MODULE 5

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BUDGET ADVOCACY
PART IV:
BUDGET ADVOCACY GROUP WORK & PRESENTATIONS

MODULE 5 ■ BUDGET ADVOCACY (CONTINUED)
PART IV: BUDGET ADVOCACY GROUP WORK & PRESENTATIONS

SUMMARY TABLE

Duration of module	9 hours, 45 minutes (Parts I, II, and III) 13 hours, 10 minutes (Budget Advocacy Group Work & Presentations)
Structure & timing of this module	This module corresponds with the following sessions in the *Health & Budgets Training Workshop Agenda:* **Part I: Planning for Budget Advocacy (3 hours, 30 min.) ✓** • **Part of SESSION 4** on **Day 2**; • **Part of SESSION 1** on **Day 3**; and • **Part of Session 2** on **Day 3**. **Part II: Power, Stakeholder, and Opportunity Mapping (3 hours, 30 min.) ✓** • **Part of SESSION 2** on **Day 4**; • **SESSION 3** on **Day 4**; and • **Part of SESSION 4** on **Day 4**. **Part III: Media and Communications (2 hours, 45 min.) ✓** • **SESSION 2** on **Day 6**; and • **Part of SESSION 3** on **Day 6**. **Part IV: Budget Advocacy Group Work and Presentations (13 hours, 10 min.)** • **Part of SESSION 3** on **Day 6**; • **SESSION 4** on **Day 6**; • **SESSIONS 1-4** on **Day 7**; • **SESSIONS 1-2** on **Day 8**; and • **Part of SESSION 3** on **Day 8**. (Note that one session is 1 hour, 45 minutes.)
Resources needed for Part IV	• Flipchart paper and markers • Internet access • LCD projector

	• In the Participants' Workbooks: ➢ **TASK 5.12** ■ Presentation of Your Budget Research ➢ **TASK 5.13** ■ Budget Advocacy Presentations and Media Tasks

LEARNING OUTCOMES TO BE ACHIEVED

During Parts I, II, and III of the Budget Advocacy module, participants learned about:

- ✓ The key elements and importance of an advocacy strategy;
- ✓ Formulating a strategic objective and making it SMART;
- ✓ The value of evidence-based advocacy;
- ✓ The need to sharpen and add substance to advocacy strategies by examining the budget dimension of development problems;
- ✓ Powerbrokers in the budget process;
- ✓ Developing a power map and an opportunity schedule for their advocacy plan;
- ✓ Developing a SMART advocacy objective;
- ✓ Why message development is important in budget advocacy;
- ✓ Formulating a clear budget advocacy message;
- ✓ Why it is important to work with the media in an advocacy campaign;
- ✓ Different types of media and the different roles within the news media;
- ✓ Various techniques for gaining media attention;
- ✓ Matching media publicity to the budget cycle; and
- ✓ How to gear message delivery to specific contexts and time constraints.

By the end of this last part of the Budget Advocacy module, participants will have built further on the knowledge and skills acquired in the previous parts of the module and will have:

- Practiced building a coherent budget advocacy strategy to address a development problem; and
- Prepared and refined a budget advocacy presentation.

STRUCTURE OF THE SESSION

Advocacy Group Work I: Developing Your Health & Budget Advocacy Case (6 hours, 35 min.)

1.	**TASK 5.12:** Presentation of Your Budget Research Findings	5 hours, 15 minutes
2.	Group Work Presentations I and Feedback	1 hour, 20 minutes

Advocacy Group Work II: Refining Your Health & Budget Advocacy Case (6 hours, 35 min.)

3. **TASK 5.13:** Budget Advocacy Presentations and Media Tasks — 5 hours, 15 minutes
4. Group Work Presentations II and Feedback — 1 hour, 20 minutes

ADVOCACY GROUP WORK I: DEVELOPING YOUR HEALTH BUDGET ADVOCACY CASE

Duration of session: 5 hours, 15 minutes + night work

1. TASK 5.12 ■ PREPARATION OF YOUR BUDGET RESEARCH FINDINGS 5 HOURS, 15 MIN. + NIGHT WORK

- This task is the beginning of the **Budget Advocacy Group Work**.
- Ask participants to turn to **TASK 5.12 ■ PRESENTATION OF YOUR BUDGET RESEARCH FINDINGS** in their Workbooks.
- Clearly explain the instructions for this task and respond to any questions of clarification.
- For further information and instructions for this task, refer to the introduction of **The Sunrise State Case Study: Summary of Findings** on **page 375** in this Manual.
- Assign a facilitator to work with each of the groups. Explain that each group may call on their appointed facilitator for help anytime during the process.
- Each facilitator will need to refer to the **Summary of Findings** at the end of the Manual in order to guide the participants as they conduct further analyses to build their advocacy cases (based on additional calculations they perform with budget data from the *Health & Budgets Master Data Sheet*).
- Using the **Summary of Findings**, the facilitator will be able to verify the accuracy of the participants' findings from their analyses of the budget data in the *Health & Budgets Master Data Sheet*.

