

# **MODULE 5**



## **BUDGET ADVOCACY PART II: POWER, STAKEHOLDER, AND OPPORTUNITY MAPPING**

## MODULE 5 ■ BUDGET ADVOCACY (CONTINUED)

### PART II ■ POWER, STAKEHOLDER, AND OPPORTUNITY MAPPING

#### SUMMARY TABLE

<p><b>Duration of module</b></p>	<p>9 hours, 45 minutes (Parts I, II, and III) 13 hours, 10 minutes (Budget Advocacy Group Work &amp; Presentations)</p>
<p><b>Structure &amp; timing of this module</b></p>	<p>This module corresponds with the following sessions in the <i>Health &amp; Budgets Training Workshop Agenda</i>:</p> <p><b><u>Part I: Planning for Budget Advocacy (3 hours, 30 min.)</u></b> ✓</p> <ul style="list-style-type: none"> <li>• Part of SESSION 4 on Day 2;</li> <li>• Part of SESSION 1 on Day 3; and</li> <li>• Part of Session 2 on Day 3.</li> </ul> <p><b><u>Part II: Power, Stakeholder, and Opportunity Mapping (3 hours, 30 min.)</u></b></p> <ul style="list-style-type: none"> <li>• Part of SESSION 2 on Day 4;</li> <li>• SESSION 3 on Day 4; and</li> <li>• Part of SESSION 4 on Day 4.</li> </ul> <p><b><u>Part III: Media and Communications (2 hours, 45 min.)</u></b></p> <ul style="list-style-type: none"> <li>• SESSION 2 on Day 6; and</li> <li>• Part of SESSION 3 on Day 6.</li> </ul> <p><b><u>Part IV: Budget Advocacy Group Work and Presentations (13 hours, 10 min.)</u></b></p> <ul style="list-style-type: none"> <li>• Part of SESSION 3 on Day 6;</li> <li>• SESSION 4 on Day 6;</li> <li>• SESSIONS 1-4 on Day 7;</li> <li>• SESSIONS 1-2 on Day 8; and</li> <li>• Part of SESSION 3 on Day 8.</li> </ul> <p>(Note that one session is 1 hour, 45 minutes.)</p>
<p><b>Resources needed for PART II</b></p>	<ul style="list-style-type: none"> <li>• Flipchart paper and colored markers</li> <li>• PowerPoint presentation: <b>MODULE 5 – Budget Advocacy Part II</b></li> </ul>

	<ul style="list-style-type: none"><li>• In the Participants' Workbooks:<ul style="list-style-type: none"><li>➤ <b>TASK 5.6</b> ■ SWOT Analysis</li><li>➤ <b>READING 5.5</b> ■ Powerbrokers in the Budget Process</li><li>➤ <b>TASK 5.7</b> ■ Powerbrokers in Sunrise State</li><li>➤ <b>TASK 5.8</b> ■ Stakeholder Analysis for Sunrise State</li><li>➤ <b>TASK 5.9</b> ■ Power Mapping and Opportunity Schedule</li><li>➤ <b>READING 5.6</b> ■ Stakeholder Mapping and Opportunity Schedule</li></ul></li></ul>
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## **LEARNING OUTCOMES TO BE ACHIEVED**

By the end of Part II of Module 5, participants will have:

- Identified the powerbrokers in the budget process;
- Distinguished different kinds of powerbrokers and their positions relative to their group's advocacy objective;
- Conducted a SWOT analysis for budget advocacy;
- Generated a stakeholder analysis and map; and
- Completed a power map and an opportunity schedule.

