

**MODULE 4**

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**BUDGET ADVOCACY**  
**(PART I)**

## MODULE 4 ❖ BUDGET ADVOCACY

### SUMMARY TABLE

<b>Duration of this module</b>	12 sessions
<b>Structure of this module</b>	<p>This module consists of the following 12 sessions:</p> <p><b>SESSION 7</b> ■ Introduction to budget advocacy</p> <p><b>SESSION 8</b> ■ Elements of an advocacy strategy</p> <p><b>SESSION 9</b> ■ Advocacy strategies in practice</p> <p><b>SESSION 10</b> ■ Coalition &amp; Alliance Building</p> <p><b>SESSION 20</b> ■ Media &amp; Communication</p> <p><b>SESSION 21</b> ■ Media &amp; Communication</p> <p><b>SESSION 22</b> ■ Intro. to Budget Advocacy Planning and Advocacy Group Work I</p> <p><b>SESSION 23</b> ■ Advocacy Group Work II</p> <p><b>SESSION 24</b> ■ Advocacy Group Work III</p> <p><b>SESSION 25</b> ■ Advocacy Group Work IV</p> <p><b>SESSION 26</b> ■ Group work presentations &amp; feedback</p> <p><b>SESSION 27</b> ■ Group work presentations &amp; feedback</p>

<p><b>Readings and Task Sheets</b></p>	<ul style="list-style-type: none"> <li>● In the Participants' Workbooks: <ul style="list-style-type: none"> <li>➤ <b>READING 4.1 ■ Advocacy scenarios</b></li> <li>➤ <b>READING 4.2 ■ Setting an advocacy objective</b></li> <li>➤ <b>READING 4.3 ■ Other elements of an advocacy strategy</b></li> <li>➤ <b>READING 4.4 ■ Networks, Coalitions, and Alliances</b></li> <li>➤ <b>READING 4.5 ■ Introduction to media</b></li> <li>➤ <b>READING 4.6 ■ Guidelines for working with media</b></li> <li>➤ <b>READING 4.7 ■ Sample media</b></li> <li>➤ <b>READING 4.8 ■ Some key media terms</b></li> <li>➤ <b>READING 4.9 ■ Community-based media</b></li> <li>➤ <b>TASK SHEET 4.1 ■ Challenges to budget advocacy</b></li> <li>➤ <b>TASK SHEET 4.2 ■ Sharpening an advocacy objective</b></li> <li>➤ <b>TASK SHEET 4.3 ■ Overcoming challenges to budget advocacy</b></li> <li>➤ <b>TASK SHEETS 4.4, 4.5, 4.6: Drafting and evaluating a SMART budget advocacy objective for HMHC</b></li> <li>➤ <b>TASK SHEET 4.7 ■ As Citizens of the Republic of Polarus</b></li> <li>➤ <b>TASK SHEET 4.8 ■ Why are alliances good for budget advocacy?</b></li> <li>➤ <b>TASK SHEET 4.9 ■ Building an Alliance</b></li> <li>➤ <b>TASK SHEET 4.10 ■ Media Strengths &amp; Weaknesses</b></li> <li>➤ <b>TASK SHEET 4.11 ■ Practicing Media Skills</b></li> <li>➤ <b>TASK SHEET 4.12 ■ Budget advocacy planning for HMHC</b></li> <li>➤ <b>TASK SHEET 4.13 ■ Bringing It All Together</b></li> </ul> </li> </ul>
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## LEARNING OUTCOMES FOR THIS MODULE

By the end of this module, participants will have:

- described the key elements of an advocacy strategy;
- developed a strategic budget advocacy objective;
- recognized the relevance and importance of developing a budget advocacy strategy;
- linked budget analysis to an advocacy strategy;
- appreciated the importance and potential of alliances and coalitions in budget advocacy work;
- summarized the requirements for building effective coalitions and alliances;
- identified potential allies for budget advocacy work;
- highlighted the importance of using the media for an advocacy campaign;
- recognized the value of different types of media for advocacy work, including traditional mass media and community-based media;
- explained various techniques for gaining media attention;

- formulated a clear budget advocacy message;
- framed advocacy messages for different audiences; and
- prepared and delivered basic budget advocacy presentations.

**RESOURCES NEEDED FOR MODULE 4 (Sessions 7-10)**

- Flipchart paper, markers, and tape
- Different types of chocolates or sweets
- Post-It notepads (four different colors)
- Word Wise Web cards
- For Session 10: four tables arranged around the room with five chairs at each table

## SESSION 7

### INTRODUCTION TO BUDGET ADVOCACY

*Duration of session: 1 hour and 45 minutes*

#### STRUCTURE OF THE SESSION

1. Ice-Breaker ■ Name Game	10 minutes
2. Brainstorm	10 minutes
2. Task 4.1 ■ Challenges to budget advocacy	35 minutes
3. Gallery Walk	10 minutes
4. Facilitator input: Developing an advocacy strategy	30 minutes
5. Energizer – Word Wise Web	15 minutes

#### 1. ICE-BREAKER ■ NAME GAME

**10 MINUTES**

**Aim:** to practice each other's names.

- Arrange participants and facilitators in a circle.
- Go around in the circle and ask everyone to state their name, e.g. "My name is Nader".
- Start the name game: Ask the person on your right to repeat their name again.
- Then introduce yourself, as well as the person on your right, to the person on your left. For example, turn to the person on your left and state: "My name is Nader, and let me introduce you to my friend Pippa."
- The person to your left will then say: "Pleased to meet you." Then turning to his/ her left, he states: "My name is Jen, I would like you to meet my friends Pippa and Nader."
- Repeat until the last person (in this instance Nader) introduces the full group.

#### 2. BRAINSTORM

**10 MINUTES**

- a. Why do we do BUDGET ADVOCACY?
  - b. What do we aim to achieve with BUDGET ADVOCACY?
- Ask participants to brainstorm responses to these two questions. Check that the following aims of budget advocacy are covered:
    - improvements in budget policies, laws, and systems (public financial management);
    - changes in the balance of power relations (between the government and civil society/citizens);
    - improvements in transparency, accountability, oversight, and participation in the budget process; and
    - improvements in budget formulation (allocations) and budget implementation (service delivery)



ULTIMATELY, WE DO BUDGET ADVOCACY TO IMPROVE THE WELL-BEING OF POOR AND MARGINALIZED POPULATIONS.

### 3. TASK 4.1 ■ CHALLENGES TO BUDGET ADVOCACY

35 MINUTES

**Aim:** to identify challenges and concerns for conducting budget advocacy.

**Note:** Task 4.1 focuses on identifying challenges and concerns relating to budget advocacy work, using selected advocacy scenarios as a basis for discussion. Later on Day 2, in Session 8, participants will then identify ways to address these challenges.

**Materials:**

- 4 different color flashcards; 4 flashcards per color
- 4 Flipcharts, with selected scenarios, one per flipchart, as the title of the flipchart

**Facilitator input:**

- Most participants have some advocacy experience - some have good relationships with the executive, journalists, members of the legislature and with different civil society groups.
- Doing budget advocacy demands a strategy that draws on evidence to support that advocacy. This research evidence should be produced in a credible, timely and accessible manner. Budget advocacy also demands persistent, all year round work.
- This exercise requires participants to think about the advocacy-related challenges faced by groups and ways of overcoming these challenges.

