the issue is important. It is best to use a credible source the audience will respect.

Example: According to the World Health Organization (WHO), using condoms consistently and correctly is highly effective in preventing the transmission of the HIV virus and other STIs. The WHO cites a large body of scientific evidence showing that proper use of male latex condoms reduces *by at least 80 percent* the risk of sexual transmission of HIV and other STIs.

III. ***The personal story or anecdote.*** Finally, a message should be accompanied by some kind of real-life illustration that relates directly to the audience and makes the issue resonate for them. These stories or anecdotes personalize the issue and connect the audience to an emotional side of the topic.

Example: Fatou was an unmarried, sexually active professional. She was monogamous with any given sexual partner during a relationship, which typically lasted about 6 to 12 months.

By the age of 24, she had had intercourse with multiple male partners – and several of them had refused to use condoms. Fatou knew that HIV could be transmitted through intercourse, but only when her best friend tested positive for HIV did she become worried about her own health.

Fatou was relieved when she tested negative for the HIV virus, and decided, from that day forward, she would only engage in safe sex. If a boyfriend or partner refused to use a condom, Fatou not only would decline to have sex with him, she also would break off the relationship.

STEP 5: Determine message vehicles.

A *message vehicle* is the specific way a message is delivered. Give participants just a few examples of common message vehicles: letters, in-person meetings and newspaper ads. Then, ask participants:

- *What are some additional message vehicles?*
  Sample answers: E-mail, Internet ads, cell phone text messages, t-shirts, hats, pens, balloons, banners, billboards, TV, radio, flyers, community meetings, etc.

Discuss which message vehicles are most appropriate for various audiences. Name the following audiences one at a time and have participants brainstorm the most appropriate ways to reach them. Sample answers are provided below:

- *What are some message vehicles to reach the minister of health?*
  Sample answers: Letter requesting a meeting, fact sheet

- *What about men who have sex with men (MSM) and who practice unsafe sex underground?*
  Sample answers: Flyers in nightclubs, outreach workers

- *Truck drivers?*
  Sample answers: Radio, billboards

- *Traditional birth attendants working in rural areas?*
  Sample answer: Community meetings

- *Urban female sex workers?*
  Sample answers: Outreach workers, posters in brothels

- *Heterosexual men attending a local university?*
  Sample answers: Meetings, posters, flyers, student paper

- *Newly married women who are religious?*
  Sample answers: Religious leaders, church meetings

ACTIVITY FOUR: MESSAGING PRACTICE

Estimated time for this activity: 75 minutes

Learning is most effective when participants have the opportunity to apply new material to their own situation immediately. This activity allows participants to practice their new messaging skills right away.

1. Explain that participants are going to work individually to develop and deliver a three- to five-minute message.

   Each participant will serve as the *message vehicle* – the presenter. Each can choose the *issue, target audience* and *goal* for her presentation. Each participant also should identify the particular situation or venue where she would be delivering the message, such as a meeting with a public official, a conference of NGOs or a television interview.

   Ask them to refer back to *Handout A: Five Steps to Crafting an Effective Message* and *Handout B: Analyzing Your Audience* for guidance for this exercise.

   Distribute *Handout C: Practice Crafting an Effective Message* and ask participants to complete the worksheet, responding in detail to each question. Allow about 45 minutes so participants have enough time to write a solid message that could actually be used by their organizations after the workshop. While participants work, the facilitator should circulate around the room to answer questions and/or review what participants are doing. Encourage participants to be thorough.

   Note: If participants are not sure about specific statistics or figures to include as supporting data for their message, ask them to estimate or guess for now. The purpose of the activity is to craft and deliver an effective message as opposed to researching accurate data.

2. When the time is up, ask a few volunteers to deliver their messages to the large group. (If time allows, include more volunteers. If time is short, just have one or two present.)

Ask each volunteer to stand at the front of the room and deliver her message (including the sound bite, supporting data and story) as if she were actually addressing a specific audience.

3. After each presentation, invite the other participants to give positive feedback, as well as suggestions for improvement.

4. In closing, quickly go around the room and ask each participant to share one key learning about crafting or delivering messages.

ACTIVITY FIVE: WORKING WITH THE MEDIA

Estimated time for this activity: 75 minutes

Many HIV and AIDS organizations need to work with the media to communicate key messages to the public, to respond to major government or donor announcements, or to dispel myths and rumors. This activity gives participants some tips for working with the media and the opportunity to practice media interviews.

1. In order to find out about participant experiences dealing with the media, ask them:

   - *Who has ever been interviewed by a journalist?*

   Encourage a few participants to share their stories, both positive and negative.

2. Show participants the two previously prepared flipcharts, one entitled, "The reporter's motivation is …" and the other, "My motivation is …"

   Ask participants to walk to the front of the room and write a phrase on each flipchart that completes the statement. As they do this, ask them to consider:

   - *What is the reporter's role or job?*
   - *What is my role or job as an NGO worker?*

   Give participants about 10 minutes to complete this task. When they have finished, have everyone take a seat and ask a volunteer to summarize the notes.

   Be sure that the list of *reporter's motivations* includes the following:

   - Report the news
   - Sell newspapers and advertising
   - Keep his or her job
   - Create drama or conflict, which attracts more viewers/readers
   - Meet deadlines
   - Make the boss happy
   - Break a big story

Be sure that the list of *NGO worker's motivations* includes the following:

- Make the organization look good
- Advance as a professional
- Raise awareness about HIV and AIDS
- Raise awareness of rights for PLHIV
- Educate others about HIV and AIDS
- Reduce stigma toward PLHIV and those who work in HIV and AIDS

3. Ask participants to think about the implications of these lists:

   - *What can be learned from this?*
   - *What do we need to remember when being interviewed by media?*

   Note: The key learning is that reporters will not always have the same motivation for the interview as the participant. Thus, it is so crucial for the person being interviewed to stay on topic and not deviate from their message. As the interviewee, they should control the interview and never allow the reporter to move the conversation away from the topic at hand. Interviewees who are distracted tend to make mistakes and say things they later regret, or miss an opportunity to relay a key message to their target audiences.

4. Distribute *Handout D: Tips for Working with the Media.*

   Review the tips listed and ask participants to share examples and anecdotes of working with the media based on their experiences. If relevant, ask each person who shares an example to also identify the lesson learned from the experience.

   Ask the participants:

   - *Is this a comprehensive list?*
   - *Do you want to add anything to it?*
   - *Do you have any other advice for working with the media?*

5. Set up four chairs in the front of the room facing the participants. Explain that the best way to prepare for a media interview is to practice many times. Ask for four volunteers to be interviewed now in front of the rest of the group. Invite them to come up and sit in the chairs.

6. Explain that the facilitator will pretend to be a reporter and will ask each interviewee different questions about HIV and AIDS. Warn the interviewees and the audience that some of the questions are deliberately provocative and potentially offensive to give participants practice handling tough situations.

   Use the questions listed in *Facilitator Tool D: Questions for Practice Media Interviews*, or develop other questions that may be more appropriate for the setting. Pose a different question to each of the four participants in turn, progressing down the list in *Facilitator Tool D* until all the questions have been asked. Ensure that everyone has an equal opportunity to speak.

   Afterward, ask the interviewees and the other participants to provide feedback on their practice interviews, focusing on suggestions for improvement.

Note: Try to make this exercise as realistic as possible. The facilitator should stay in character throughout the interview. Some participants may deal with their nerves by laughing or making jokes. Other nervous participants may stumble through their answers. Emphasize that it is fine if participants make mistakes; this is the time for them to practice in a safe environment. Encourage participants to focus on the questions and answer as best they can.

7. In closing, ask if there are any questions from the day's activities. Wish everyone good luck with future presentations and messaging.

Facilitator Tool A
How to Increase Your Comfort Level with Public Speaking

REASONS TO FEEL COMFORTABLE	TIPS AND TACTICS
I know the subject matter well.	**Prepare.** Do all your research beforehand. Be sure you understand your material. Practice with a friend. Anticipate questions and rehearse answers.
I know my audience well.	Research the audience before the presentation. Arrange to meet them at a more intimate event beforehand, such as a reception. Introduce yourself to audience members as they file in.
I greet the audience as they come in.	See above. Use your name and a simple sentence: "I'm so glad to meet you. Welcome to the presentation."
I did my relaxing exercises before.	Practice breathing. Recognize that the jitters are there. Inventory body parts for tension. Then, release it.
I arranged the stage to my liking.	You own the stage. Make sure the microphone, podium and materials are where you need them to be. Remove distractions. The audience will not mind taking a short break while you arrange things.
I put my notes on cards (or other inconspicuous vehicle).	Do not memorize anything except the first few sentences. Use note cards or some other tool to list major points.
I studied my body language.	Be aware of behavioral traits or "tics" you have, such as excessive blinking or other repetitive muscle movement. Make appropriate eye contact with audience members around the room, but remember not to favor one side or the other. Videotape yourself rehearsing the speech and/or ask a friend for feedback when you rehearse.