## **STRUCTURE OF MODULE 5 (PART II)**

### **Power, Stakeholder, and Opportunity Mapping (3 hours, 30 min.)**

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|---|------------|
| 1. <b>RECAP AND GOING FORWARD:</b> Budget Advocacy                  | 5 minutes  |
| 2. <b>FACILITATOR INPUT:</b> Focusing Our Advocacy Strategy         | 15 minutes |
| 3. <b>FACILITATOR INPUT:</b> SWOT Analysis                          | 15 minutes |
| 4. <b>TASK 5.6</b> ■ SWOT Analysis                                  | 20 minutes |
| 5. <b>FACILITATOR INPUT:</b> Powerbrokers in the Budget Process     | 15 minutes |
| 6. <b>TASK 5.7</b> ■ Powerbrokers in Sunrise State                  | 20 minutes |
| 7. <b>FACILITATOR INPUT:</b> Stakeholder Analysis                   | 35 minutes |
| 8. <b>TASK 5.8</b> ■ Stakeholder Analysis for Sunrise State         | 25 minutes |
| 9. <b>FACILITATOR INPUT:</b> Power Mapping and Opportunity Schedule | 30 minutes |
| 10. <b>TASK 5.9</b> ■ Power Mapping and Opportunity Schedule        | 30 minutes |

## POWER, STAKEHOLDER, AND OPPORTUNITY MAPPING

*Duration of session: 3 hours and 30 minutes*

### 1. RECAP AND GOING FORWARD: BUDGET ADVOCACY 5 MINUTES

- **Note:** This input is supported by slides from the file **MODULE 5 – Budget Advocacy Part II**.
- **Slide 3: Recap.** The aim of this recap is to help position the participants, so they can better understand where they are in the budget advocacy module.
- In **Module 5 – Part I**, participants were introduced to the key components of an advocacy strategy: a strategic analysis, an advocacy objective, a stakeholder analysis, an advocacy message (development and delivery of a message), and a schedule.
- They also practiced developing a budget advocacy objective.
- To dig deeper in the strategic analysis component of an advocacy strategy, they examined the link between advocacy and research.
- They defined a development problem and related that to the government's budget. They examined key research questions to pursue to support their budget analysis and advocacy.
- **Slide 4:** In **Module 5 – Part II**, participants will explore more fully some of these components of an advocacy strategy. As part of both a strategic analysis and a stakeholder analysis, they will look at powerbrokers in the budget process. They will also do an abbreviated SWOT for Polarus, with particular focuses on the external opportunities and threats.
- They will then do a stakeholder analysis, which is important for identifying the primary and secondary target audiences, as well as opponents of their advocacy objective. A power mapping exercise will help them refine this analysis.
- Finally, participants will develop an opportunity map, which is key for developing a schedule—the last component discussed earlier of an advocacy strategy.

### 2. FACILITATOR INPUT ■ FOCUSING OUR ADVOCACY STRATEGY – THE ACTORS 15 MINUTES

- **Note:** This input is supported by slides from the file **MODULE 5 – Budget Advocacy Part II**.

- **The aim of this input** is to explain the logic of addressing powerbrokers, stakeholders, and power maps as part of an advocacy strategy.
- Facilitator introduction: There is a range of issues an organization needs to consider as it seeks to better focus its advocacy objective and budget advocacy strategy. To develop an effective budget advocacy strategy, it is useful to reflect on what the organization is trying to do, whom it is trying to influence, how it will do that, and why. Some questions an organization should ask itself are, for example:
  - *Can the objective be achieved through budget advocacy?* If the organization's concern, for example, is women's access to abortion, the primary obstacle may not be budgetary, but social attitudes towards abortion.
  - *Does our advocacy objective relate to dynamics and issues affecting the whole health sector, or only certain sub-sectors?* If the organization's concern is access to pre-natal care, for example, the availability and functioning of primary health clinics will be a central concern. However, while the issue primarily concerns pregnant women, primary health clinics serve many other people. Thus, an advocacy objective related to improving pre-natal care which focuses on primary health care facilities can touch many other people because it can affect the availability of decent primary care facilities for them.
  - *Is achieving our objective best pursued at the national, state or local levels?* If an organization is concerned, for example, about waste in the procurement of medicines in Polarus, its focus should likely be at the state level, since in that country state governments have the primary responsibility for implementation of health services in the country.
  - *Would achieving our objective have a positive impact on the communities of greatest concern to us?* If an organization's concern is the quality of staffing in health clinics in rural areas, advocating for an increase in the number of doctors in the state would not necessarily bring about the change it wants to see—if, for example, urban clinics received the largest share of the new doctors or the quality of the doctors hired is poor.