**Procedure for the activity:**

- Use the treats to divide participants into groups of four or five.
- Refer participants to **READING 4.1 ■ ADVOCACY SCENARIOS** in their Workbooks. Allocate one scenario to each of the groups.
- Each group should discuss one scenario and provide four challenges to report back on. Request that participants write up their four challenges on flashcards – one challenge per flashcard, in legible writing.
- Participants can also record their challenges in their Workbooks at **TASK 4.1: CHALLENGES TO BUDGET ADVOCACY**.
- Allow the groups around 15 minutes to complete the task. In the meantime, prepare four flipcharts with one selected scenario per flipchart.

### 4. GALLERY WALK

10 MINUTES

**Aim:** to summarize the contributions made by the different groups.

- When the groups have finished writing their flashcards, ask them to stick them up on the relevant flipchart.
- Invite participants to walk from one chart to the next to read what the other groups have discussed as challenges and concerns in their scenarios.
- Do not invite a report back at this point. Plenary discussion of the scenarios will follow after **TASK 4.3: OVERCOMING CHALLENGES TO BUDGET ADVOCACY**.

## 5. FACILITATOR INPUT: DEVELOPING AN ADVOCACY STRATEGY 30 MINUTES

**Note:** This input is supported by presentation slides from the file *MODULE 4 Budget Advocacy Slides (Session 7)*.

### **Aim:**

- to understand the importance of developing a budget advocacy strategy;
- to illustrate how to develop a strategy; and
- to show different ways to strategize.

*Participants will find information on content of this presentation in their Workbooks in* **READING 4.2 ■ SETTING AN ADVOCACY OBJECTIVE.**

## NOTES ON SLIDES

### **SLIDE 2: Module Learning Objectives**

- Introduce participants to the learning objectives.

### **SLIDE 3: Successful Budget Advocacy Requires...**

- Explain what is required for successful budget work.

### **SLIDE 4: Key Components of an Advocacy Strategy**

- Explain the key components of an advocacy strategy.

### **SLIDE 5: Strategic Analysis**

- Provide the elements of Budget Advocacy Strategic Analysis.

### **SLIDE 6: Advocacy Objective**

- Objectives show very clearly and specifically **what action** civil society wants government to take, **who** in government should take that action (and who will benefit from that action), **how** that action should be taken, **when** it should be taken, and **where**.
- The more information and evidence you have about your issue, the political/social/ economic context, the opportunities available for engagement, and the actors involved, the clearer your objective is likely to be.
- Our objectives tell us: who (refers to decision maker and beneficiaries), what, where, how, and when.

### **SLIDE 7: Objective – Specific**

- Don't just state what the problem is (e.g., many people don't have clinics close to where they live).
- For the objective to be specific, you must state the solution that you would like to see, e.g., the Ministry of Health must provide accessible, well-resourced clinics in rural villages where there is no clinic within a 20-km radius.
- To be even more specific, you should state the ministry, department, or agency – e.g., the Ministry of Health – that you want to take action (rather than just “government,” which is too general).

- It is too vague and general to set as a goal: “to provide accessible clinics for all.” Rather, set a specific goal to prioritize the provision of health clinics to those who need it the most (i.e., those in rural areas who do not have a clinic within 20 km of their villages).

#### SLIDE 8: Objective – Measurable

- Provide the numbers so that you can evaluate your achievements at the end of your campaign. At this stage of the workshop, “measurable” refers to the number of goods and services that you want to see delivered, not the budget amounts in question. (Participants will add the budget dimension of measurability once they have a solid foundation in understanding the *development* objective they want to achieve.)
- It is not sufficient to state that the “government must speed up its construction of health clinics,” because the increase could be very small and not what you are advocating for. The government could construct 10 additional clinics and still meet such an objective.
- There’s an old saying: “Be careful what you wish for, it may just come true.” Therefore, state the number of goods, structures, or services that you want the government to deliver. Where norms and standards exist for the quality of service delivery, make sure that your objective also incorporates these measures.
- Acknowledge that not all problems can be solved simply by providing more physical goods or services, e.g., discrimination against girl children.
- Pause after this slide and invite questions, comments, or points of clarification.

#### SLIDE 9: Objective – Achievable, Realistic, and Timebound

- Consider what is possible in the current context and how it can realistically be achieved.

#### SLIDE 10: The ART in SMART (cont.)

- Partners in a coalition will probably not commit to objectives that are too far out of reach.
- If the objective demands improvement in service delivery, propose how this can be achieved.

#### SLIDE 11: The ART in SMART (cont.)

- Draw the attention to the difference between activities and impact.

#### SLIDE 12: The ART in SMART (cont.)

- Always set a timeframe for the objective: this financial year, over the next three years, by 2015.
- For big and long-term goals, think about *progressive realization*. Progressive means that if the government cannot immediately achieve what you are asking for, it should at least have a medium to long-term plan for attaining it. This makes it possible to hold the government to account for following a plan on a year-by-year basis.
- For example, over the period 2012-2014, how can this be done? 70 better resourced primary health clinics by end 2012, an additional 70 by end 2013, and an additional 60 by end 2014.
- Ask participants for comments, questions and points of clarification.

## 6. ENERGIZER – WORD WISE WEB

15 MINUTES

- **Aim:** To add an informal and fun dimension to the session, while also giving participants a task to reflect on their learning of the session.

**MONITORING BUDGET IMPLEMENTATION**  
**Facilitator's Manual**

- Photocopy the word cards of the WWW that appear at the end of this session, and cut the sheets up so that each word is on a different piece of paper or card. There should be a full set of 7 cards for each group.
- Divide participants into groups of 5. Give each group a set of WWW cards and invite the participants to re-arrange the words to form a seven-word sentence.
- Ask participants to complete the sentence: “Successful budget advocacy work...”
- **ANSWER:** Successful budget advocacy work...**requires access to credible and timely information.**

**END SESSION 7**

## READING 4.1: ADVOCACY SCENARIOS

### SCENARIO #1

Your education alliance has a reputation for its success in lobbying for changes in education policy and service delivery. Your strengths are alliance building with grassroots organizations and organizing protests and marches. Your organization also has strong links with parent-teacher organizations across the country. Recently, your organization identified the usefulness of using budgets as a tool to support your advocacy for improved equity in education across the country. You also want to advocate for fee free schools for less advantaged communities.

### SCENARIO #2

Your organization, a local NGO, is a member of a national poverty alleviation campaign. Your organization wants to push for citizen participation in local government budget planning and for greater budget accountability at local government level. The government does not have a formal public participation policy and has never included civil society in their policy planning processes.

### SCENARIO #3

You are a research think-tank that specializes in monitoring government budgets. You have a reputation of producing credible research; however, you do not engage in persistent advocacy nor do you have links with campaigns and NGOs outside of your area of research. Over the last seven years, your organization has consistently made submissions to the legislature's finance committee in response to the budget tabled in parliament. You have developed a very good relationship with this committee, the national Department of Finance and some key sub-national departments of finance, too. In this year's budget government is proposing a substantial increase in the defense budget to purchase military vehicles. (Your country is not at war, nor is there the threat of war.) After the tabling of the budget, the members of the legislature refused to pass the budget. After numerous negotiations with the president of the country and the speaker of the legislature, the legislature was forced into early recess. Hence, the budget has still not been passed.