Facilitator Tool B
Sample Messages

Be sure and have culturally relevant messages available. The facilitator should mix what he/she considers to be effective messages with some that might have been discredited. An excellent source of messages is local publications, such as magazines and newspapers. The facilitator can also use messages from the list below if no local messages can be found.

1. **Smoking kills**
   A U.S. anti-smoking slogan

2. **Yes we can!**
   Barack Obama's slogan in the 2008 U.S. presidential campaign

3. **Real men use condoms**
   A global condom campaign

4. **Abstinence, Be faithful, use a Condom**
   U.S. PEPFAR

5. **Just for the taste of it**
   Diet Coke

6. **Just do it**
   Nike

7. **Just say no**
   A U.S. anti-drug campaign

8. **Take control**
   A United Kingdom HIV-testing campaign

Facilitator Tool C
Crafting an Effective Message

This document gives one example of what *Handout C: Practice Crafting an Effectiv*e Message should look like after a participant fills it out. Do not allow participants to write one word answers. Encourage them to think through their message and write detailed responses to the questions.

1. *What is your issue? (What topic is the focus of your communications goal?)*

   I want to discuss stigma at our local secondary school. I feel like students living with HIV don't publicly disclose their status because they are afraid of being stigmatized by teachers and fellow students. I want to change this.

2. *Who is your audience? Be as specific as you can in order to target your message.*

   My audience is: students and teachers at the local secondary school.

   - *What is your audience's demographic group?*
     Peri-urban, lower/middle class. Male and female. Students are young (14 to 18 years old), but teachers range in age.

   - *How much do they know about your communications issue?*
     It varies. Some students have had HIV education since they were young and know quite a bit. Some older teachers might not know much at all.

   - *What opinions do they have about your issue?*
     This varies, too, but I think the majority believe that there is something wrong with living with HIV. People believe that HIV is something contracted from sex workers. They stigmatize because they don't understand the epidemic.

   - *Who influences your audience?*
     Students are primarily influenced by their peers, followed by their parents and teachers. Teachers are influenced by the school board and school leadership.

   - *What do you have in common with your audience?*
     I attended this school when I was young. I received good marks, and many of the teachers remember me and like me. The students might identify with me because I was a student here. They might trust my expertise because I now work in HIV and AIDS. Plus, our organization has been doing prevention work in this community for many years.

   - *Have they reached out to you? Are you reaching out to them? How much do they know about you?*
     No, I am reaching out to them for the first time.

3. *What is your communications goal for this audience? Be specific about the desired outcomes of your message.*

   I want eventually to implement a stigma program at the school. First, I must start with the teachers. I will target the teachers and persuade them that students and teachers living with HIV are not bad people. I hope that, once they understand that, I can convince them to change their behavior and pass this message onto their students.

4. *Define the three key elements of your message:*

   a. *What is your sound bite (general statement)?*

      Stigma hurts.

   b. *What are your supporting facts?*

      - On average XX number (or YY percent) of secondary school students are living with HIV in our country.
      - Youth tested and diagnosed early can live long, happy and productive lives.
      - Teachers tested and diagnosed early can continue to live long, happy and productive lives.
      - Study X shows that up to 85 percent of in-school youth will not get tested for HIV because they are scared of being stigmatized in school. This means that up to 85 percent of in-school youth may be in danger of passing along the virus, as well as putting their own health at risk by not seeking treatment.

c. *What is the real-life example or anecdote to illustrate your message?*

   William was 16 and knew he could be HIV-positive. He had unsafe sex with several girls in his class, one of whom was now sick – and people were saying she had AIDS.

   William knew that there was a pill available to help people living with HIV, but he didn't know where to get it. He was scared of being tested, because another boy in his class had tested positive and he was tormented in school by the other children.

   But William was scared that if he didn't do something soon, he might get sick and die. He had dreams of going to college and eventually owning his own farm. He wanted to live a long life.

Facilitator Tool D
Questions for Practice Media Interviews

Use the following questions to conduct the practice media interviews. Remind participants that some questions were written in a biased or prejudicial manner deliberately, since part of the exercise is learning how to deal with these difficult views and perspectives. These questions are not intended to be offensive to participants. The facilitator should use his or her own judgment on what is appropriate or inappropriate for any given training group.

1. Where did the idea originate that having sex with young virgins would prevent AIDS? How do we educate people that this is incorrect?

2. Why do you think men will risk the health of their partners by not using condoms?

3. Why are we unable to get more money from the Global Fund to Fight AIDS, Tuberculosis and Malaria or the U.S. President's Emergency Plan for AIDS Relief (PEPFAR)?

4. What is going to happen to all the AIDS orphans?

5. What is the best way to deal with stigma in the workplace?

6. When are they going to have a cure for the AIDS virus?

7. Do you think AIDS is just punishment for a sinful lifestyle?

8. Don't you think that using ARVs proves a person's lack of faith in God?

9. What is your organization's biggest obstacle in reaching our country's youth?

10. Is it true you can contract the HIV virus from kissing?

11. Tell me about your organization's biggest success to date.

12. Tell me about your country's national AIDS plan. Is it effective?

Handout A
Five Steps to Creating an Effective Message

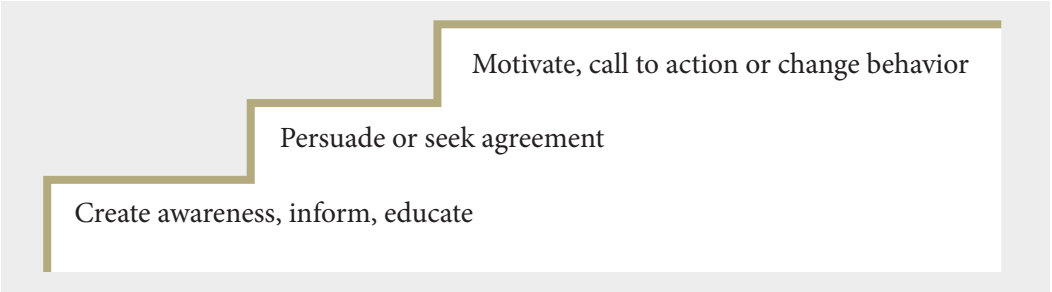
STEP 1: Choose the issue.
Issues are the essence of messaging. The issue (or topic) is what the speaker wants to talk about. In HIV and AIDS, some common issues include stigma, sexual and reproductive rights for PLHIV, and access to treatment. What other issues are important to your work?

STEP 2: Define the target audience.
A critical step in messaging is knowing who the audience is. Think about HIV-prevention messages: Would the message be the same for an in-school youth as it would be for a female sex worker? No. Messages are written to engage a specific person or group of people.

STEP 3: Establish a communications goal.
After you define the *issue* and the *audience*, you need to develop a goal for your message. Use these guiding questions:

- *What do you want to achieve?*
- *What do you want your audience to do after they hear your message?*

See the chart below, which is called "Focusing Your Communications Goal: One Step at a Time":



A communications goal should focus on only *one* of the steps depicted in the staircase above:

- Inform and educate, ***or***
- Persuade and seek agreement ***or***
- Call the audience to action.

Establishing a communications goal intended to accomplish more than one step is unrealistic. For each of the following examples, indicate where on the staircase the communications goal belongs – create awareness, persuade or change behavior:

Example A: Your audience is school-age girls and boys, and you want them to have correct information about how a person can and cannot become infected with HIV.

Example B: Your audience is people who use intravenous drugs. They know about HIV transmission, but they continue to share needles. Your message encourages them to obtain clean needles to avoid transmitting the virus.

Example C: Your audience is a group of religious leaders. They understand how ARVs work, but they insist that prayer is the best cure for AIDS. You want to convince them that it is acceptable for PLHIV to use a combination of ARVs and prayer – that these two actions are not mutually exclusive.

STEP 4: Develop a message.

A strong message has three parts: the sound bite or general statement, supporting data and a personal story or anecdote to illustrate your message's relevance and urgency.

I. ***The sound bite or general statement.*** This is typically one sentence that is tightly focused and to the point. Good sound bites are easy to remember.

   Example: Condoms Save Lives.

II. ***The data.*** To support a sound bite, it is necessary to have two or three facts (or statistics) to prove to the audience that the issue is important. It is best to use a credible source the audience will respect.

