MODULE 4

BUDGET ADVOCACY (PART II)
LEARNING OUTCOMES FOR THIS MODULE

The first part of Module 4 was already presented on Days 2 and 3 of the training workshop. During these four sessions (7-10), participants learned how to:

✓ describe the key elements of an advocacy strategy;
✓ develop a strategic budget advocacy objective;
✓ recognize the relevance and importance of developing a budget advocacy strategy;
✓ link budget analysis to an advocacy strategy;
✓ appreciate the importance and potential of alliances and coalitions in budget advocacy work;
✓ summarize the requirements for building effective coalitions and alliances; and
✓ identify potential allies for budget advocacy work;

By the end of the next set of sessions in this module, participants will have:

• 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.

STRUCTURE OF MODULE 4 (PART II)

Sessions 20-21: Media and Communications

1. Energizer: Eliminating jargon 15 minutes
2. Brainstorm & discussion: Why work with the media? 30 minutes
3. Discussion: the changing media environment 10 minutes
4. Task 4.10 ■ Media strengths & weaknesses 30 minutes
5. Media wheel: Matching message to audience 20 minutes
6. Task 4.11 ■ Practicing media skills 60 minutes
7. Input on importance of message development 35 minutes

Sessions 22-27: Presentation Preparation, Implementation, and Feedback

1. Task 4.12: Budget Advocacy Planning for HMHC 30 minutes
2. Task 4.13: Bringing It All Together—A Budget Advocacy Plan for HMHC 9 hours
3. Group Work Presentations & Feedback (5 groups) 2 hours, 30 min.

RESOURCES NEED FOR MODULE 4 (SESSIONS 22-27)
• Flipchart paper, markers, and tape
• Post-It notepads (2 colors)
• Polarus Sourcebook
• Advocacy Presentation Feedback Forms
SECTIONS 20 & 21
MEDIA AND COMMUNICATIONS

**Duration of these sessions: 3 hours and 20 minutes**

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1. **ENERGIZER: ELIMINATING JARGON**  
   **15 MINUTES**
   - In plenary, ask participants to identify the common jargon words that they all use regularly in the course of their work. (Some examples are: facilitation, capacity building, stakeholders, grassroots, etc).
   - Divide groups into pairs by asking participants to cross the room to the person opposite them.
   - Each person should have a turn, explaining his or her job, as if talking to someone at a party. But they’re not allowed to use any of the identified jargon words. The person not talking should “beep” the other person, every time a jargon word is used. It’s a great exercise in learning how to explain oneself in simple, everyday language.

2. **BRAINSTORM & DISCUSSION: WHY WORK WITH THE MEDIA?**  
   **30 MINUTES**
   - **Aim:** to explore why it is important to work with the media to achieve advocacy goals.
   - Introduce the brainstorm by posing the question: **WHY WORK WITH THE MEDIA?** Before inviting responses from the group, briefly frame the question with the points outlined below.
   - The media play a key role in today’s society, and no advocacy or communications campaign can hope to succeed without media exposure. With any campaign, there are usually three possible objectives – usually one or more of these:
     - To inform/educate.
     - To change attitudes/beliefs.
     - To change behavior.
   - These objectives are progressively more difficult to achieve. It is easier to inform and educate, than to change attitudes and beliefs. It is very, very difficult to change behavior through the media — as has been shown, for example, with campaigns to prevent the spread
For an organization involved in budget advocacy work, this means that media campaigns will be good for creating awareness of budget-related issues and perspectives. However, to change behavior – such as the decisions of policy-makers, or the votes of legislators, it is not enough to use the media alone – media activities will need to be part of a broader, integrated advocacy campaign.

Next ask participants to brainstorm reasons for working with the media. Write their responses up on flipchart paper. Use the information on the following page to discuss the theme further.

If any of the following reasons below did not emerge from the discussion, add them to the list:

- **To put across your perspective on the budget.** On budget day, the government will try to put the most positive spin on the budget, opposition parties will find something to criticize, and a range of people and organizations will have their say. Your organization will have its own view, based on your own analysis and on the key issues you are concerned about. Unless you are able to get your views into the media, they will go unnoticed. The more frequently and prominently you can get your issues and views into the media, the more likely it is that policy makers will feel pressured to respond to them.

- **To hold the government accountable.** Your research may show that the budget figures don’t add up, or that a key program is unaffordable, or that resources for schools are disappearing before they get to their destination. Once you get this information into the media, those responsible for these problems will know that the game is up, and that they are being watched – not only by you, but now by the public in general. An often-cited example comes from Uganda, where increased public access to information was shown to reduce corrupt capture of public funds from 80 percent in 1995 to less than 20 percent in 2001.