As activists working on health issues, the participants likely intuitively identify many focus points for budget advocacy. Most of the issues they work on are inter-related, but often require different actions *targeting different actors/ audiences*, for example, the Ministry of Health, the Health Committee in the legislature, the Budget Committee, etc.

To develop a clear and effective advocacy strategy, an organization needs to be clear about who the stakeholders are with regard to its advocacy objective, because they can help it or they can hurt it. Before doing that, however, it is essential to do a solid strategic analysis of the situation within which the organization's advocacy will take place. To practice a bit doing some of this strategic analysis, participants will work on an abbreviated SWOT.

### 3. FACILITATOR INPUT ■ SWOT ANALYSIS

15 MINUTES

- **Note:** This input is supported by slides from the file **MODULE 5 – Budget Advocacy Part II**.
- **The aim of this input** is to set up the SWOT exercise so that participants' SWOT work focuses on the external issues, to help develop a strategic analysis that is the first step in developing an advocacy strategy.
- **Slide 5: SWOT Analysis.** Remind participants that they have identified their advocacy objective. Normally, they would then need to develop a SWOT analysis, to assess their organization's ability to carry the advocacy strategy through to success. (It is important to do a SWOT for each budget advocacy objective that an organization identifies, as the internal and external factors will most likely change depending on what the organization seeks to address or change). As participants most likely know, as SWOT analysis is one that looks at:
  - Strengths: The internal attributes of your organization that are *helpful* to achieving the budget advocacy objective.
  - Weaknesses: Internal attributes of the organization that are *harmful* to achieving the objective.
  - Opportunities: External conditions that are *helpful* to achieving the objective.
  - Threats: External conditions that could *hinder* the achievement of the objective.
- Organizations need to do an SWOT analysis in part to assess their organizational abilities to carry the advocacy strategy through successfully. However, they are not going to do the internal organizational strengths and weaknesses (the SW of SWOT), because they are new to their Polarus CSO and so don't know much about its strengths and weaknesses. They are going to focus on the OT part, which refers to external conditions, an understanding of which is an integral part of a strategic analysis (the first component on the list of developing an advocacy strategy).

- Ask one or two participants to volunteer their understanding and experiences of conducting the OT part of a SWOT analysis. Ask these participants: *What are some of the challenges faced when conducting the external opportunities and challenges facing an advocacy initiative?*

#### 4. TASK 5.6 ■ SWOT ANALYSIS

20 MINUTES

- **The aim of this task** is to enable participants to practice developing an organizational SWOT analysis for their draft advocacy objective.
- **Note: TASK 5.6 ■ SWOT ANALYSIS** focuses on identifying the *external* opportunities and threats that a civil society group may face in trying to achieve a budget advocacy objective..
- Invite participants to break into their Polarus working groups
- **Slide 6: Task 5.6.** Aided by the scheme in Slide 6 and **TASK 5.6 ■ SWOT ANALYSIS**, ask participants to develop an analysis of the *external* opportunities and threats their organization faces in seeking to achieve the advocacy objective identified earlier. They should consider how the opportunities and threats will affect their advocacy strategy.
- Each group should develop their **SWOT** chart on flipchart paper. Participants will have 15 minutes to develop the map.
- Invite one group to share their chart, giving a few examples of how the opportunities or threats to achieving their budget advocacy objective would help shape their strategic analysis.