   Example: According to the World Health Organization (WHO), using condoms consistently and correctly is highly effective in preventing the transmission of the HIV virus and other STIs. The WHO cites a large body of scientific evidence showing that proper use of male latex condoms reduces *by at least 80 percent* the risk of sexual transmission of HIV and other STIs.

III. ***The personal story or anecdote.*** Finally, a message should be accompanied by some kind of real-life illustration that relates directly to the audience and makes the issue resonate for them. These stories or anecdotes personalize the issue and connect the audience to an emotional side of the topic.

   Example: Fatou was an unmarried, sexually active professional. She was monogamous with any given sexual partner during a relationship, which typically lasted about six to 12 months.

   By the age of 24, she had had intercourse with multiple male partners – and several of them had refused to use condoms. Fatou knew that HIV could be transmitted through intercourse, but only when her best friend tested positive for HIV did she became worried about her own health.

   Fatou was relieved when she tested negative for the HIV virus, and decided, from that day forward, she would only engage in safe sex. If a boyfriend or partner refused to use a condom, Fatou not only would decline to have sex with him, she would also break off the relationship.

STEP 5: Determine message vehicles.

A message vehicle is the specific way a message is delivered. Common message vehicles are letters, in-person meetings or presentations, and newspaper ads. What are some other message vehicles? Think about traditional methods and new technology.

Handout B
Analyzing Your Audience

Audience analysis involves an examination of numerous factors that influence your audience. In order to formulate a message your audience will receive and understand, consider the following:

Demographics

Think about your audience's demographics. Be specific in identifying and articulating the demographics of your target audience – i.e., the characteristics of the group you are trying to reach. Consider factors such as the following:

- Age
- Sex
- Socioeconomic level
- Religion
- Profession
- Geographic area
- Education level

Perspective

The most effective messages are written with the *audience's* perspective in mind, not the *messenger's*. Your audience is not a blank piece of paper. Each audience member has his or her own history, opinions and preferences. The better you understand these preferences, the better equipped you will be to craft a message that will resonate with that audience. Consider the following questions to better understand your audience's perspective:

- How much do audience members know about your issue?

- What opinions do they have about your issue?
  Example: If your issue is condom use – does your audience support condom use? Are they against it?

- Who influences your audience?
  Example: A minister of health might be influenced by her political party, the parliament, the prime minister or the president, whereas a teen-age girl might be influenced by her friends, teachers, parents, teen-age boys, older sisters, etc.

- What do you have in common? What views do you share with your audience? Finding common ground is often the best way to establish a new relationship or strengthen an existing one.

- Have they reached out to you? Are you reaching out to them? How much do they know about you?

Handout C
Practice Crafting an Effective Message

Respond in detail to each of the following questions here or on another piece of paper. Remember that your message vehicle is you, the presenter. You may present to one person, a small group or a large group, depending on your audience or speaking venue.

1. What's your **issue**? (What topic is the focus of your communications goal?)

2. Who is your **audience**? Be as specific as you can in order to target your message.

   - What is your audience's demographic group?
   - How much do they know about your communications issue?
   - What opinions do they have about the issue?
   - Who influences your audience?
   - What do you have in common with your audience?
   - Have they reached out to you? Are you reaching out to them? How much do they know about you?

3. What is your communications goal for this audience? Be specific about the desired outcomes of your message.

4. Define the three key elements of your message:

   a. What is your sound bite (general statement)?

   b. What are your supporting facts?

   c. What is the real-life example or anecdote to illustrate your message?

Handout D
Tips for Working with the Media

Think of a media interview as an opportunity to get your messages out. With proper preparation, you can maintain control of the interview, position your NGO's issue and work in a positive light.

1. If called for a comment on a specific issue, make sure you ask the following from the reporter:
   - Reporter's full name
   - Media outlet
   - Phone number
   - Email
   - Deadline for filing story
   - Nature of story
   - The kind of information the reporter needs from you and your organization
   - For television interviews, note whether the interview will be live or taped; for print or online, will a photographer be sent to photograph spokesperson, NGO staff in action and/or beneficiaries
   - When the story is slated for publication or broadcast
   - Other people to be interviewed for the same news story

2. Having obtained the above information, tell the reporter you will get back to him/her so you can think through your answers. Then, make sure you call back within the agreed-upon time frame so that the reporter does not miss the deadline.

3. Do not use jargon, acronyms or abbreviations.

4. Have your message ready. Prepare messages for the most frequently asked and challenging questions.

5. Never lie to a reporter.

6. Do not feel bad if you do not know all the answers to the reporter's questions. Simply offer to follow up later with that information, and, then, be sure to do so before the reporter's deadline.

7. Never show anger or argue with the reporter. Media questions may be designed to elicit a reaction or strong response from interviewees; some reporters may even be hostile.

8. Avoid negative statements.

   Reporter: *Why does your group support men having sex with men (MSM)?*
   Wrong answer: We do not support MSM.
   Correct answer: We work with all groups of people who are at risk.

9. In a TV interview, look at the interviewer, not the camera. Ask for a rehearsal if it is your first time on camera.

10. Always assume everything you say can and might be published or aired, even if the reporter says, "Off the record, what do you think about …?"

Fundraising and Proposal Writing

BACKGROUND NOTES

Many community-based organizations cite the area of fundraising and proposal writing as one of their most challenging institutional issues. With increasing numbers of nongovernmental organizations (NGOs) competing for HIV and AIDS resources, it is more important than ever for NGOs to diversify their sources of funding and foster mutually supportive relationships with new donors.

Since the launch of the Global Fund to Fight AIDS, Tuberculosis and Malaria in 2002 and PEPFAR in 2003, millions of dollars have become available each year for HIV and AIDS programs and services in developing countries. Yet small, local, women-led NGOs and networks of HIV-positive women often find themselves unsuccessful in their attempts to access those funds. Many are unaware of how to approach the complex world of international donors.

While there is no hidden secret or approach that guarantees successful fundraising, donors agree that certain elements and characteristics distinguish winning proposals from the rest. This session introduces participants to the "dos and don'ts" of proposal writing, helps them identify and analyze different types of donors, allows a chance to practice donor negotiations and gives an overview of the various components of a proposal. The activities are designed to help participants strengthen their current donor relationships, as well as leverage new funding sources.

"Money is not the only answer, but it makes a difference."
—Barack Obama, 44th President of the United States

SESSION OBJECTIVES

At the end of the session, participants will be able to:

1. Differentiate among types of donors and know how to approach each one
2. Strengthen donor relationships and handle negotiations with confidence
3. Understand the characteristics of a winning concept note
4. Detail the elements of an effective proposal

PREPARATIONS

The following is a checklist for the facilitator:

Activity One: Fundraising Success Factors

- Write the session objectives on a flipchart.
- Write on a flipchart the interview questions (which are found in a text box in Activity One).
- Label a flipchart "Fundraising Success Factors."

Activity Two: Differentiating among Types of Donors

- Prepare a flipchart (or tape two papers together) divided into six columns with the following headings:
  - Multilaterals
  - Bilaterals
  - Corporations
  - Foundations
  - Government
  - Local businesses

  Note: Facilitator may add a seventh column called "Others" if there are other types of donors relevant to the participants.
- Review *Facilitator Tool A: Completed Donor Chart.*

Activity Three: Donor Relations and Negotiations

- Make one copy of *Handout A: Role-Play Scenarios for Donor Negotiations* and cut out the four role-play scenarios for group work.
- Review *Facilitator Tool B: Role-Play Scenarios and Facilitator Notes for Donor Negotiations* to become familiar with the role-play scenarios and be able to debrief the role-plays.
- Prepare a flipchart titled "Donor Relations: Lessons Learned."

Activity Four: Writing a Concept Note

- Prepare two flipcharts, one labeled "Concept Note" and the other "Proposal."
- Prepare a separate flipchart with definitions of "concept note" and "proposal."
- Write instructions for the small-group task on a flipchart (or prepare a handout).
- Prepare copies of *Handout B: Sample Concept-Note Outline.*

Activity Five: Proposal Development

- Review *Facilitator Tool C: Characteristics of a Winning Proposal.*
- Prepare copies of the following handouts for distribution:
  - *Handout B: Sample Concept-Note Outline*
  - *Handout C: Assessing Project Ideas for a Proposal*
  - *Handout D: Proposal Template*

Time Allotment for Each Activity

ACTIVITY TITLE	TIME
Activity One: Fundraising Success Factors	45 minutes
Activity Two: Differentiating among Types of Donors	60 minutes
Activity Three: Donor Relations and Negotiations	60 minutes
Activity Four: Writing a Concept Note	75 minutes
Activity Five: Proposal Development	120 minutes
Total Time	**6 hours**

ACTIVITY ONE: FUNDRAISING SUCCESS FACTORS

Estimated time for this activity: 45 minutes

It is likely that many participants will have experience with fundraising and/or proposal writing – both successful and unsuccessful. This activity allows participants to share their knowledge and experiences, and it sets the stage for the rest of the day.