- **To influence policy makers directly and indirectly.** It is possible that key decision makers such as the Finance Minister rethink certain issues and make changes in the budget after coming across your research and opinions in an influential publication or program (South Africa’s Trevor Manuel has acknowledged at least hearing the views of callers who contributed to a radio program slot called “tips for Trevor.”) But change is more likely to happen indirectly – your media exposure provides vital information or motivation to a broad range of citizens and/or civil society groups, who in turn engage in advocacy activities.

- **To set the agenda.** In communication circles there’s a very famous line that goes like this: “The media may not be very successful in telling people what to think, but they are stunningly successful in telling people what to think about.” This is the idea that the media determine the issues that the public thinks about and talks about. This is almost common sense: if the media don’t cover a story, nobody knows about it and nobody talks about it. The opposite is also true – once an issue receives high levels of media coverage, it is on everybody’s lips. One of the key aims of your work with the media may well be simply to put an important budget-related issue firmly onto the public agenda. Journalists are bombarded by faxes and emails from business and vested interests. Nobody will start talking about the need to improve delivery of government grants, or pay attention to the problem of rural poverty, unless you can get these issues into the media.

- **To frame the way in which an issue is discussed.** Framing refers to the perspective from which an issue or problem is viewed. Framing is often used in persuasive messages in an effort to link an issue with people’s key beliefs or values. For example, evaluations of a government budget may differ widely, depending on people’s perspectives and beliefs. One person may value efficiency – so if a budget shows careful use of money to achieve...
particular aims, it will be seen as successful. Another person may value equity: this person will welcome a budget that helps reduce inequality, even if it means sacrificing some efficiency. Often the aim of your work with the media will be to influence the frame through which people view budget policy and implementation. Everyone may agree that education is important and that many schools are under-resourced. You may want to ensure that the debate focuses on how existing funds can be better spent, rather than on the need to allocate more money to education.

➢ To ensure journalists ask the right questions. Sometimes your work with the media can be invisible to the public, but still produce powerful results. Most journalists are not comfortable with figures and research by journalism educators has repeatedly shown that a shockingly large number of journalists (even those who are experienced & well-educated), are useless with numbers. Shockingly, many do not even understand basic concepts such as “average” or “percentage.” By providing them with background briefings, training, and basic analyses, you can help ensure that they do a better job of reporting on the budget, and ask better and more probing questions when they interview the decision-makers. In budget work, one often finds that economic and budget issues are framed in the media from the perspective of business, or the elite. For example, headlines in newspapers after budget day will often focus on the tax implications for corporations, or the likely impact on foreign investment – since these aspects are important to the wealthier readers that most newspapers want to attract. Because these aspects of the budget receive a lot of focus in the elite media, policy makers feel pressured to respond to these concerns. Since issues of poverty generally get much less media attention, one can only speculate how public discussion of the budget and economic policy might shift, should newspapers carry big front page headlines highlighting the budget’s changes to old age pensions or the prices of staple foods, and the implications for the poor.

• Note: Participants will find all this information in READING 4.6 • INTRODUCTION TO MEDIA in their Workbooks.

3. DISCUSSION: THE CHANGING MEDIA ENVIRONMENT 10 MINUTES

• Introduce the theme of this input by suggesting that the media sector is getting increasingly diverse and complex.
  ➢ New technologies have meant that it’s easier to produce media, and easier to access a wide range of media.
  ➢ We are also seeing a dramatic change in how news is made – the model of the authoritative, trustworthy news institution is breaking down, as internet and cell-phone technologies make it possible for ordinary people to produce news.
  ➢ We’ve seen the rise of citizen journalism, blogs, media-sharing portals, and the like. These have dramatic implications for the ways in which the media influence public discussion, and policy-makers.
  ➢ For example, videos posted onto YouTube are powerful lobbying tools.
  ➢ Likewise, in a number of countries, bloggers have come to exert a great deal of influence among the mainstream media, and thus in political life. It is important to keep up to date with these developments, and to constantly find innovative and effective ways to respond.

• Each type of medium has its strengths and weaknesses, and you need to bear these in mind.

• Ask participants what kinds of media are most common in their countries, for budget work specifically. Is it, for example, live performance, radio, television, magazines, newspapers? Allow around 5 minutes for this discussion.
4. **TASK 4.10 ■ MEDIA STRENGTHS & WEAKNESSES**  

- **Aim:** for participants to distinguish between different media and begin to examine the appropriateness of each.

- Prepare three flipcharts, with the following headings: Print, Radio, Television. Note: This exercise can be expanded to include other examples of media as well. For example, you could add flipcharts for Street Plays, Campaign Songs, Puppet Shows, Slogans & Banners, and so forth.