## **SCENARIO #4**

One year ago your organization developed a draft advocacy strategy for the decentralization of mental health delivery. For the past year, you have researched and collected tons of information needed as evidence to support your strategy. However, over the last three months, there have been substantial changes in the executive, the legislature and key departments like the department of finance. The prime minister was fired for alleged corruption, the legislature was dissolved and the new legislature is being sworn in. Many of the top officials in the department of finance, whom your researcher has worked with, have resigned.

## **SCENARIO #5**

Your organization conducts HIV/AIDS budget monitoring. During a recent investigation you discovered that despite government's very progressive program of action for HIV/AIDS, governments' budgeting for the implementation of this program is inconsistent with the plan. It appears that there is no link between the program and the budget. Your investigation also showed that, since the inception of the program five years ago, the Budgeting Department in the Department of Health has failed to provide adequate budget plans for the implementation of the program. The Department of Finance has several times expressed their disapproval at the poor management of the budget process within the Department of Health. The country's largest HIV/AIDS social movement has discussed with your organization the possibility of legal action.

## **SCENARIO #6**

Three months ago your organization, a research think tank, was alerted by a member of the legislature who alleges that funds for a government program set up for maternal health have been misused. The member alleged that these funds have been diverted from the Department of Health to a private, anti-abortion organization with links to a different, senior member of the legislature. Your organization investigated the matter and found that the allegation is in fact true.



## READING 4.2: SETTING AN ADVOCACY OBJECTIVE

- The five elements of an advocacy strategy are as follows:
  1. Strategic Analysis
  2. **Advocacy Objective**
  3. Stakeholder Analysis
  4. Advocacy Message (Development and Delivery)
  5. Schedule
- An advocacy objective should set out very clearly **WHAT, WHO, WHEN, HOW, and WHERE**. It needs to state:
  - **WHAT** action civil society wants government to take;
  - **WHO** in government needs to take this action (and **WHO** will benefit from this action);
  - **WHEN** this action should be taken (i.e., at what stage in the budget cycle);
  - **HOW** this action should be taken (i.e., how the change you're proposing can be implemented); and
  - What geographical areas will benefit from this action (**WHERE**). The "where" should indicate the area(s) that have the most need, i.e., where the problem that you are trying to address is most critical (e.g., urban slums in the capital city.)
- The more information and evidence you have about your issue, the political/social/economic context, the opportunities available for engagement, and the actors involved, the clearer your objective is likely to be.
- Your advocacy objectives should be SMART. That is, each objectives should be:
  - S** – Specific
  - M** – Measurable
  - A** – Achievable
  - R** – Realistic/**R**esult-oriented
  - T** – Timebound

### SPECIFIC

- Specify an action you want government to take.
- Be as clear and specific as you can. For example, it is too vague to set a goal to provide decent primary health clinics for all. Rather, set a specific goal to prioritize the construction of primary health clinics in rural villages where there is the most need.

- Your objective should not be a statement of the problem. It should be a statement of the solution that you would like to see implemented by decision makers.

### **MEASURABLE**

- Be as exact as possible. You must be able to measure the change that you're advocating for.
- Provide the numbers, so that you can evaluate your achievements at the end of your campaign.
- It is not sufficient to state that government should "speed up its construction of health clinics" or "build more health clinics." An increase in the number of health clinics can be very, very small and not what you are advocating for. Government could build 10 additional health clinics and still meet such a vaguely stated objective.
- There's an old saying that states: "Be careful what you wish for, it may just come true." Therefore, clearly state the number of goods, structures, or services that you want government to deliver.
- Keep in mind that not all problems can be solved simply by increasing service delivery, e.g., discrimination against girl children.

### **ACHIEVABLE, REALISTIC/RESULT-ORIENTED, AND TIMEBOUND**

- This is the ART in SMART.
- Making your advocacy objective achievable, realistic/result-oriented, and timebound means linking it directly to the stages in government's budgeting, planning, and service delivery cycles:
  - Consider what is possible in the current context and what can realistically be achieved.
  - Always set a timeframe for the objective: this financial year, over the next three years, by 2015.
  - State how government can achieve the increases or improvements in service delivery that you are proposing.
- Keep in mind that not everything can be changed immediately. Existing programs and budgets are often rigid due to political compromises and legal obligations.
- **Describe the end result (IMPACT) and not what you plan to do (ACTIVITIES).**
  - How will people's lives be different because of your advocacy?
- For big and long-term goals, think about **progressive realization**. (For example, if you want the government build 200 new primary health clinics, propose the following: build 70 health clinics by the end of 2012, build another 70 by the end of 2013, and build the remaining 60 by the end of 2014.)
- Partners in a coalition will probably not commit to objectives that are too far out of reach.

## **SESSION 8**

### **ELEMENTS OF AN ADVOCACY STRATEGY**

*Duration of session: 1 hour and 45 minutes*

#### **STRUCTURE OF THE SESSION**

1. Task 4.2 ■ Sharpening an advocacy objective	60 minutes
2. Facilitator Input: Other elements of an advocacy strategy	30 minutes
3. Welcome to Polarus	15 minutes

#### **1. TASK 4.2 ■ SHARPENING AN ADVOCACY OBJECTIVE** **60 MINUTES**

- Using four different types of treats, divide participants into four groups – you should have the same number of treats as the total number of participants. Ask each participant to take a treat and to organize themselves around the same type of treat.
- Allocate each group one of the following objectives:
  1. To improve access to education
  2. To demand better treatment for HIV+ people
  3. To create awareness among civil society about the housing crisis
  4. To improve the conditions of women living in poverty
- For ease of reference, the task appears on **SLIDE 13** of the PowerPoint file **MODULE 4 Budget Advocacy Slides (Session 7)**.
- Ask participants to turn to **TASK 4.2 ■ SHARPENING AN ADVOCACY OBJECTIVE** in their Workbooks. Invite them to sharpen their allocated objectives so that they are SMART.
- After approximately 30 minutes, facilitate a report-back and discussion. Ask for a maximum of two volunteers to share their SMART objectives. Spend 10 minutes responding to the inputs from the two volunteers.

#### **ANSWERS TO TASK 4.2**

Some suggestions for how these objectives could be sharpened:

1. The advocacy objective is for government to improve access to primary education by appointing 300 additional qualified teachers and building 100 new schools over the next three years.
2. The advocacy objective is for government to ensure that anti-retroviral treatment is available to all HIV+ patients at primary and secondary health facilities throughout the country by 2015.
3. The advocacy objective is to conduct five workshops across 5 districts to reach 60 people active in civil society structures and exchange information on government's housing promises, policies and delivery to date in the eastern part of the country. This information will be used to formulate a strategic plan by December 2010 for civil society to actively monitor government's own housing delivery targets over the next two fiscal years.
4. The advocacy objective is for government to introduce a targeted social security grant to the 500,000 most income-poor woman-headed households with children under 12 living in peri-urban informal settlements, and to roll the grant out to 80% of the targeted beneficiaries over the next two years.

- To summarize and draw this part of the session to a close, ask participants if their SMART objective answers all of the following questions:
  - What does the group want to achieve?
  - How will they achieve it?
  - Does the objective have a timeline?
  - Once the group has achieved their objective, how will they be able to measure their successes?
  - Does the objective provide numbers, dates and amounts?
  - Does it state where?
  - Does it say who?
  - Does it state how?