#### 5. INPUT: POWERBROKERS IN THE BUDGET PROCESS

15 MINUTES

- **Note:** This input is supported by slides from the file **MODULE 5 – Budget Advocacy Part II**.
- **The aim of this facilitator's input** is to introduce participants to the principal powerbrokers in the budget process and their role in budget advocacy.
- **Input:** A well-defined advocacy strategy should reflect an organization's knowledge of the budget process, and who the main powerbrokers in the budget process are. However, once an organization has identified the powerbrokers, they need to find out as much information about them as is possible and useful, so as to understand the extent to which different powerbrokers need to be a focus of our advocacy. Knowing about the powerbrokers will help an organization identify the stakeholders and audiences related to their advocacy strategy (the third component of an advocacy strategy).

- Which powerbrokers are most important for an organization's advocacy will depend, of course, on the advocacy objective the organization has identified.

### **SLIDE 7: POWERBROKERS IN THE BUDGET PROCESS**

- The principal powerbrokers in the budget process normally are:
  - The Ministry of Finance
  - Politicians
  - Donors and international financial institutions (IFIs)
  - The legislature
  - The private sector

**Ministry of Finance:** The Ministry of Finance (MoF) has the greatest influence on the budget. It makes the decisions about what fiscal policies the government will follow and it defines the expenditure envelope. It mediates among the requests of different Ministries and Departments. It also has overall management responsibility and authority with regard to the budget.

The power of the MoF with regard to the budget is limited by its relationship with the President and/or Prime Minister. The MoF is part of the Executive branch, and thus ultimately must comply with the wishes and priorities of the President and/or Prime Minister. The MoF's capacity to control the budget—for example, the accuracy of its predictions and its capacity to monitor expenditures—is also limited by the technical capacity within the Ministry.

**Politicians:** Depending upon the political system (parliamentary or presidential), politicians and political parties can have differing, often significant, influences on the budget. In a parliamentary system, they can, for example, influence the Prime Minister if they are of the Prime Minister's party. They can also put pressure on government departments or agencies to spend the budget in line with their priorities.

At the same time, the Executive needs to follow public policy goals, and thus its capacity to bend to the will of politicians is limited. Similarly, financial management legislation can put limits on the capacity of the Executive to respond to pressure from politicians. Pressure from politicians exerted through their counterparts in the legislature is also limited by the generally greater power of the MoF.

**Donors and IFIs:** Even if they do not formally have the power to decide a country's fiscal policy and/or its expenditure envelope, because they have different capacities to influence the government's revenue, donors and IFIs typically have quite a bit of influence on the MoF. As a result of their concern for fiscal accountability, they also tend to influence financial management legislation.

A country may, however, benefit from contributions from a range of donors, each of which has different priorities and interests. As a result, their efforts to influence fiscal policy, etc., may be pushing against each other. In such situations, the MoF generally has more room to control ultimate decisions that are made. In addition, the MoF can also point to clearly formulated public policy goals that run counter to demands from donors or IFIs. The MoF could, for example, point to its international human rights treaty commitments when the demands from IFIs would undercut the government's ability to meet its obligations to use the maximum of available resources to realize economic, social, and cultural rights.

**Legislature:** In most countries the legislature is, by law, required to approve the Executive's budget. They can, in theory, withhold their approval. They can also set up a process for monitoring implementation of the budget. In addition, the Supreme Audit Institution's report is typically reviewed by the Budget (or Public Accounts) Committee of the legislature. The legislature can pass motions acting on the SAI's recommendations.

Of course, the legislature's powers with regard to the budget are limited. In a parliamentary system, for example, the majority party is unlikely to challenge the Executive's budget. Similarly, the capacity of the legislature to amend the Executive's budget when it is sent to them for approval varies according to the laws in the country. Moreover, the capacity of the legislature to review the budget in detail depends on its capacities to understand the budget. Typically, budget matters are directed to specific committees whose members often have a greater understanding of the budget. However, the latter's capacity to act on the budget may be limited.