GROUP WORK PRESENTATIONS I AND FEEDBACK

Duration of session: 1 hour, 20 minutes

1. GROUP WORK PRESENTATIONS I AND FEEDBACK 20 MINUTES EACH

- **The aim of the group work and presentations** it to enable participants to consolidate all the learning of the workshop and to provide them with constructive feedback in way that deepens and strengthens their capacity for budget advocacy work.

- It is always useful to load all the presentations onto the presentation laptop before starting the round of presentations. Groups have 10 minutes to make their presentations. Be strict about time.
- Participants who are not presenting will act as colleagues of the organization that is presenting, giving feedback on the following issues: identification/definition of the problem, based on evidence; soundness of the solution, based on analysis; and adequacy of the SMART advocacy objective.
- Allow 10 minutes for questions from the participants not presenting and from the facilitators. Give the participants the opportunity to ask questions before the facilitators have a turn. It is usually useful to have two rounds of two questions from the participants, with a limit of one question or comment per participant and a request for participants to keep it short.
- The facilitators should provide feedback on the group presentations in relation to the criteria below:

CRITERIA FOR FEEDBACK

a. *Problem statement and soundness of solution*

- Did the group identify and define the problem correctly?
- How well did the group use information and numbers (evidence) to state its case?
- How well did they use information and numbers to propose or point towards a solution?
- Is the information provided correct and credible?
- Is it clear from the presentation what the objectives of the strategy are?

b. *Relevance*

- Is the information relevant for the advocacy objective?
- Was there superfluous information?
- Was it clear how the audience could use the information and take action to support the objectives of the advocacy strategy?

ADVOCACY GROUP WORK II: REFINING YOUR HEALTH BUDGET ADVOCACY CASE

Duration of sessions: 5 hours and 15 minutes + night work

1. TASK 5.13: BUDGET ADVOCACY PRESENTATIONS AND MEDIA TASKS 5 HOURS, 15 MIN. + NIGHT WORK

- Refer participants to the **TASK 5.13** for this activity and explain the instructions. Respond to any questions about the task of refining their health budget advocacy presentation.

GROUP WORK PRESENTATIONS II AND FEEDBACK

Duration of session: 1 hour, 20 minutes

1. GROUP WORK PRESENTATIONS II AND FEEDBACK 20 MINUTES EACH

- **The aim of the group work and presentations** it to enable participants to consolidate all the learning of the workshop and to provide them with constructive feedback in way that deepens and strengthens their capacity for budget advocacy work.
- It is always useful to load all the presentations onto the presentation laptop before starting the round of presentations. Groups will present for 10 minutes each. Be strict about time.
- Before the presentation, refer participants to the **BUDGET ADVOCACY PRESENTATION II: FEEDBACK FORM** in their Workbooks. You may also choose to distribute loose copies of the feedback forms and/or to have some extras available.
- Again, consider the division of roles during the presentations. Here are two options:
  - Of the three groups not presenting, ask **one** group to act as the designated audience to whom the presenting group is directing their communication. Ask the other groups not presenting to act as friendly and supportive "feedback" providers, using the feedback forms to record their comments.
  - Ask all of the groups not presenting to act as the audience for the presenting group. Then after each presentation, take a five minute break when all the participants "step out of role." Those who have acted as members of the audience now reflect on the group's performance and complete the feedback forms.

- However you choose to divide the roles, the most important outcome is for all of the groups to complete their presentations in front of a mock audience and to receive constructive feedback.
- Allow 10 minutes for questions from the participants not presenting and from the facilitators. Give the participants the opportunity to ask questions before the facilitators have a turn. It is usually useful to have two rounds of two questions from the participants, with a limit of one question or comment per participant and a request for participants to keep it short.
- The facilitators should provide feedback on the group presentations in relation to the criteria below:

CRITERIA FOR FEEDBACK

a. *Presentation Style and Strategy*

- How well did the group use its human resources strategically to present a coordinated team?
- Did the group introduce its presenters and outline their respective roles and responsibilities?
- Generally, has the group made a compelling case?

b. *Advocacy and Analysis*

- How well did the group use information and numbers (evidence) to state its case?
- Is it clear from the presentation what the objectives of the strategy are?
- How well has the group framed their message for their target audience in a compelling way?
- Is the information provided credible and accessible for this audience?
- Did the group use their opportunity to build relationships with the target audience?

c. *Relevance*

- Was the information presented relevant and well-targeted to the audience?
- Was there superfluous information? Did the group present information to the audience that the audience would obviously know already?
- Was it clear how the audience could use the information and take action to support the objectives of the advocacy strategy?