## 2. INPUT: OTHER ELEMENTS OF AN ADVOCACY STRATEGY 30 MINUTES

**Note:** This input is supported by presentation slides from the file *MODULE 4 Budget Advocacy Slides (Session 8)*.

### NOTES ON SLIDES

#### SLIDE 2: Key Components of an Advocacy Strategy

- Remind participants that in the previous session, they were introduced to the five main elements of an advocacy strategy. They then spent some time taking a deeper look at the first two elements on that list, and especially advocacy objectives and how to make them SMART.
- It is now time to go back and explore the other four elements of an advocacy strategy. This session will cover: Stakeholder Analysis, Budget Advocacy Messages (development and delivery), and Schedule (implementing your budget advocacy strategy).

#### SLIDE 15: Stakeholder Analysis

- A constituency is made up of individuals and organizations who will join you in your advocacy efforts. Having a constituency for your advocacy is critical, since it adds legitimacy, power, and credibility.
- Allies are those who can provide some support to you and your advocacy.
- Opponents are those who will be against your advocacy campaign, either because they stand to lose something or because they disagree with you.
- The decision makers are also referred to as “audiences” and are divided into two major groups:
  - The **primary audience** is essentially those groups and individuals who can give you what you are asking for in your advocacy objective, i.e. the decision makers. They are also the people who have the formal power to make the change that needs to happen.
  - The **secondary audiences** are groups who are able to put pressure on the primary audience.

#### SLIDE 4: Advocacy Message

- The advocacy message is what is said about the issue, its solution, and what action should be taken.
- The message is less about what you believe, and more about what the target audience needs to hear in order for them to take the desired action.
- Slogans are developed based on the advocacy message.

#### SLIDE 5: Message Development

- The message should present a clear, short statement about the problem, solution, and the action(s) that needs to be taken to implement the solution.
- Message development requires evidence to back up arguments.
- Ask participants if they recognize that the development of the SMART objective assists in the development of the advocacy message.
- Once the objectives are defined clearly, the message development (with the key components outlined in the previous slide) becomes easier.

#### SLIDE 6: Message Delivery

- Message delivery is your Communications Strategy for your advocacy campaign.
- The Messenger should be familiar with the advocacy objectives and the message.
- Even when there are different messengers, there should always be one unified message.
- Groups conducting budget advocacy have drawn on legal, economic, and media experts as messengers in their campaigns. In some countries, economists carry weight on the issue of the public budget, and some groups have used them as messengers for their campaigns.
- The campaign can create and build the messengers: the more public exposure they receive, the more they will be recognized as experts and public figures.
- ***Ask one or two participants to share who they have called on as messengers for their campaigns. Also ask them how they chose these messengers and whether these messengers ended up being suitable and effective.***
- Conducting budget advocacy demands reaching a diverse audience. This requires strategic thinking about how the message will be delivered. Some ways to reach a wide range of people include: print, electronic, and social media; grassroots media, such as community theatre, puppetry, visual arts, and songs; public meetings/discussions; workshops; public hearings; rallies; protests; boycotts; strikes; etc.
- ***Ask one or two participants to share what are some of the media that they've used, and why they chose that media. Also ask them to discuss whether their choice of media ended up being the correct/most effective one, and whether they might choose differently if they were able to do it over again.***
- The choice of media should consider the experience of the staff within the organization, as well as the audiences, the political environment, and the opportunities available.

**SLIDE 7: Schedule**

- Budget advocacy is directly linked to the stages of the budget process, which were covered in Module 2 (Defining the Problem).
- The Schedule component in an advocacy strategy is all about knowing when to intervene and who to target.
- There is always more than one stage of the Budget being implemented simultaneously. Knowing when the different stages are taking place will help to strategically plan which human resources will intervene and who to target.
- Experience by groups has shown that, generally, finance officials initially disregard the budget work produced by civil society. Convincing officials of the seriousness of the work, demands that research and information is produced in a credible, accessible, and timely manner.

**SLIDE 8: closes the session**

## TASK SHEET 4.2: SHARPENING AN ADVOCACY OBJECTIVE

- a) To improve access to education
- b) To demand better treatment for HIV+ people
- c) To create awareness among civil society about the housing crisis
- d) To improve the conditions of women living in poverty

1. Write out the UN-sharp objective that was allocated to your group:

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2. Now re-write this objective so that it becomes a SMART Advocacy Objective. Remember what SMART is all about:

- S** – Specific
- M** – Measurable
- A** – Achievable
- R** – Realistic/**R**esult-oriented
- T** – Timebound

The SMART Advocacy Objective is:

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## READING 4.3: OTHER ELEMENTS OF AN ADVOCACY STRATEGY

### STAKEHOLDERS

- A constituency is made up of individuals and organizations that will join you in your advocacy efforts. Having a constituency for your advocacy is critical, since it adds legitimacy, power, and credibility.
- Allies are those who can provide some support to you and your advocacy.
- Opponents are those who will be against your advocacy campaign, either because they stand to lose something or because they disagree with you.
- The decision makers are also referred to as “audiences” and are divided into two major groups:
  - The **primary audience** is essentially those groups and individuals who can give you what you are asking for in your advocacy objective, i.e. the decision makers. They are also the people who have the formal power to make the change that needs to happen.
  - The **secondary audiences** are groups who are able to put pressure on the primary audience.

### MESSAGES

- An effective advocacy message:
  - Presents a possible solution & action
  - Draws on evidence
  - Uses facts & numbers creatively and accessibly
  - Recognizes the political environment and opportunities
  - Is simple & brief
  - Uses real life stories & quotes
  - Adapts the message to the medium
  - Encourages audiences to take action

### THE MESSENGER

- The messenger should be familiar with the advocacy objectives and the message.
- Even when there are different messengers, there should always be one unified message.
- Groups conducting budget advocacy have drawn on legal, economic, and media experts as messengers in their campaigns. In some countries, economists carry weight on the issue of the public budget, and some groups have used them as messengers for their campaign.
- The campaign can create and build the messenger: the more public exposure they receive, the more they will be recognized as experts and public figures.

## **THE MEDIUM/MEDIA**

- Conducting budget advocacy demands reaching a diverse audience. This requires strategic thinking about how the message will be delivered. Some ways to reach a wide range of people include: print, electronic, and social media; grassroots media, such as community theatre, puppetry, visual arts, and songs; public meetings/discussions; workshops; public hearings; rallies; protests; boycotts; strikes; etc.
- The choice of media should take into consideration the experience of staff within the organization, as well as the audiences, the political environment, and the opportunities available.

## **SCHEDULE**

- Budget advocacy is directly linked to the stages of the budget process. Different decisions are made at different stages of the budget process, and it is important to intervene before the decisions you want to change are being made.
- Budget advocacy requires year-round commitment. There will always be more than one stage of the budget process being implemented simultaneously; knowing when the different stages are taking place will help to strategically plan which staff members will intervene and whom to target.
- The experience of organizations has shown that, generally, finance officials initially disregard the budget work produced by civil society. Convincing officials of the seriousness of the work, demands that research and information is produced in a credible, accessible and timely manner.