1. Welcome participants. Explain that participants are going to work in pairs to interview each other about their most memorable fundraising experience using the questions written on the flipchart. Participants should feel free to share a story that is either positive or negative.

   Explain that the questions are there to help guide the conversation, and participants can feel free to improvise or add additional questions.

   Interview Questions: Most Memorable Fundraising Experience

   I. Tell me about your most successful fundraising or proposal writing experience – or your *least* successful experience.

   II. What went right/wrong?

   III. Why was the experience successful/unsuccessful?

   IV. What lessons did you learn from this experience?

   During the interview, the interviewer should listen carefully for examples of *success factors* in the other person's stories and examples. Even in an *unsuccessful* situation, the interviewer can find success factors. For example, if the interviewee describes a terrible situation when the proposal was turned in late, a success factor could be "turn proposals in on time."

2. Allow 10 minutes for the first interview. Then, ask the pairs to switch and repeat the process.

3. When the pairs have finished, go around the room and ask each participant to list one success factor from the interview. Write each response on the flipchart called "Fundraising

Success Factors." Request that participants not repeat any factor already listed. At the end of the activity, the group will have a comprehensive list of success factors on the flipchart.

Note: If possible, the facilitator should type the list of success factors to distribute as a handout. Otherwise, remind participants to take their own notes.

4. Make sure participants recognize the amount of knowledge that already exists in the room related to proposal writing and fundraising. Encourage those with experience to share throughout the day so others may continue to learn.

ACTIVITY TWO: DIFFERENTIATING AMONG TYPES OF DONORS

Estimated time for this activity: 60 minutes

Each donor organization has its own systems, funding criteria, requirements, expectations and proposal formats. Understanding the main differences among the major types of donors can help participants start thinking about where and how to seek funding.

1. Introduce this activity by talking about the importance of diversified funding for an organization – that is, raising funds from multiple sources (the public sector, foundations, private corporations, etc.).

    - *Why should an NGO diversify its funding sources? What are the benefits?*
      Sample answers:
        - The NGO is not dependent on only one donor. So, if one type of funding ends or shrinks, the organization has other resources.
        - Donors like to know that the NGO has other sources of funding as it conveys a sense of stability and dependability.
        - Staff gains experience working with various donors.

    Ask participants if, in their experience, all donors operate in the same way. They will likely answer, "no." Then, explain that given the variety of donor processes and requirements, an NGO must learn to tailor its approach depending on the type of donor. There is no "universal standard" for donor relations. Unless NGO leaders and managers understand the differences among donors and strengthen their donor relationship skills, they are unlikely to be successful.

    Note: Work with participants to adapt the following activity to make it as relevant as possible to their context and situation. Depending on the country or region, funding may be available from religious organizations, the national government, international donors, corporations, individuals, etc.

    Focus attention on the types of donors that participants are likely to target. If participants are less likely to approach *bilateral* donors or *multilateral* donors (see below for definition and examples of each donor type), review that information briefly and go into more detail on the more significant organizations. Add and/or delete columns from the donor chart as necessary.

2. Show participants the previously prepared flipchart listing various types of donors. It should look like the example below (with a possible seventh column labeled "Others"):

Donor Chart

MULTILATERALS	BILATERALS	CORPORATIONS	FOUNDATIONS	GOVERNMENT	LOCAL BUSINESSES

3. Review each column with the group to ensure that everyone understands the different types of donors. Some participants may not understand *multilateral* or *bilateral* donor organizations; so, explain these before continuing with the activity.

Multilateral donors

To help participants understand the root definition of "multilateral," ask:

- *What does "multi-" mean?*
  Answer: Many, multiple, more than two.

Explain that a multilateral donor is an agency that has *multiple* countries contributing funds to support its work. Multilateral donors have formal funding relationships with host country governments (the recipients). In some cases, funds are distributed from the donor's international headquarters; in other cases, funds are distributed directly to NGOs from the country office.

Definition of "Multilateral Donor"

A **multilateral donor** is an agency or institution that represents numerous donor countries working with the host country (recipient).

Ask participants for *just two to three* examples of a multilateral donor to be sure the group understands. Record their responses in the "Multilateral" column of the donor chart on the wall. Any of the following are multilaterals:

- ADB (Asian Development Bank)
- AfDB (African Development Bank)
- European Union

- Global Fund to Fight AIDS, Tuberculosis and Malaria
- IDB (Inter-American Development Bank)
- PAHO (Pan American Health Organization, a regional office of WHO)
- UN agencies (e.g., UNAIDS, UNDP, UNFPA, UNICEF, UN Women)
- World Bank

Bilateral donors

Once again, start by asking participants about the prefix in "bilateral":

- *What does "bi-" mean?*
  Answer: Two; between, involving or affecting two.

Explain that a *bilateral donor* is an agency that represents one country's government (the donor) working in collaboration with the host country (the recipient). The relationship, thus, is between *two* governments.

Definition of "Bilateral Donor"

A **bilateral donor** is a nation or independent institution that funds programs, organizations or host-country governments directly, working in collaboration with the host country (the recipient). As the prefix "bi-" means "two," only two countries are involved in this process.

Ask for two to three examples of a bilateral donor to be sure the group understands. Record the responses in the "bilateral" column of the donor chart on the wall. Any of the following are bilaterals:

- AusAID (the Australian government's overseas aid program)
- CIDA (Canadian International Development Agency)
- DFID (United Kingdom Department for International Development)
- GTZ (the German government's overseas aid program, Deutsche Gesellschaft für Technische Zusammenarbeit)
- SIDA (Swedish International Development Cooperation Agency)
- USAID (U.S. Agency for International Development)

4. Review briefly the other "Donor Chart" column headings to make sure everyone understands them. Ask participants if any additional categories of donors should be added.

5. Now that participants are clear on the definition of each donor type, the large group will work together to fill out the "Donor Chart" completely. Proceed column by column, asking participants to identify specific donor organizations that might fall under that heading. (Note that for the first two columns – "Multilaterals" and "Bilaterals" – a couple of examples already have been listed by the group; simply prompt them to give more examples.) Write all correct responses in that column.

When a sufficient number of organizations have been identified under a particular column heading, use the following questions to guide a discussion and write responses on the chart.

- *How do you best approach this type of donor?*
- *How flexible is this type of donor? Are they willing or able to engage in dialogue with and listen to an NGO's ideas?*
- *What are some strategies for fostering a new relationship with this donor?*

When the first column ("Multilaterals") is complete, move on to the "Bilaterals" column and repeat the process (including the discussion questions) outlined in this step of the activity. Continue left to right, filling in each column of the entire chart in this manner. Completing the chart will likely take 30 to 40 minutes.

Note: Throughout this activity encourage participants to share stories and experiences – successful and unsuccessful – working with various donor types. Draw lessons learned from the stories and write these on the flipchart. The stories often give good ideas and hints to other participants.

Refer to *Facilitator Tool A: Completed Donor Chart* for assistance on what the final chart should look like. If participants do not have enough information or experience with a particular type of donor, the facilitator should feel free to add information.

6. Ask if there are any questions about the donor categories or the differences between and among them. Wrap up by saying that now that the group has reviewed the various types of donors, the next activity will allow an opportunity to role-play interactions and conversations with donors.

ACTIVITY THREE: DONOR RELATIONS AND NEGOTIATIONS

Estimated time for this activity: 60 minutes

Developing new donor relationships and negotiating with funders are critical skills for NGO managers. This session is designed to help participants look at donors as *partners* and to highlight the importance of developing mutually beneficial and respectful relationships with them. Since donors and NGOs do not always agree on project design, approach or budget, NGO leaders must be able to present their view and negotiate an outcome that meets both parties' needs.

1. **NGOs have an equal relationship with donors.** This is the primary concept participants should learn during this activity. Many nonprofit leaders may view themselves as "beggars," appealing to donors for funding. However, while donors may have more resources than nonprofits, NGOs have far more on-the-ground experience and expertise in their field. NGOs understand their beneficiaries' needs and how best to deliver services. Thus, donors need NGOs as much as NGOs need donors; it is a partnership of two equal players.