**Private sector:** The private sector, because of its often significant role in the economy, can have a significant voice in the budget process. In particular, it can significantly influence the budget by the taxes it contributes—or fails to contribute—to the budget. Through lobbyists, it can also influence the shape of the budget coming out of the legislature, to favor expenditures that will help it. The private sector is also central to the procurement process, and thus can influence the efficiency and effectiveness of contracts entered into by the government.

The rules under which the Executive and legislature act can, however, put some limits on the extent to which the private sector can shape the budget.

### **SLIDE 8: AMONG THE POWERBROKERS**

- It is not enough to identify who the powerbrokers are in our country's (or state's or local government's) budget process. We need to determine where they stand vis-à-vis our advocacy objective. Will they be allies, soft supporters, fence sitters or opponents?
- **Allies** are those actors who support your work and are able to advocate for you from within the government, legislature, etc. You may find allies in surprising places. Don't assume that just because someone is on the other side of the political fence that s/he is an opponent.
- **Soft Supporters** are those who are on your side, but are not as active in supporting you as they could be. They may not be able to be open in their support of you. If they give you information from the inside, for example, it is essential not to jeopardize their situation.
- **Fence Sitters** are those who are undecided as to whether they support your advocacy objective. It is important to determine the source of their doubt, and work to win them over using facts, not opinions.
- **Opponents** are those opposed to your advocacy objective, often because they stand to lose if you succeed. You need to try to control their influence, perhaps through identifying supporters who can control them. Another option is to try to shift the process away from their sphere of influence or decision-making (for example, from a committee they head in the legislature).
- Have participants brainstorm on suggestions from their experiences of ways to engage powerful stakeholders. Have them explain their suggestions. The suggestions should include at least the following:
  - Develop and maintain long-term relationships
  - Invite them to join a reference group for one your projects
  - Ask your own well-connected board members to reach out to stakeholders
  - Connect with politicians through their constituencies
  - Persistent meetings and visits
  - Maintain relationships after projects for government

- Host meetings (public or closed) to bridge the divide between civil society and government
- Invite them to present at your training events
- **SLIDE 9** shows the above suggestions. Display it after you have finished discussing the participants' suggestions.
- **READING 5.5 ■ POWERBROKERS IN THE BUDGET PROCESS** in their Workbooks summarizes this discussion.

**6. TASK 5.7 ■ POWERBROKERS IN SUNRISE STATE** **20 MINUTES**

- Ask participants to work in their Polarus groups on **TASK 5.7**. Drawing on information in their Polarus Sourcebook, and using the page in their Workbooks to record their answers, they should suggest (with reasons) who might be:
  - an ally
  - soft supporter
  - fence sitter
  - opponentwith regard to their Polarus advocacy objective.
- They should also list one way they could engage with each of these stakeholders.

**7. FACILITATOR INPUT: STAKEHOLDER ANALYSIS** **35 MINUTES**

- **Note:** This input is supported by **Slides 10 and 11** in the file **MODULE 5 – Budget Advocacy Part II**.
- **The aim of this input** is to introduce participants to the categories of primary and secondary audiences related to specific budget advocacy objectives.
- **Ask participants what they understand to be a stakeholder.** Here is a **definition:** a person, group, organization, member or system who affects or can be affected by an organization's actions
- Explain to participants that once an organization has identified the powerbrokers related to the situation of concern to them, it needs to find out as much information about them and understand to what extent they need to be the target audience of our advocacy. This will depend, of course, on the advocacy objective the organization has identified.
- An organization's advocacy efforts are defined by:
  - *Different stakeholders*, who will work for or against its initiative,
  - The position of the stakeholders in the *political and power environment*, and
  - Specific *windows of opportunity*.
- **SLIDE 10:** Stakeholders in an advocacy campaign can be classified into two overarching categories:
  - The primary audience, composed of those *persons that are actually responsible for, and have the capacity to, make the desired change happen*.
  - The secondary audience, comprising those who can influence or put pressure on the primary audience—by raising the profile of the topic, demanding action, publicly shaming the government, or quietly speaking behind closed doors about the merits of the organization's proposal.
- **Ask participants to brainstorm some examples of a primary audience and a secondary audience for budget advocacy.**
  - If they cannot come up with an example, mention the Minister of Finance and an influential journalist. Which would be a primary and which a secondary audience?
  - Provide another example: A local health network and the President of the Budget Commission. Which would likely be a primary and which a secondary audience?
  - Make sure they understand the difference between primary and secondary audiences.