## SESSION 9

### ADVOCACY STRATEGIES IN PRACTICE

*Duration of session: 1 hour and 45 minutes*

#### STRUCTURE OF THE SESSION

1. Facilitator input: Recap & summary	10 minutes
2. Task 4.3 ■ Overcoming challenges to budget advocacy	30 minutes
3. Report-back & plenary: Challenges to Budget Advocacy & Strategies for overcoming challenges	25 minutes
4. Task 4.5, 4.6, 4.7 Drafting & Evaluation a SMART Budget Advocacy Objective	20 minutes
5. Facilitator Input: Adding the Budget Dimension	10 minutes
6. Task 4.5 ■ As Citizens of the Republic of Polarus	10 minutes

#### 1. FACILITATOR INPUT: RECAP & SUMMARY

**10 MINUTES**

- Even though a strong and well-developed advocacy strategy is essential for effective budget advocacy work, no strategy you develop is ever cast in stone. Be prepared to adjust your strategy to changing circumstances in the socio-economic and political environment, as well as your own organizational context.
- Go to **SLIDE 2** in the file *MODULE 4 Budget Advocacy Slides (Session 9)* to provide a summary of the key findings about successful budget advocacy work, based on IBP's recent case studies.

#### SLIDE 2: Successful Budget Advocacy Makes Use of...

- IBP developed short case studies of civil society organizations that conducted successful budget advocacy work.
- These case studies included research on the strategies used and the successes & challenges experienced by **ACIJ** (Civil Association for Equality and Justice) in Argentina; **Samarthan** (Centre for Development Support) in India; the **Treatment Action Campaign** (TAC) in South Africa; the **National Campaign for Dalit Human Rights** (NCDHR) in India; the **Omar Asghar Khan Development Foundation** (OAKDF) in Pakistan; **HakiElimu** in Tanzania; and a **coalition of CSOs in South Africa** that advocated around the Child Support Grant.
- These case studies highlight the following:
  - the use of alternative strategies for conducting budget advocacy (e.g., litigation used by **ACIJ** in **Argentina** around the right to education)
  - using emerging opportunities for advocacy, for example, around major events (e.g., **NCDHR** held a high level press conference related to the 2010 Commonwealth Games that were held in India)
  - the effectiveness of collaboration between civil society organizations, for example, in coalitions (e.g., the **Child Support Grant campaign** in **South Africa** to increase the amount and range of beneficiaries eligible for the grant)

- the use of aid and budget monitoring (e.g., **OAKDF** monitoring of earthquake relief funds in **Pakistan**)
- the use of media in budget advocacy (e.g., **HakiElimu in Tanzania** conducted advocacy on the quality of education using billboards, radio & television spots, short films, and popular publications on various themes that made use of cartoons)
- the use of multiple strategies (e.g., **Samarthan** used social audits, budget tracking, community mobilization, training of and advocacy with government officials, and media – press releases, media briefings, journalist training – for advocacy around the implementation of the National Rural Employment Guarantee Act)

## **2. TASK 4.3: OVERCOMING CHALLENGES TO BUDGET ADVOCACY 30 MINUTES**

- **Aim:** to show different ways of strategizing for budget advocacy
- Earlier in this module, participants started discussing a range of scenarios which posed some challenges to advocacy. Ask participants to return to their groups with the same scenarios and, considering what they have learned since then, discuss ways of overcoming the challenges they identified in their scenarios.
- Answers can be recorded on the worksheet for **TASK 4.3** in the Participants' Workbooks.
- While participants are busy with this task, ensure that the lists of challenges which the groups brainstormed in **SESSION 7** and wrote up on flipchart paper are clearly displayed and accessible.

## **3. REPORT-BACK & PLENARY: CHALLENGES TO BUDGET ADVOCACY AND STRATEGIES FOR OVERCOMING CHALLENGES 25 MINUTES**

- Ask two groups to volunteer their discussions.
- Start with one group and gather around the flipchart sheet on which the group recorded and displayed their challenges for the Gallery Walk in **SESSION 7**. Looking together at the challenges listed on the flipchart paper, invite the group members to give a quick overview of their strategies for overcoming these challenges.
- Use the table below to inform your facilitation of this report-back discussion.

Scenario	Challenges to Budget Advocacy	Ways of Overcoming Challenges
<b>Scenario 1</b>	<ul style="list-style-type: none"> <li>• The alliance lacks budget research capacity.</li> <li>• The alliance lacks experience in policy analysis.</li> <li>• It has a narrow base of supporters in the alliance.</li> </ul>	<ul style="list-style-type: none"> <li>• The alliance could engage the services of an organization that has experience with budget research.</li> <li>• Learn to understand budget research and how to use research to support advocacy - work with a research organization to develop a research agenda that supports advocacy objectives.</li> <li>• Broaden the alliance beyond grassroots organizations so there are connections between the national policy and budget making processes.</li> <li>• Connect national issues to sub-national issues.</li> <li>• Focus the advocacy: fee free schools and equity in education.</li> <li>• Connect the education experience of the alliance with budget experiences of other organizations.</li> </ul>
<b>Scenario 2</b>	<ul style="list-style-type: none"> <li>• Closed government.</li> <li>• Local NGO with no budget experience.</li> <li>• No existing link to NGOs doing budget work.</li> <li>• Difficult to formalize civic participation and greater accountability.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn more about how other groups with similar challenges have overcome the issue of a closed government - the MKSS experience could be a good case to learn more about;</li> <li>• Look for opportunities in the political and policy terrain that can be tapped.</li> <li>• Develop links with organizations focusing on budget issues and access to information.</li> <li>• Link the issue of closed government to a poverty issue, or another campaign they are involved in.</li> <li>• Study the budget process and actors involved – identify key officials to target.</li> </ul>

Scenario	Challenges to Budget Advocacy	Ways of Overcoming Challenges
<b>Scenario 3</b>	<ul style="list-style-type: none"> <li>• Research think tank that does not have contact with other NGOs, almost ivory-tower like;</li> <li>• To be able to mobilize in a timely way so that parliament can return to the house.</li> <li>• How to conduct the budget analysis to support arguments in favor of an objective.</li> <li>• How to provide research information to support parliamentarians in protest of the budget being tabled.</li> <li>• Conducting research and mobilizing simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish links with advocacy groups and social movements.</li> <li>• Advocacy groups and social movements to put persistent pressure on the legislature to reconvene, debate and make changes to the budget.</li> <li>• Re-write research so that it is accessible and produced in time for when parliamentarians do reconvene in parliament.</li> <li>• Build relationships with key members of parliament and provide research to support their position.</li> <li>• Re-write research so that it is accessible to advocacy groups, social movements and secondary audiences.</li> </ul>
<b>Scenario 4</b>	<ul style="list-style-type: none"> <li>• How to choose what information for advocacy.</li> <li>• Different political environment to when the strategy was started.</li> <li>• Target audience has shifted.</li> <li>• Internal contacts have changed.</li> </ul>	<ul style="list-style-type: none"> <li>• Reconvene to strategize – who to target, i.e. primary audiences, how to use what information and for whom.</li> <li>• Re-examine the components of the message delivery and adjust to the changes.</li> <li>• Use opportunities that present themselves and turn these into opportunities for your advocacy goal and objective.</li> </ul>
<b>Scenario 5</b>	<ul style="list-style-type: none"> <li>• How to use research for court action.</li> <li>• Informing the social movement how to use the research for their advocacy.</li> <li>• Supporting a legal team to understand the budget research and its findings.</li> <li>• How to bring in the support of more NGOs to support the court action.</li> <li>• Drawing in more like-minded groups to support the findings of the research.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what information is required for the court action.</li> <li>• The social movement should know how to use the research for their message delivery outside of court; matching the medium to the audience.</li> <li>• Plan strategically how to use the dissatisfaction expressed by the Department of Finance to strengthen the case.</li> </ul>