2. Explain that donors often have different ideas about projects than NGOs. Donors may be responding to pressure from their boards of directors, they may be under pressure to

reach larger numbers of beneficiaries or achieve bigger results, or they may have a different opinion about what is needed and which strategies are most effective.

Explain that having a different opinion from the donor is perfectly acceptable, particularly when the NGO's opinion is based on experience with similar projects or its knowledge of the target area.

Engaging in open dialogue with donors is the best way to reach a mutually acceptable agreement and likely will result in a stronger, more effective project. While NGOs always should be flexible and open to donor ideas and feedback, they also must remain committed to their mission.

3. Tell the group that in this activity, participants will practice donor relations in various scenarios. Divide participants into four groups.

   Distribute one scenario to each group (copied from *Handout A: Role-Play Scenarios for Donor Negotiations*).

   Ask participants to read the scenario, decide on a strategy to address the situation and rehearse their role-play. Allow about 20 minutes.

4. When the small groups are ready, ask each group to perform its role-play.

   Following each role-play, facilitate a discussion using the following questions and record key comments or lessons learned on the flipchart entitled "Donor Relations: Lessons Learned."

   - *What was happening in this situation? What was the issue or disagreement?*
   - *How did the NGO staff members react? What was their solution?*
   - *What do you think about the NGO staff members' behavior (e.g., calm, unprepared, professional)? What could they have done differently?*
   - *Does anyone have other ideas about what strategy or tactic could be used to address a donor problem such as this one?*

   Note: Some key lessons learned for each role-play are presented in *Facilitator Tool B: Role-Play Scenarios and Facilitator Notes for Donor Negotiations*. Participants, of course, may come up with additional ideas, which would enrich the discussion even more. If, however, participants do not capture major lessons learned during the role-play debrief, prompt them by using the ideas in *Facilitator Tool B.*

5. When all groups have finished, thank the participants for their creative energy. If possible, type up the notes from the flipchart and give it as a handout. If not, remind participants to take their own notes.

6. Ensure there are no questions. Then, move to the next activity.

ACTIVITY FOUR: WRITING A CONCEPT NOTE

Estimated time for this activity: 75 minutes

Many participants do not understand the difference between a *concept note* and a *proposal*. This activity introduces participants to concept notes, helps participants understand when to prepare a concept note and provides a template for them to follow in the future.

1. Explain that this activity begins by exploring the differences between a *concept note* and a *proposal*.

2. Show participants the two previously prepared flipcharts, one entitled "Concept Note," and the other, "Proposal."

3. Ask the group to brainstorm the differences between the two. Write participants' comments on each respective flipchart. When they are done, ask participants to summarize key differences between a *concept note* and a *proposal*. Then, share the definitions, which were previously written on a separate flipchart:

> **Definitions of "Concept Note" and "Proposal"**
>
> A **concept note** is a two- to three-page paper that explains the initial, broad thoughts for a new or proposed project.
>
> A **proposal** is a full and detailed description of a potential project sent in response to a specific request from a donor. The proposal should include strategies, approaches, implementation, management, and monitoring and evaluation.

3. Ask the participants the following questions and write responses on the appropriate flipchart page:

   - *When it is appropriate to submit to a donor a concept note?*
     Sample answers: A *concept note* is an effective means of presenting a new or proposed project idea to determine if a particular donor is interested. Concept notes are designed to spark preliminary discussions with donors and may be unsolicited or in response to a request from a donor.

   - *When is it appropriate to submit a proposal?*
     Sample answers: A *proposal* is prepared and submitted in response to a specific request from a donor. Proposals tend to take a great deal of time, and thus money, to prepare. In most cases, donors issue formal solicitations for project proposals.

   Make sure participants understand the distinct purpose of each document. When an NGO has preliminary discussions with donors about a new project idea, NGO staff may submit a *concept note* to share their ideas and strategies and find out if there is interest in the project on the part of the donor without investing the time and money necessary for a proposal. If interested, the donor may then request a *proposal*.

4. Now, the group will learn how to prepare a concept note. Ask the participants the following question and write responses on the "Concept Note" flipchart:

   - *What should be included in a concept note?*
     Answer: The concept note outlines the "big picture" for a new project in narrative form. It should describe the strategy and goal and list some preliminary objectives. It might discuss the beneficiary group or the needs of a community. It should describe broad project plans and highlight expected results.

5. Explain that sometimes donors (such as USAID) provide a concept note outline for applicants to complete. More frequently, however, donors will not have a template and will look to the NGO to submit a strong and complete concept note. In the next exercise, participants will develop a template or outline for a concept note.

6. Ask participants to work in their table groups to complete the next task. Distribute blank sheets of flipchart paper and a marker to each table.

   Show participants the task instructions on the previously prepared flipchart paper or distribute the task as a handout. Allow about 20 minutes for this task.

Small-Group Task Instructions

Design an outline (or template) for a concept note that you can use as a guide in the future.

I. Brainstorm a list of elements or sections for a concept note.
II. Put the list in order of how the content should be organized.
III. Determine how long each section should be.
IV. Provide tips to help guide the writing process. For example, "include a description of _____ in this section."
V. Be creative. Put yourself in the donor's shoes. What would spark their interest in learning more about your proposed project?
VI. Write your completed outline on flipchart paper.

When the groups have finished, ask each group to briefly present (two minutes each) their concept-note outlines, highlighting innovative and creative approaches that might make donors interested in or excited about the project.

7. After all groups have presented, facilitate a discussion of the outlines to identify similarities and differences, as well as aspects that participants find interesting and/or unique.

8. Ask participants if there is consensus on the best template or if they prefer to blend elements from the four templates to develop a final version.

   If participants choose to combine elements, facilitate a large-group discussion to determine which elements from the four templates should be included in the final. Try not to spend too much time on this step. Capture the strongest elements from each template to build a final draft and then move on.

Note: If time is running short, do not give participants an option of creating a composite template. Simply ask them to vote on their favorite template.

If possible, type up the final template and distribute it as a handout. If not, give the participants enough time to copy it down in their notes.

Distribute *Handout B: Sample Concept-Note Outline*, which presents another good general template for a concept note.

9. Ask if there are any questions or comments. Explain that having explored how to write a concept note, the group now will discuss how to prepare a proposal.

ACTIVITY FIVE: PROPOSAL DEVELOPMENT

Estimated time for this activity: 120 minutes

The process of developing a proposal for funding can be a challenge for many NGO workers. This activity provides workshop participants with a solid proposal template and an opportunity to begin drafting their own proposal.

1. Acknowledge that it can be daunting to sit down and write a proposal. It typically requires a team with a full complement of skills and a great deal of time to develop a successful proposal.

   This last activity will introduce participants to some useful tools to guide them and their work colleagues in preparing a proposal.

2. Ask the participants to brainstorm "characteristics" of good proposals. Allow about 10 minutes to get a comprehensive list of ideas. Use these questions to paraphrase and generate ideas and input:

   - *What are the essential elements of a winning proposal?*
   - *What characteristics or attributes make a proposal strong?*
   - *What do donors look for in winning proposals?*

   Record participant responses on a flipchart.

   Note: Refer to *Facilitator Tool C: Characteristics of a Winning Proposal* for suggested responses. Ensure that the flipchart list includes items listed in Facilitator Tool C.

3. Transition to the next activity by asking the following question:

   - *Does your organization submit proposals to every donor that issues a request for proposal (RFP) for HIV and AIDS funding?*
     Answer: Ideally, the answer will be no.

- *Why not?*
  Sample answers: An NGO cannot afford to write proposals for every donor that issues an RFP for any or all of the following reasons:
  - The NGO may not have expertise in the particular area of HIV work called for in the RFP.
  - The NGO may lack sufficient staff time to devote to the proposal process.
  - Its staff might lack the appropriate skill mix.
  - Its leadership may have inside information that another NGO is expected to win the award.

For any of the above reasons – and many others – NGOs must be strategic about which RFPs to respond to and which project ideas they propose to donors.

4. Distribute *Handout C: Assessing Project Ideas for a Proposal.*

   Explain that an NGO with several ideas for innovative new projects should assess each idea carefully before selecting one to feature in a proposal. The next tool will help participants and their colleagues review several project ideas to determine which idea moves to the proposal stage.

5. Ask participants to work individually (if two or more participants are from the same organization, they may work as an organizational group) to complete *Handout C: Assessing Project Ideas for a Proposal.*

   Review the instructions and the questions/criteria to ensure understanding.

   Participants may choose to work on real projects their organization has identified or they may choose to identify new project ideas based on their personal areas of interest.

   Allow 15 to 20 minutes to complete the work sheet.