- **SLIDE 11:** To design an advocacy strategy that maximizes possibilities for collaboration and minimizes opposition to its advocacy objectives, an organization needs to know:
  - Who its primary and secondary audiences are (as detailed as possible);
  - What they want, and what they actively oppose; (i.e., who are allies, soft supporters, fence sitters, opponents);
  - What power they have to affect the organization's specific objective; and
  - What opportunities for collaboration (or risks) exist with and among them.

This involves an effort to find out as much as possible about the stakeholders, not only who they are, but where they stand in the political context

- It is fundamental for an organization to analyze its primary and secondary audiences to gather a deep understanding of *who is who* in its advocacy environment. The organization needs to identify, for each stakeholder:
  - Basic characteristics;
  - Party background, groups they belong to;
  - Likes and dislikes, friends and foes;
  - Specific interest in/knowledge about the organization's advocacy objective;
  - The way they are affected by the issue that the organization's advocacy objective tries to solve;
  - The way they will be affected by the changes the organization proposes or seeks;
  - Their capacity to make that change (or parts of it) happen;
  - Their motivation/self-interest to contribute to it; and
  - The actions the organization can develop to spur their interest.
- It is useful to synthesize this information and to update it as the political context shifts. Remember that nothing stays static and budgets very much depend on the political context and stakeholders political will.
- Gathering this information may seem like a burdensome job but it will help an organization know when, where, and with whom to interact and how to do it strategically. An organization may gather this information from observing stakeholders in meetings, reading articles about them, talking to people who know them, following their opinions, reading their articles if they write, and paying attention to what they react to and when.

- The more an organization knows about the stakeholders, the better armed it is to make its arguments. Remember that knowledge is power!

## 8. **TASK 5.8 ■ STAKEHOLDER ANALYSIS FOR SUNRISE STATE 25 MINUTES**

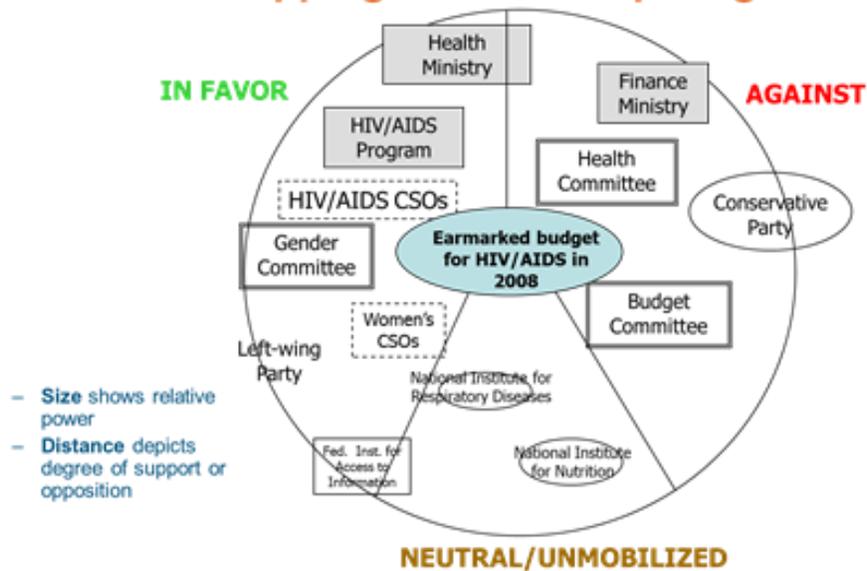
- **The aim of this task** is for participants to practice developing a stakeholder analysis based on budget advocacy objectives.
- Ask participants to gather in their Polarus groups once more and to complete **TASK 5.8 ■ STAKEHOLDER ANALYSIS FOR SUNRISE STATE** in their Workbooks. Refer participants to the relevant section in their Polarus Sourcebooks where they will find descriptions of Sunrise State stakeholders: *Who's Who in Sunrise State?* (pp. 24-28).
- Visit the groups in turn to make sure that they are identifying accurately the primary and secondary audiences, as well as important characteristics of each audience.
- To help participants identify the correct primary and secondary audiences for their advocacy objectives, remind them that the **primary audience** is usually one individual (e.g., the Head of the Sunrise State Department of Health) or institution (e.g., the Sunrise State Legislature), and that this person or institution is the one that has the formal authority to make the change that they want – this person or institution is the **primary decision maker**.
- **Secondary audiences** are those people and institutions/organizations that can influence the primary audience (key decision-maker), so that the primary audience makes the change that you want. There can be more than one secondary audience.