Scenario	Challenges to Budget Advocacy	Ways of Overcoming Challenges
<b>Scenario 6</b>	<ul style="list-style-type: none"> <li>• Building a coalition and maintaining that coalition.</li> <li>• Challenging a senior member of the legislature.</li> <li>• Making a case involving two members of the legislature – one a whistle-blower, the other party to corruption.</li> <li>• Mobilizing constituencies who would potentially have benefited from the funds.</li> <li>• Gaining the trust of the media to break this story.</li> <li>• Persistent work and follow up to the investigation and advocacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Be strategic about how to use the information without jeopardizing the position of the member of the legislature who is the whistleblower.</li> <li>• Bring together key interest groups.</li> <li>• Draw in authentic voices and public figures.</li> <li>• Develop a power map to show who in the legislature can be an ally.</li> <li>• Use existing policies and laws to strengthen the case.</li> <li>• Continue research to support the campaign and to provide information to the legislature, constituencies affected and the media.</li> </ul>

## 5. TASK 4.4, TASK 4.5, TASK 4.6: DRAFTING AND EVALUATING A SMART BUDGET ADVOCACY OBJECTIVE FOR HMHC 20 MINUTES

- Participants will get a first opportunity to draft their SMART budget advocacy objective for their Polarus HMHC project.
- Thereafter, each group will work together with another group (twinning) to assess one another's draft objective.
- It would be useful if each group in the “group pairs” could develop and draft a single draft objective that they will use for the remaining part of the workshop.

## 6. FACILITATOR INPUT: ADDING THE BUDGET DIMENSION 10 MINUTES

- **Note:** This input is supported by **SLIDES 3 & 4** in the PowerPoint file *MODULE 4 Budget Advocacy Slides (Session 9)*.

### NOTES ON SLIDES

#### INTRO. TO PRESENTATION

- The next step in learning about budget advocacy work is to begin looking at the development challenges we face through a budget lens.
- The groups have now clarified exactly what objective they want to achieve for the work of HMHC.
- Why is it necessary and how does it help to add a budget dimension to the process?

### SLIDE 3: Adding the Budget Dimension to Advocacy

- Firstly, this knowledge will help you to develop your **advocacy objective** even further than you have to date. It will allow you to understand what part of the budget may be contributing to the problem you want to address, as well as the solution you hope to bring about. With this understanding you can be even more **specific** about the objective you want to achieve.
- The knowledge you gather during Modules 2, 5, 6, 7 will help refine your budget advocacy objective. For example, you will have a much better idea about who in government is responsible for the decisions affecting your objective. This is the person or persons you should target as the **primary target** for your advocacy message.
- It will also allow you to identify possible **opponents** who might stand to lose if your advocacy objective is achieved.
- As you learn more about the politics and power-brokers in the budget process, you will gain invaluable insight into the triggers that make decision-makers sit up and listen. This will help you to plan how you will **frame your message** later on, in order to get the reaction you want.
- Understanding the budget process allows you to be aware of the series of decisions and actions that goes into the planning, budgeting, and delivery of any particular government service or program. This knowledge will help you to identify when in the budget cycle you would have to intervene in order to impact on future decisions. In this way you can begin to plan a **schedule** of advocacy activities against a much more certain timeline.

### SLIDE 4: Adding the Budget Dimension (cont.)

- Analyzing the budget will also help you to illustrate why and how the solution you are proposing is **achievable**. For example, if you can show exactly how much funds are available in a certain program, and how they can be reallocated to serve the purpose you want, your objective is clearly achievable in practical terms.
- You could add certainty and detail to the **time-bound** aspect of your advocacy objective.
- Knowing where in the budget the problem lies, means you would also be able to pinpoint when changes in the budget would have to take place in order to bring about the solution you are advocating for.
- Analyzing the budget will help you to confirm the **primary audience** for your advocacy.
- Knowing what in the budget needs to change, you can make sure you target the right decision-maker(s) who can bring about the solution you are proposing.
- As you analyze the budget, you are also gathering vital information that you will ultimately use to develop your advocacy **message** and back up your arguments with facts and figures.

### CONCLUSION

- Invite questions of clarification from the group. Make sure all the participants understand how the next three modules (monitoring methodologies) will build on the work they have done in Module 4.

## 6. TASK 4.7 ■ AS CITIZENS OF THE REPUBLIC OF POLARUS 10 MINUTES

- Before concluding for the day, inform the participants that there is one more set of tasks you would like them to be aware of. They will not be expected to complete these tasks before the end of the day. This is a longer-term assignment that they will work on over a few days.
- Ask the participants to turn to **TASK 4.5 ■ AS CITIZENS OF THE REPUBLIC OF POLARUS** in their Participants' Workbooks. This task sheet outlines some of the assignments they will be expected to complete in the Polarus CSO groups. However, these tasks reflect only a small portion of the group work they will do over the next few days – and they need to be completed outside of formal training sessions.
- Make sure that the participants understand that **TASK 4.4** has to be completed a) in their assigned Polarus groups and b) on their own time – overnight and/or before and after sessions.
- The assignments in **TASK 4.5** complement one another. Even though each group will only work on one of the assignments, it will be important to pay careful attention to other groups' report-backs and take the information generated by other groups into account.
- Agree on report-back times for all the assignments and make sure that the participants have noted these down on their Task Sheets.
- The report-backs can take place at dinner, at the start of the day's work or over lunch, as long as adequate arrangements have been made with the facilitators.





## TASK SHEET 4.5: ASSESSMENT FORM: HOW SMART IS THIS ADVOCACY OBJECTIVE?

Carefully consider the advocacy objective presented by the other group. Reflect on the following questions and provide them with fair and frank feedback.

	GUIDING QUESTIONS	NOTES
<b>S</b>	<p>How <b>SPECIFIC</b> is the objective?</p> <p>Does it clarify <b>what</b> should be done?</p> <p>Does it say <b>who</b> should benefit?</p> <p>Does it spell out <b>who</b> must take action?</p>	
<b>M</b>	<p>How <b>MEASURABLE</b> is this objective?</p> <p>Does it give <b>numbers</b> of goods or services to be delivered?</p> <p>Will it be possible to measure whether it has been achieved?</p>	
<b>A</b>	<p>How <b>ACHIEVABLE</b> is this objective?</p> <p>Does it take past housing delivery trends and government capacity into account?</p>	
<b>R</b>	<p>How <b>REALISTIC</b> is this objective?</p> <p>Does it take <b>political dynamics</b> into account?</p> <p>Does it recognize real resource and capacity <b>constraints</b>?</p>	
<b>T</b>	<p>How <b>TIMEBOUND</b> is this objective?</p> <p>Does it specify a <b>deadline</b> by when it should be achieved?</p> <p>Does it allow for <b>progressive realization</b> that can be monitored?</p>	



## TASK SHEET 4.7: AS CITIZENS OF THE REPUBLIC OF POLARUS

The following tasks give you an opportunity to display your knowledge and pride as active citizens of Polarus. Work together in your groups to complete **one** of the tasks and present your work at the agreed report-back time. The facilitators will allocate one task to each group (some tasks may be omitted).