6. When participants have finished ask for feedback on the work sheet:

   - *Was this exercise helpful?*
   - *How did the questions in Handout C help you look at your project ideas in a new or different way?*
   - *Was it difficult to choose one project idea at the end of the exercise?*
   - *How do you feel about your project ideas after completing this work sheet?*

7. Next, explain that the group is going to look at a sample template for writing a proposal. Distribute *Handout D: Proposal Template*.

   Explain that since most donors provide their own proposal requirements or outlines when announcing an RFP, participants likely will never follow this template exactly when preparing proposals. However, this outline includes key questions that are helpful in determining what information to include in each section of a proposal. As such, the information can be helpful when using any donor's proposal template.

8. Review each section of the proposal template in *Handout D* and take questions from the group. Ensure everyone understands the questions listed in each section of the template.

9. Ask participants to continue to work individually or in their organizational groups using the project idea they selected in the previous activity. Give participants a lot time for this exercise – 45 minutes to an hour, if possible. Budget the time allotment so that participants complete this task about 30 minutes before the end of the day.

   Participants should not feel pressured to complete the entire template. The template is detailed and comprehensive; filling it out completely would take longer than time allows during the workshop. Allow participants to structure their own approach to this writing exercise: Some participants might choose to start from the beginning and work in order; others may start with a section that is new, challenging or most relevant to their skill set and work.

   Encourage participants to work carefully and at their own pace.

   While participants work, walk around the room to check on progress, answer questions, give feedback, and offer encouragement and guidance. If other resource people are available, ask them to help participants with their proposal writing as well.

10. Allow participants to work on their proposals until about 30 minutes before the end of the training day. At that point, ask participants to wrap up their work.

11. Ask participants to partner with someone sitting nearby and exchange their draft proposals.

    Encourage participants to bounce ideas off of each other, give each other constructive feedback, ask for clarification or more details, etc.

12. At the end of the day, ask for any final questions and comments. Encourage participants to continue working on their proposals after the activity ends and to use each other as a resource and editor.

Facilitator Tool A
Completed Donor Chart

	MULTILATERALS [1]	BILATERALS [2]	CORPORATIONS	FOUNDATIONS	GOVERNMENT	LOCAL BUSINESSES
Examples	AfDB European Union Global Fund [3] IDB PAHO UN agencies (e.g., UNAIDS, UNDP, UNFPA, UNICEF, UN Women) World Bank	AusAID CIDA DFID GTZ SIDA USAID	Chevron Coca-Cola ExxonMobil Gap Nestle Nike	Ford Gates MacArthur Packard Rockefeller	National Subnational Local	National or locally owned businesses
Approach	Look online for RFPs Meet with local representatives	Look online for RFPs Meet with local representatives	Look online for mission and projects	Look online for mission and projects	Varies depending on the local government Opportunities almost always listed online Sometimes it is "who you know"	Build personal relationships
Flexibility	Not very	Not at all Proposal must follow RFP exactly NGO must have a very sound financial system	Can be if NGO's mission aligns with the corporation's After there is trust between donor and grantee	Can be if the NGO's mission aligns with the foundation's After there is trust between donor and grantee	Differs depending on the government	Often very flexible
Strategies for new relationships	Build relationships with local representatives Start with smaller grants to build their confidence	Partner with large national/international NGOs for subgrants to build a new relationship with the donor	Tend to fund "safe" projects that already have proven results	Tend to fund new and innovative ideas Often willing to take a risk on a new and innovative project	Local relationships are important Sometimes politics need to be considered	Try asking for in-kind grant first: Local businesses often donate space, food, equipment, etc.

1. Multilateral donor: An agency or institution that represents numerous donor countries working with the host country (recipient).
2. Bilateral donor: A nation or independent institution that funds programs, organizations or governments directly, working in collaboration with the host country (the recipient). As the prefix "bi-" means "two," only two countries are involved in this process.
3. Global Fund to Fight AIDS, Tuberculosis and Malaria

Facilitator Tool B
Role-Play Scenarios and Facilitator Notes for Donor Negotiations

The facilitator notes that follow each scenario description give just a few examples of how to handle the problem presented. Of course, participants may think of alternative ways to approach the situation. In such cases, the facilitator may offer examples below to supplement and enhance the conversation, emphasizing that there is no single correct answer.

Scenario One: Local business is reluctant to partner

For Participant Groups: Your NGO has been trying for months to partner with a national telecommunications business. The business executives have heard that your NGO has a good reputation for community-based programs. However, with limited experience giving grants, they are nervous about starting a new relationship with an "unknown" organization.

Every time you meet, they say, "We'll contact you," but they never do. Finally you decide to contact them directly and you succeed in scheduling a face-to-face meeting.

Prepare a role-play of this face-to-face meeting to demonstrate your approach to this situation. What strategies will you use to convince the business's executives that your NGO is a reliable and strong partner?

Facilitator Notes on Scenario One:

- Be patient. Acknowledge that it is understandable for business executives to have concerns about partnering with an organization unfamiliar to them.
- Seek to address the business executives' concerns to demonstrate the NGO's strengths, legitimacy, effectiveness, etc. Offer to share past reports, audit results or financial statements.
- Suggest starting the partnership with an in-kind donation rather than cash.
- Try to come to some agreement at this meeting with some concrete, agreed-upon "next steps." Do not allow them to put you off again.
- Participants might think of other solutions to Scenario One.

Scenario Two: Foundation wants free needs assessment

For Participant Groups: You are in final negotiations with a well-known and reputable foundation. They want to fund a home-based care project to serve PLHIV and their families in your target area. However, the foundation wants your NGO to conduct a full needs assessment of the community and submit a 30-page background report *before* they sign the grant. Your NGO estimates that this work is going to be very expensive, and you do not have the resources to carry out the assessment.

Prepare a role-play to demonstrate your response to this situation. What strategies will you use to convince the foundation that it is unreasonable to expect your NGO to front such high costs before the grant is signed?

Facilitator Notes on Scenario Two:

- Be understanding. Acknowledge that a needs assessment is always helpful for project planning.
- Explain your situation – that you have priced out the needs assessment and report and that you do not have the funds to cover the activities.
- Suggest including the needs assessment as a deliverable in the grant. Then, include the cost in the overall budget.
- Offer a less expensive alternative which the donor might be willing to fund. For example, suggest that a small investment could cover some targeted interviews or focus groups with potential beneficiaries, and it likely would yield similar results.
- Participants might think of other solutions to Scenario Two.

Scenario Three: Corporate donor wants to see high numbers

For Participant Groups: You have worked with a reliable corporate donor for two years on a project serving OVC, and you have a good partnership. There is mutual trust between the corporation and your NGO. Both partners would like to sign a new grant to extend this project for another three years.

Under the last grant, your organization served 500 OVC. For this next grant, the corporation wants you to serve 1,000 OVC with the same amount of grant money. They say they want to see "bigger results." But you know this expectation is totally unrealistic.

Prepare a role-play to demonstrate your response to this situation. What strategies can you use to negotiate a compromise, maintain good relations with the donor and move forward on this upcoming project?

Facilitator Notes on Scenario Three:

- Calmly explain that it is not possible to double your program's reach without increasing the budget.
- Offer to show them a breakdown of the per-child costs to demonstrate where the money goes.
- Explain that you understand – and applaud – their desire for bigger numbers and more impressive results. Reassure them you want to work with them to make this happen.
- Offer to compromise: For example, suggest serving 750 OVC for a smaller increase.
- Suggest that together you approach a second donor to leverage the funds so that as a team you can serve more children.
- Participants might think of other solutions to Scenario Three.

Scenario Four: Local government asks for changes

For Participant Groups: Your NGO has been working with the local government for six years implementing an HIV-prevention program in secondary schools and with out-of-school youth. The project has been very successful. However, following a recent local election, the newly elected officials have different ideas. Instead of HIV programs, they want to support environmental projects. They can see that your NGO is a strong partner and want to continue to fund your NGO. But they want you to change direction completely.

Prepare a role-play to demonstrate your response to this situation. What strategies can you use to negotiate a compromise to ensure that you continue to receive funding without straying too far from your organization's mission?

Facilitator Notes on Scenario Four:

- Express to the new administration how happy you have been with this partnership. Reiterate your desire to work together to make this new initiative work.
- Remind them that your organization's mission focuses on HIV. Tell them you do not feel comfortable straying too far from that mission or taking on work for which your staff members are not prepared.
- Suggest working together to identify linkages between environment- and HIV-program areas, and look for ways to compromise.
- Suggest that you split the grant: Half can fund the old project and the other half can go toward a new initiative with an environmental component.
- Participants might think of other solutions to Scenario Four.