## 9. **FACILITATOR INPUT: POWER MAPPING AND IDENTIFYING ADVOCACY OPPORTUNITIES 30 MINUTES**

- **Note:** This input is supported by **Slides 12-15** from the PPT file **MODULE 5 – Budget Advocacy**.
- **The aim of this input** is to introduce participants to:
  - Analyzing the different power positions of stakeholders in relation to their organization's advocacy objectives.
  - Building power maps that can inform their advocacy.
  - Identifying and assessing different internal and external opportunities for advocacy within and beyond the budget process.

- Building strategic schedules for their advocacy activities.
- **Input on power mapping:** Once an organization has identified its most important stakeholders and classified them into primary and secondary audiences, it needs to understand
  - their levels of power to effect the changes that the organization seeks to make;
  - where their power lies in relation to other stakeholders; and
  - how the political context influences their support of or opposition to the organization's cause.
- Power maps or relationship diagrams help provide a clear picture of these power relations and the balance of power among them,
- **SLIDE 12** defines power mapping and its purpose. The principal purpose of power mapping is to facilitate an assessment of the balance of power among different stakeholders. It helps the process of defining strategies to:
  - Build connections and coalitions among those who support our advocacy objective;
  - Identify uninvolved stakeholders who can be mobilized for our cause; and
  - Neutralize or win over those who oppose our advocacy objective.
- **SLIDE 13** is a power map (**Relationship Diagram**) built around Fundar's advocacy campaign to get an earmarked budget line for HIV/AIDS in Mexico's 2008 Federal budget. (Fundar is a Mexican civil society organization: [www.fundar.org.mx](http://www.fundar.org.mx).) [*See Relationship Diagram on the following page.*]
- The power map shows where the different stakeholders stood in relation to Fundar's advocacy objective.
- On the right Fundar placed those who opposed their advocacy objective, on the left those who supported it, and on the bottom those that were neutral.
- The size of the stakeholder reflects the power of the stakeholder – the bigger the size, the more power. The distance of the stakeholder from the center (the objective) reflects how close or far they stood from Fundar's objective (how strongly or weakly they supported or opposed the objective).
- The shaded squares represent ministries or government actors. The rectangles with dotted lines represent CSOs, and the rectangles with double, solid lines represent legislative committees. The rectangle with a single solid line is an independent federal institute.
- The ovals represent other stakeholders (political parties and health institutes).

## Power Mapping: Relationship Diagram



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### SLIDE 14: POWER MAPPING MATRIX

- This is another example of a power map, with the difference that it is more fluid and illustrates how it possible to mobilize stakeholders from opposition to support. [See *Power Mapping Matrix on the following page.*]
- It places stakeholders on a scale from high support to high opposition.
- The shade (or intensity) of the color implies the level of power – the darker the color, the more power.
- The arrows indicate whether or not the organization can mobilize them and in which direction.
- In this example, the Ministry of Finance is depicted as having a lot of power (dark color) and high opposition. This is because they usually do not want anyone to mess with the budget.