- TASK 4.6 A** Write a short **National Anthem** for the Republic of Polarus that reflects the history and characteristics of the nation, as conveyed in the course materials.
- TASK 4.6 B** Design a **flag** for the Republic of Polarus that reflects some important features of the country. Also write a short motto that reflects the spirit of the country and its people.
- TASK 4.6 C** Write a brief **political, economic and cultural history** of Polarus. Include a short personal profile of the founding mother/father of the nation.
- TASK 4.6 D** Choose a national bird and flower and design a **Crest or Coat of Arms** for the Republic of Polarus that reflects some important features of the country.
- TASK 4.6 E** Describe the **National Dish** of Polarus, and provide some of its history and a recipe for its preparation according to custom.

### REPORT-BACK TIMES

Your facilitator will clarify the report-back times for each of the groups. Please note them down:

- Presentation of the **National Anthem** \_\_\_\_\_
- Presentation of the **Polarus Flag** \_\_\_\_\_
- Presentation on **Polarus History** \_\_\_\_\_
- Presentation of the **Coat of Arms** \_\_\_\_\_
- Presentation of the **National Dish** \_\_\_\_\_

## SESSION 10

### ALLIANCE & COALITION BUILDING

*Duration of session: 1 hour and 45 minutes*

#### STRUCTURE OF THE SESSION

1. Presentation: Coalitions & Alliances	15 minutes
2. Task 4.5 ■ Advocacy-Specific Reasons for Alliances	20 minutes
3. Facilitator Input: Building Coalitions & Alliances	10 minutes
4. Task 4.6 ■ Scenario Anchors & Roaming Teams	60 minutes

During this session participants will consider the stakeholders for their advocacy planning, with emphasis on identifying constituencies, allies and opponents.

#### 1. PRESENTATION: COALITIONS & ALLIANCES

10 MINUTES

**Note:** This presentation is supported by slides in the PowerPoint file *Module 4 Coalitions & Alliances*.

#### NOTES ON SLIDES

##### SLIDE 2: Aims of the Session

- Introduce participants to the aims of the session.

##### SLIDE 3: Coalition, Alliance, Network

- Organize to achieve an advocacy objective. Think about the strengths and commonalities that the different organizations bring to the coalition, alliance, or network.

##### SLIDE 4: Why are coalitions and alliances important for budget work?

- A common mistake is to believe that relevant budget analysis & information that we produce will automatically be useful for advocacy.
- Budget work can be complex, and it is hard to establish a direct relationship between an advocacy issue and the budget without demonstrating its social relevance.

#### 2. TASK 4.8 ■ ADVOCACY-SPECIFIC REASONS FOR ALLIANCES

20 MINUTES

- **Aims:** to connect what participants have learned in Sessions 7, 8, and 9; to draw on participants' experiences of advocacy and coalition/alliance building; and to link these experiences to the demands of budget advocacy in particular.

- Ask participants to turn to **TASK 4.8 ■ WHY ARE ALLIANCES GOOD FOR ADVOCACY?** in their Workbooks. Invite them to work individually and to write up *ADVOCACY SPECIFIC* reasons for forming alliances and coalitions.
- Participants will call out what they have written. Write their responses up on a sheet of flipchart paper.
- Ask participants if these reasons are different to reasons that they can think of for forming coalitions and alliances for budget work.
- Remind participants that these reasons are very similar to the responses outlined in the discussion on “ways of overcoming challenges to budget advocacy.”

### 3. FACILITATOR INPUT: BUILDING COALITIONS & ALLIANCES

10 MINUTES

**Note:** This presentation is supported by slides in the PowerPoint file *Module 4 Coalitions & Alliances*. Use **Slides 5-8** to discuss how to build effective coalitions and alliances.

#### NOTES ON SLIDES

##### SLIDE 5: Key elements for building a successful budget-related coalition/alliance

- If the advocacy issue is not directly relevant to an organization's mission and work, it will NOT commit to the coalition.
- The issue must have social relevance. Budget analysis is dominated by technical experts (elites). It is therefore important to promote its SOCIAL dimensions and value.
- When CSOs started conducting applied budget work, most of them focused on technical analysis and were regarded as “budget groups.” This has changed. More and more CSOs are seeing the value of budgets as a tool to support their own advocacy issues.

##### SLIDE 6: Potential Allies

- Parties not naturally interested in, or who do not see the relevance of the budget advocacy issue, will not commit the resources required for the advocacy to be successful.

##### SLIDE 7: Effective Coalitions and Alliances.

- Successful and effective coalitions using budgets as a tool for their advocacy have engaged in the ways outlined here.

##### SLIDE 8: Letting Go – When and Why It Is Important

- Every good story has a beginning and an end.

**Note:** Participants will find notes on the information covered in this presentation in **READING 3.3 ■ NETWORKS, COALITIONS & ALLIANCES** in their Workbooks.

## 5. TASK 4.9 ■ SCENARIO ANCHORS & ROAMING TEAMS (BUILDING AN ALLIANCE)

60 MINUTES

- **Aims:** The aims of this task are for the participants to:
  - Strategize about how to form coalitions
  - List potential allies for and advocacy issue
  - Understand the reason for selecting groups for the coalition/alliance
- Arrange four tables in a circle. Each table should have five chairs, so that there can only be five participants to every table at any given time.
- These scenarios are the same ones participants first encountered earlier in this Module. Of the five scenarios presented in the exercise, four are used again in this task.
- Invite two participants to anchor themselves at each table. In other words, eight participants in all (4 pairs) become anchored at the four tables. The pairs will stay with the same scenario for the whole task.
- The anchor pairs will also be responsible for writing up the responses to be shared later in the gallery walk.
- Invite the rest of the participants to form groups of three. They will be roaming around between the tables, but they must stick together as a group of three for the duration of the task. Participants can self-select who they want to work with.
- Ask the groups of roaming participants to take a place at one of the four tables and to discuss the table's assigned scenario. There will always be five participants discussing the scenario on the table.
- The Scenario Anchor pair at each table begins each round by re-introducing the scenario to the visitors. Then everyone at the table is invited to contribute and discuss the situation.
- For the first round of talks, allow 15 minutes for participants to discuss the scenario on the table.
- Then signal that it is time for the Roaming Teams to move and explain carefully how they should do so. (If the roaming participants sit on the outer side of the circle, they can more readily get up and move clock wise when you give the signal.)
- For every round thereafter, allow 10 minutes for discussion at the tables. Each pair will move four times – this way they will end up at the first scenario they worked on.
- The questions to be discussed at the tables are set out in **TASK 4.9 ■ BUILDING AN ALLIANCE** in the Participants' Workbooks:
  - a. What is the budget advocacy issue in this scenario?
  - b. List potential allies in civil society and give reasons for the choice of allies.
  - c. List potential agenda items for a first meeting of potential allies coming together.
- Ask the Scenario Anchor participants to write up, legibly, and display the responses they gathered from their roaming visitors.
- All the participants then have an opportunity to walk around the room and read the responses from the task.
- Gather around one group's presentation at a time to very, very briefly discuss the responses to the task. In facilitating this part of the session, look out for the points listed on the following page.