Facilitator Tool C
Characteristics of a Winning Proposal

- Is well-written and edited – with no spelling or grammar mistakes.
- Follows the donor-specified format. Does not change the order; stays within the donor's parameters.
- Captures the spirit of the donor's mission. Makes it clear why your NGO is a good fit for the donor.
- Uses good research from credible resources. (Online resources are fine, if reputable and widely accepted.)
- Is creative without going too far; stays within the donor's parameters. (Some donors are stricter than others; do your research.)
- Is easy to read. (Have several people review the draft to ensure it is not confusing and contains no conflicting information.)
- Clearly identifies the project's approach, goals, objectives and activities.
- Is realistic. (Donors have to be convinced that the project is possible.)
- Describes good use of funds to assure donor that money will be well-spent and that many people will be served for the grant amount.
- Supports other organizations in the community.
- Showcases the NGO's staff as competent and professional.
- Demonstrates that the project will reflect positively on the donor.
- Includes a strong communications component. Specifies how the NGO will highlight the donor's involvement in its communications efforts.
- Is an ambitious program or project (tests innovative ideas with potential for replication).
- Has a reasonable timetable.
- Involves the community in the planning process.
- Includes a clear and effective monitoring plan.
- Contains a clear and realistic budget.

Handout A
Role-Play Scenarios for Donor Negotiations

……Cut along dotted line and distribute one scenario to each group……...

Scenario One: Local business is reluctant to partner

Your NGO has been trying for months to partner with a national telecommunications business. The business executives have heard that your NGO has a good reputation for community-based programs. However, with limited experience giving grants, they are nervous about starting a new relationship with an "unknown" organization.

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……Cut along dotted line and distribute one scenario to each group……...

Scenario Three: Corporate donor wants to see high numbers

You have worked with a reliable corporate donor for two years on a project serving orphans and vulnerable children (OVC), and you have a good partnership. There is mutual trust between the corporation and your NGO. Both partners would like to sign a new grant to extend this project for another three years.

Under the last grant, your organization served 500 OVC. For this next grant, the corporation wants you to serve 1,000 OVC with the same amount of grant money. They say they want to see "bigger results." But you know this expectation is totally unrealistic.

Prepare a role-play to demonstrate your response to this situation. What strategies can you use to negotiate a compromise, maintain good relations with the donor and move forward on this upcoming project?

……Cut along dotted line and distribute one scenario to each group……...

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Prepare a role-play to demonstrate your response to this situation. What strategies can you use to negotiate a compromise to ensure that you continue to receive funding without straying too far from your organization's mission?

Handout B
Sample Concept-Note Outline

Contact Information: Name, job title, NGO, address, email and telephone of NGO's primary contact person.

Organizational Description: Include the organization's overall mission, history, major programming areas, etc. Tailor to include information about current programs that are similar or relevant to the proposal project. (One to two paragraphs)

Proposed Partners (optional): Does the NGO plan to act alone? With partners? If so, who are the partners? What would be their role? (One paragraph)

Problem Definition: Specific challenge the NGO will try to address. Why is this challenge imperative? What happens if no one addresses this issue? Include estimates of the number of people affected in your target area. (One to two paragraphs)

Objectives: Preliminary objectives. It is fine to note them as "draft" objectives.

Implementation: Describe *how* the NGO will address the above challenge. Convince the donor that your staff knows exactly what steps to take to serve this community. Specify in a bulleted list or table the approach and steps your organization will take to meet your objective(s). Is the proposed project new or is it a new phase of an ongoing project? Are there any preliminary results or findings to support this plan? If there is a person on the team that the donor already knows and respects, it is good to highlight that information here. What will that person's role be in supporting this project? (Three to four paragraphs)

Innovation: What makes this project unique? Why should the donor fund this project as opposed to those proposed by the many other applicants for this grant? (One or two paragraphs)

Relevance to Donor: Why should the donor be interested in this project? Do the project objectives fit with the donor's priority areas and mission? (One to two paragraphs)

Expected Results: What specifically is the project designed to accomplish? How many people will be served? What lasting changes are expected? Think about potential *outcome* (change in behavior) as well as *output* (tangible results). (One to two paragraphs)

Sustainability: What happens once the project ends? Can the community continue this work? How is this project sustainable? (One to two paragraphs)

Preliminary Budget (optional): While it may make sense to give a range of what the project will cost, sometimes it is more strategic to not speak about money at the early stages. Before knowing the donor's thoughts or a budget range, an NGO does not want to appear too cheap or too expensive.

Handout C
Assessing Project Ideas for a Proposal[4]

I. Generate three project ideas that would contribute to the achievement of your organization's mission. Write these three ideas in the space provided below in *Section A: Project Ideas.*
II. Review each idea using the questions presented in *Section B: Review of Project Ideas.*
III. Based on this review, select one idea to develop into a proposal outline.

EVALUATING PROJECT IDEAS FOR A POTENTIAL PROPOSAL			
A. Project Ideas			
1. _____			
2. _____			
3. _____			
B. Review of Project Ideas			
Idea #1	**Idea #2**	**Idea #3**	**Qualifying Questions**
Y N	Y N	Y N	1. Does your project idea fit within your organization's mission?
Y N	Y N	Y N	2. Does your idea address aspects of a community need?
Y N	Y N	Y N	3. Can you document this need?
Y N	Y N	Y N	4. Does your project idea have a well-defined target group?
Y N	Y N	Y N	5. Do you know what other organizations are doing to address this need?
Y N	Y N	Y N	6. Does your project idea have support from your director/CEO?
Y N	Y N	Y N	7. Will the project's clients or beneficiaries use, like or "buy" this service?
Y N	Y N	Y N	8. Does your project idea fit the funder's criteria?
Y N	Y N	Y N	9. Does your project fit seamlessly into the donor's overall programming portfolio or is it a departure from its typical focus?

4. Adapted from Soraya M. Coley and Cynthia A. Scheinberg, *Proposal Writing*, 2d ed. (Thousand Oaks, CA: Sage Publications, Inc., 2000).

Handout D
Proposal Template

Most donors have a template that NGOs must use when applying for grants. However, these templates often do not include details on what to include in each section. The template below can be used as a guide *along with* a donor template to help determine what information should be included in each section.

I. Introduction

What is the history and mission of your organization?

Where does your organization work? What population(s) does it serve?

What are your current projects or programs? What are some of your success stories? If your organization has many projects, choose three to four that are most relevant to the proposal topic.

II. Goal, Objectives and Target Audiences

Goal
What is your desired, long-term outcome for this program within the next three to five years?

What is the "greater good" for which you are implementing this project? (Note that the goal may be difficult to measure and it does not need to be achievable via one project alone.)

Objectives
What are the specific and measurable results expected from this project in support of your goal?

Target Audience(s)
Who are you serving in this project?

How many? What are your audience's demographics?

What action do you hope the audience(s) will take as a result of the project? By when?

III. Strategies and Activities

What is unique or innovative about the approach you propose? How does it differ from what has been done in the past or what others are doing now?

What service(s) will be offered to the intended clients (e.g., training services, treatment services, counseling services, and/or testing services)? Be specific.

Where will the project be implemented?

Are there special equipment needs? If so, how will these needs be met (i.e., funded or donated)?

Will your NGO partner with other organizations in this proposed intervention? If so, how?

How is the community involved? Have community representatives participated in developing this proposal?

How will the activities be managed? What staffing will be required? How will they be organized (i.e., the project structure)?

IV. Monitoring and Evaluation

How will the project activities be tracked? How often? (You could include a monitoring plan here.)

Will there be a baseline study?

What types of data will be collected? How will you collect the data?

What reports will be generated? How frequently?

V. Sustainability

Do you plan to continue this proposed intervention beyond the period of funding?

If so, how do you plan to fund it? Or how will the community manage to continue it?

VI. Budget

What is the estimated total budget for this project?

Break costs down in terms of staffing, travel and transportation, and other direct costs. Including a budget breakdown in Microsoft Excel format is helpful.

Include a page of budget notes to explain your costs. For instance, if you include airfare, explain which airline gave you the quote.