- The legislative Budget Committee is depicted as having a high level of power, because they can amend the budget, and medium opposition, because Fundar had some allies within the legislature who could help move it to at least a neutral position.
- The Federal Access to Information Institute is neutral, because they may not naturally be interested in increasing the budget for HIV/AIDS, but they are interested in transparency. If Fundar doesn't bring transparency into its advocacy, the Institute will be neutral. If Fundar brings the transparency issue into its advocacy objective, the Institute can be moved to low or medium support.
- Ask what else the participants see.

High support	Medium support	Low support	Unmobilized	Low opposition	Medium opposition	High opposition
HIV/AIDS program		Ministry of Health	Institute for Access to Information		Budget Committee	Conservative Party
CSOs of PLWHIV	Gender Committee			Health Committee		Ministry of Finance

**SLIDE 15: Identifying advocacy opportunities; creating an opportunity schedule**

- As was already discussed in Module 6, CSOs should be knowledgeable about the budget cycle, so that they know where and when to intervene to affect the budget. At the same time, budget work is ongoing and achieving an organization's objective can be a drawn-out process. As a result, events that occur before and after specific stages in the budget process can also be important for raising the profile of the organization's issue, reaching stakeholders and powerbrokers, and, in general, helping achieve its budget advocacy objective.
- Ask participants to offer examples of non-budget cycle events that they have used to highlight their issue in order to move towards their budget advocacy objective. First, give an example, such as: If you are advocating for better use of resources for maternal health, you could bring this up during International Women's Day. Get a few examples from participants, asking them to explain how they framed their issue in the context of the specific events. If not enough examples are coming forward, you could cite as examples of events, the following:
  - International Days

- International Human Rights Day
- International Women's Day
- Others?
- National Events
  - Presidential Address to the Nation
  - National Human Rights Day
  - MDG Progress Report launch
- Public Holidays
  - Labor Day
- International Conferences hosted by your country or where your country will participate
  - International AIDS Conference
- **SLIDE 16: Wrap up the discussion on advocacy opportunities**
  - To develop a clear and effective advocacy strategy, an organization needs to define its timelines and opportunities.
  - The organization needs to be prepared when the right moment to act arrives. Just as it is important that an organization carefully analyzes and maps the stakeholders, it should be very clear about the schedule for its advocacy activities. One should try not to be taken by surprise. To avoid being caught off-guard, an organization should develop a schedule of the upcoming advocacy opportunities and the kinds of activities that it may need to undertake. Such a schedule also helps it to prepare with precision and in a timely fashion!
  - An organization should be aware of the political environment and budget cycle, so that it is two steps ahead in its preparations. If it is alert to what is happening in the country while also being aware of the budget cycle, it is already paying attention to key developments that may provide solid advocacy opportunities.
  - An organization should take advantage of special events or dates. This was just discussed.
  - An organization should use every opportunity to highlight its advocacy objective. The more visible its advocacy objective is, the more it will be discussed, and the greater the potential for momentum to develop behind the change that it wants to see.
  - An organization's evidence must be credible, its message clear, and it must be ready to jump at opportunities!

**1. TASK 5.9 ■ POLARUS POWER MAPPING AND OPPORTUNITY SCHEDULE**

**30 MINUTES**

- **The aim of this task** is to enable participants to practice how to build a power map and an opportunity schedule.
- Ask participants to gather in their Polarus groups. Provide each group with two sheets of flipchart paper, markers, and colored Post-It notes.
- Invite participants to use the flipchart paper to build a Power Map and an Opportunity Schedule based on the stakeholders selected in **TASK 5.8 ■ STAKEHOLDER ANALYSIS FOR SUNRISE STATE** and their advocacy objectives selected in Module 5 – Part I.
- Ask one group to share their products with the whole.