### **Scenario #1**

- Advocacy issue: equity in education and fee-free schools.
- Potential allies: student bodies; children, youth and adolescent organizations; organizations with budget or public finance management research experience; NGO with a legal focus; education-focused national NGOs; campaigns, social movement and civil society groups that focus on poverty alleviation; marginalized children and youth groups, e.g. children with disabilities.

### **Scenario #2**

- Advocacy issue: citizen participation and government accountability linked to poverty alleviation.
- Potential allies: NGOs working on access to information and civil society participation; local government focused NGOs, particularly those working on issues related to poverty alleviation; international organizations focused on access to information and advocating for civil society participation in government processes; researchers and advocates focusing on access to information and civil society participation in the budget.

### **Scenario #3**

- Advocacy issue: misuse of funds in mental health service delivery.
- Potential allies: clients of the service; service providers; international organizations focusing on the issue of mental health; researchers or groups with experience in budget and public finance research and monitoring.

### **Scenario #4**

- Advocacy issue: poor budget management in HIV/AIDS program implementation
- Potential allies: community-based organizations; service providers; international organizations focusing on HIV/AIDS; researchers or groups with experience in budget and public finance research and monitoring; social justice activists.

### **Potential agenda items for all scenarios:**

- Appoint a chair or facilitator for the meeting.
  - State the issue clearly, i.e. the reason for the meeting.
  - The message to be transmitted and how the message will be transmitted.
  - The time frame for the strategy – in some instances the time frame will be very limited, e.g., the case of the budget that must be passed in parliament.
  - Roles and responsibilities over the short term.
- When adding information to the groups' responses, be sure to mention that although there seems to be an emphasis on researchers who have experience in budget analysis and public finance, the IBP experience has shown that there are many experiences that contribute budget analysis.
  - These experiences are not exclusively located with economists, academics or university-educated individuals. These skills can be developed over time – which is why the participants are in this course, after all!

## READING 4.4: NETWORKS, COALITIONS, & ALLIANCES

### DEFINITIONS

- An **alliance** is generally defined as a short-term relationship among organizations aimed at achieving a specific goal or outcome.
- A **coalition** is generally seen as a more formal collaborative structure that involves a long-term relationship among its members.
- A **network** is a more flexible association between groups that come together around a common idea or goal and that share information and ideas.

In practice, these definitions are used interchangeably. What matters is that all of them imply a more powerful, united voice for achieving change.

(Source: VeneKlasen & Miller, *A New Weave of Power, People & Politics: Action Guide for Advocacy and Citizen Participation*, 2002.)

### WHY ARE COALITIONS AND ALLIANCES IMPORTANT FOR BUDGET WORK?

- The budget is not usually perceived as a “natural” foundation for social action. But for budget analysis to have an impact it must be used STRATEGICALLY!
- Budget information by itself does not lead to political change.
- Coalitions/Alliances are able to increase the social and political value of budget analysis. They add a tried & tested advocacy strategy to a new cause.

### KEY ELEMENTS FOR BUILDING A SUCCESSFUL BUDGET-RELATED COALITION OR ALLIANCE

- Be clear about the advocacy issue that you want to have an impact on.
- The issue must be directly relevant to all of the groups involved.
- Ensure that everyone involved knows and understands the advocacy issue.
- Conduct clear planning and set priorities.
- React to opportunities, drawing on the strengths of all of the parties in the coalition.
- Constantly follow up on new and past events.
- Set timeframes to achieve specific tasks and objectives.
- Make sure parties in the coalition/alliance are clear about their roles and responsibilities.
- Evaluate progress along the way and adapt the advocacy strategy as required.

## POTENTIAL ALLIES

- Potential allies include communities, groups, and populations who are:
  - directly affected by the issue.
  - naturally interested in the issue.
  
- Potential allies also include communities, groups, and populations that can:
  - add strength and value to the coalition and alliance.
  - open access to power brokers.
  - bring in more support for the issue.

## LETTING GO: WHEN AND WHY IT IS IMPORTANT?

- Identify and acknowledge the moment when the advocacy objective has been achieved and the work of the coalition has come to an end...and let it go!
- If other issues emerge and the collaboration was positive, you may think about reconstituting the coalition.
- When the objective has been achieved, coalition members can & should continue working together **IF** they continue to share common issues and the need for collaboration still exists.



## TASK SHEET 4.9: BUILDING AN ALLIANCE

In this task, you will either be a Scenario Anchor or a member of a Roaming Team:

- If you are a Scenario Anchor, you will only work on the one scenario allocated to your table. You will be responsible to keep track of the contributions of all the Roaming Teams visiting your table, and to present all the ideas on flipchart paper.
- If you are in one of the Roaming Teams, you will visit all four scenarios. For each of the scenarios, discuss questions a, b, and c and contribute your ideas about each.

### SCENARIO #1

Your education alliance has a reputation for its success in lobbying for changes in education policy and service delivery. Your strengths are alliance building with grassroots organizations and organizing protests and marches. Your organization also has strong links with parent-teacher organizations across the country. Recently, your organization has identified the usefulness of monitoring budgets, specifically to track the delivery of teaching and learning materials to schools across the country. You also want to monitor whether or not the government is keeping to its commitment of providing free education to poor communities.

- a. Name the budget advocacy issue.

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- b. List potential allies in civil society and give reasons for the choice of allies

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- c. List potential agenda items for a first meeting of potential allies coming together

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## TASK SHEET 4.9: BUILDING AN ALLIANCE (CONTINUED)

### SCENARIO #2

Your organization, a local NGO, is a member of a national poverty alleviation campaign. Your organization wants to push for citizen participation in local government budget oversight. The government does not have a formal public participation policy and has never included civil society in their budget oversight processes.

- a. Name the budget advocacy issue.

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- b. List potential allies in civil society and give reasons for the choice of allies

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- c. List potential agenda items for a first meeting of potential allies coming together

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## TASK SHEET 4.9: BUILDING AN ALLIANCE (CONTINUED)

### SCENARIO #3

One year ago your organization developed a draft advocacy strategy to profile misuse of funds for procurement of goods for mental health delivery. For the past year, you have researched and collected tons of information needed as evidence to support your strategy. However, over the last three months, there have been substantial changes in the executive, the legislature and key departments like the department of finance. The prime minister was fired for alleged corruption, the legislature was dissolved and the new legislature is being sworn in. Many of the top officials in the department of finance, whom your researcher has worked with, have resigned

- a. Name the budget advocacy issue.

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- b. List potential allies in civil society and give reasons for the choice of allies

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- c. List potential agenda items for a first meeting of potential allies coming together

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## TASK SHEET 4.9: BUILDING AN ALLIANCE (CONTINUED)

### SCENARIO #4

Your organization conducts HIV/AIDS budget monitoring. During a recent investigation you discovered that despite government's very progressive program of action for HIV/AIDS, governments' service delivery during the implementation of this program is inconsistent with the budgeted plan. It appears that there is no link between the budget and the actual expenditures. Your investigation also showed that, since the inception of the program five years ago, the Budgeting Department in the Department of Health has failed in its oversight of implementation of the program and funds are used in a manner inconsistent with the budget. The Department of Finance has several times expressed their disapproval at the poor management of the budget process within the Department of Health. The country's largest HIV/AIDS social movement has discussed with your organization the possibility of legal action.

- a. Name the budget advocacy issue.

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- b. List potential allies in civil society and give reasons for the choice of allies

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- c. List potential agenda items for a first meeting of potential allies coming together

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