Abbreviations and Acronyms

ACT UP	AIDS Coalition to Unleash Power
ADB	Asian Development Bank
AfDB	African Development Bank
AIDS	acquired immunodeficiency syndrome
ART	anti-retroviral therapy
ARV	anti-retroviral
ARVs	anti-retroviral drugs
AusAID	Australian government agency overseeing its federal overseas aid program
AZT	azido-deoxythymidine[1]
CCM	Country Coordinating Mechanism[2]
CDC	Centers for Disease Control and Prevention
CEDPA	Centre for Development and Population Activities
CEO	chief executive officer
CHW	community health worker
CIDA	Canadian International Development Agency
DFID	United Kingdom Department for International Development
FDA	See U.S. FDA
G8 Summit	Annual meeting of the governments of eight countries: Canada, France, Germany, Italy, Japan, Russia, the United Kingdom and the United States
GBV	gender-based violence
GFATM	Global Fund to Fight AIDS, Tuberculosis and Malaria
GHI	Global Health Initiative
GIPA	Greater Involvement of People Living with or Affected by HIV and AIDS
GTZ	German government's overseas aid program (Deutsche Gesellschaft für Technische Zusammenarbeit)
HAART	highly active anti-retroviral therapy
HBC	home-based care
HIV	human immunodeficiency virus
IAVI	International AIDS Vaccine Institute
ICASO	International Council of AIDS Service Organizations

1. Also known as zidovudine.
2. Part of the Global Fund to Fight AIDS, Tuberculosis and Malaria.

ICW	International Community of Women Living with HIV/AIDS
IDB	Inter-American Development Bank
IDU	injection-drug user
IEC	information, education, communication
IUD	intrauterine device
M&E	monitoring and evaluation
MSM	men who have sex with men
MOH	ministry of health
NAP+	Network of African People Living with HIV/AIDS
NGO	nongovernmental organization
OECD	Organisation for Economic Cooperation and Development
OVC	orphans and vulnerable children
PAHO	Pan American Health Organization (regional office of WHO)
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
PLHIV	people living with HIV
RFP	request for proposal
RH	reproductive health
SIDA	Swedish International Development Cooperation Agency[3]
SMART	smart, measurable, area-specific, realistic, time-bound
SMS	short message service (i.e., cellular phone text messaging)
STI	sexually transmitted infection
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNGASS	United Nations General Assembly Special Session on HIV and AIDS
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States government
VCT	voluntary counseling and testing
WHO	World Health Organization

3. Note that SIDA is also the word for AIDS in Spanish and French.

Glossary of Terms

Action plan	A document outlining step by step a set of tasks and activities designed to meet a project's objectives.
Advocacy	A set of targeted actions directed at decision makers in support of a specific policy issue.
Advocacy goal	A general statement of the policy result an organization hopes to see in the long term (three to five years).
Advocacy issue	A neutral expression of a problem that has a policy solution.
Advocacy message	A message tailored to a specific target audience in order to frame the issue and persuade the receiver to support the organization's position.
Advocacy objective	A short-term measurable achievement that contributes to reaching the advocacy goal.
Analysis	Looking at the results of a certain project by quantifying and discussing the successes and failures.
Baseline	Initial measurement prior to program implementation to obtain data that will be used as a basis for comparison.
Bilateral donor	A nation or independent institution that funds programs, organizations or host-country governments directly, working in collaboration with the host country (the recipient). As the prefix "bi-" means "two," only two countries are involved in this process.
Budget	An itemized summary of probable expenditures and income for a given period, usually embodying a systematic plan for meeting expenses.
Cash flow	The movement of money in and out of a business or organization.
Concept note	A two- to three-page paper that explains the initial, broad thoughts for a new or proposed project.
Conflict	A normal and inevitable dimension of human relationships. It is a dynamic between two or more parties who have, or think they have, incompatible goals.
Detective controls	Measures or systems put in place to double-check an organization's financial history and to detect any problems or missing documentation.

Evaluation	A systematic assessment of a completed program or project to determine whether or not objectives were achieved.
Expenditure	An amount of money that is spent on something.
Fee-for-service	Charging money for a service provided.
Gender	Economic, social, political and cultural attributes and opportunities associated with being male or female. Note that the social definition of what it means to be a woman or a man vary among cultures and change over time.
Gender aware	This term describes programs and policies that are designed with a gender component in mind and that purposefully address gender constraints and opportunities. Some programs, however, have components that fall on different places on the continuum: One component may be *accommodating* and another component *transformative*.
Gender-based violence	Violence involving men and women in which the female typically is the victim. GBV stems from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects women disproportionately. It is violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women. It includes violence that is perpetuated or condoned by the state.
Gender blind	Refers to the lack of any proactive consideration of gender roles and how they might affect projects or policies. Gender-blind programs do not take into any special consideration how they might affect men, women, boys and girls.
Gender equality	The state or condition that affords men and women equal enjoyment of human rights, socially valued goods, opportunities and resources. It does not suggest sameness.
Gender integration	A set of strategies applied to program design, implementation and evaluation to take gender norms into account and to compensate for gender-based inequities.
Gender norms	Ideas and perceived expectations for how men and women are supposed to act in a society. These expectations are subjective, based only on perception rather than on any biological element. Examples include: Only women do the cooking or look after the children, and only men go to school and work for an income.
Goal	See "advocacy goal" and "project goal."
In kind	Payment or donation made in the form of goods and services, rather than cash.

Income	Money coming to an individual or organization from work performed, investments, sales and/or donations.
Indicator	Criterion for measuring an aspect of a program or project. Allows for periodic comparison of expected results with actual results.
Input	Resources used in a project or program (such as people, training, equipment and materials) in order to achieve desired result(s).
Internal controls	Methods and policies designed to prevent fraud, minimize errors, safeguard assets and achieve compliance with established legal and accounting policies and procedures.
Issue	See "advocacy issue."
Message	A sound bite or general statement that is tightly focused and memorable. Well-crafted messages are accompanied by supporting data and statistics, as well as an illustrative personal story or anecdote that directly relates to the target audience.
Monitoring	A continuous process that uses systematic collection of specified indicators to provide accurate information on program and project activities.
Multilateral donor	An agency or institution that represents numerous donor countries working with the host country (recipient).
Norm	See "gender norm" and "social norm."
Objective	See "advocacy objective" and "project objective."
Organizational budget	A broad budget that captures all income and expenditures that come into and out of an organization during a specific time period.
Outcome	Changes in behaviors or skills attributable to a program or project.
Output	Delivered activities or services, such as people trained or reached.
Preventive controls	Procedures and policies that are designed to discourage errors and irregularities from occurring in an organization's financial systems.
Primary target audience	Decision makers with the authority to bring about the desired policy change.
Project activity	Actions or steps that need to happen in order to achieve a particular project objective. Activities are typically written in chronological order. Interventions can be broken down further into subactivities depending on the project's complexity and size.

Project budget	A detailed budget that captures all income and expenditures for a project during a specific time period. Can also be applied to programs.
Project goal	A broad statement of a desired, long-term outcome of a program; difficult to measure as written. Goals don't always have to be achieved by one project, but it is the stated "greater good" for which you're implementing your project.
Project objective	A statement of a desired, specific, realistic and measurable result that will help accomplish the overarching project goal. Most projects have two to four stated objectives in order to reach a goal. Objectives should be SMART.
Proposal	A full and detailed description of a potential project sent in response to a specific request from a donor. The proposal should include strategies, approaches, implementation, management, and monitoring and evaluation.
Qualitative data	Results or measurements expressed in terms of degree of excellence, value or worth.
Quantitative data	Results or measurements expressed in numeric terms: numbers, rates, percentages.
Request for proposal	An invitation to submit a proposal on a particular project. RFPs typically include parameters about how the proposal should be written, and the goals and objectives of the project.
Secondary target audience	People who have access to and are able to influence the primary audience, such as other policy makers, friends, relatives, media, religious leaders, etc.
Sex	Refers to the biological differences between males and females; male and female physiology.
SMART	An acronym used to describe advocacy goals and objectives: specific, measureable, area-specific, realistic, time-bound.
Social norm	A cultural perception about how one should act, dress or look.
Strategy	A plan or method for achieving specific goals or objectives.
Target	A desired measurement for the future. Should not be arbitrary; needs to be set based on realistic outputs.
Target audience	See "primary target audience" and "secondary target audience."
Violence	Actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage and/or prevent people from reaching their full human potential.

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About the Centre for Development and Population Activities

Internationally recognized for improving the lives of women and girls in developing countries for over 35 years, the Centre for Development and Population Activities (CEDPA) works through local partnerships to: increase educational opportunities for girls and youth; ensure access to lifesaving information and services related to reproductive health, maternal health and HIV and AIDS; and strengthen women's leadership in their nations. With a growing network of 5,300 alumni and partners in more than 150 countries, CEDPA is building a groundswell of change agents for effective international development.
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Advancing Women's Leadership and Advocacy for AIDS Action Implementing Partners:

The Centre for Development and Population Activities (CEDPA)
The International Center for Research on Women (ICRW)
The International Community of Women Living with HIV/AIDS (ICW)
The National Minority AIDS Counsel (NMAC)

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