- Distribute two different colors of flashcards or pieces of paper. One color will be for ‘strengths’, the other for ‘weaknesses’.

- Ask participants to write up on the color flashcards or paper, the strengths and weaknesses of each of the media. Allow them around 10 minutes to do so.

- Ask participants to stick their responses up on the appropriate flipchart.

- As soon as most of the contributions are pasted up, ask participants to walk to each of the flipcharts to read the contributions of the other participants.

- Facilitate a brief plenary discussion to draw together the various strengths and weaknesses. Look out for the points highlighted below and plug the gaps where necessary.

- Encourage participants to record the ideas emerging from this discussion on **TASK 4.10 ■ MEDIA STRENGTHS & WEAKNESSES**.

- Look out for the following points on the flipchart contributions:

**Print** (and serious newspapers in particular)
- good for very technical information
- good for detailed arguments
- good for putting matters on record. People can keep print material for reference purposes and re-read it in case they don’t understand, or miss details.
- If an organization has a budget, and wish to communicate a lot of rather detailed information, it could consider paying for a special insert in a major newspaper.

**Radio**
- good for immediacy and interactivity (such as participating in a live call-in show where you can take calls and respond to queries), and for painting the broad strokes.
- not very good for complex detailed information – such as long lists of figures.
- If listeners to radio aren’t able to grasp something the first time, it’s too late – it’s gone.
- People usually listen to the radio while doing other things, so they are easily distracted, and cannot concentrate on details.

**Television**
- good for visual and emotional impact.
- Television viewers tend to react emotionally according to whether you come across well as a person, look competent and trustworthy and so on, and less to the content of what you say.
5. Media Wheel: Matching Message to Audience 20 Minutes

- **Aim:** to understand how to tailor an advocacy message for different audiences, and to consider the challenges faced when packaging messages for different audiences.

- Introduce the theme that it is essential to tailor the content of your message to suit the target audience. The participants have already had some practice with this in Session 24 (Investigating Departmental Performance in Module 7).

- Highlight the points below before initiating the media wheel activity:
  - To communicate with finance officials, for example, it is important to show an understanding of how things work – procedures in the finance department, financial and other constraints government faces, the way in which decisions are made. Finance officials regularly get bombarded by wish-lists presented by all sorts of individuals and groups. They are used to filtering these out. They know there are many competing needs and claims – they are more likely to listen to someone who shows they understand this, and who offers solid, evidence-based arguments to back up their proposals.
  - It is also helpful to link value-based arguments to pre-existing requirements and legal frameworks. For example, “according to the Constitution government is obliged to provide education for children”, rather than “it is morally wrong to deprive children of their education”.
  - If the intention is to reach the broader public, in order to motivate people to join a campaign, or pressure decision-makers, then simpler, punchy messages are needed. Emotional messages are also important for this group.

- Ask participants to arrange themselves in two circles – one inner and one outer circle. Each person in the inner circle should face a partner on the outer circle.

- The people in the inner and outer circles will take turns to take on the role of particular audience members. In each pair, one person will have a scenario to pose to the other player. For example, he or she might say to the participants on the inner circle:
  
  “You are the executive director of the HMHC network and you are in an interview at 5pm on national radio the day after the national budget has been released. The interviewer has just asked you: Has maternal health received its fair share of the budget in this year’s national budget. You have 1 minute to respond”.

- The target audience does not interrupt, nor asks questions.

- After one minute, ask the inner circle to move one step to the right.

- The outer circle then has to explain to the new face in front him another scenario. After 1 minute, ask the inner circle to again take one step to the right.

- Inner circle participants always move to the right; outer circle participants remain still.

- Repeat until all the scenarios are complete.
SCENARIO #1: INNER CIRCLE

Your organization has organized a press conference to release the research findings of a report that investigated government’s allocation and expenditure of additional funds to homes for children and for the elderly. Last year, government made an additional allocation to these homes that were in need of financial support. On investigation, your organization discovered that these allocations were made to homes, but that these homes were registered in the names of family members in the Department of Welfare – responsible for the disbursement of these funds. On further investigation, you discovered that these homes do not exist. During your press conference you provide this information, and demand that government investigates the problem. And, your organization demands that if the investigation shows mismanagement of funds, then the officials should be charged, the money returned and reallocated to the homes.

You are the lead researcher for this research. As you leave the press conference, a journalist from an independent TV station confronts you and asks: “Would you say that government is corrupt and does not care about needy children and the elderly in our country?”

You have one minute to respond to journalist.

SCENARIO #2: OUTER CIRCLE

Your organization is a part of an advocacy coalition that has publicized the mismanagement of funds by a top official in the Ministry of Health. The official has allegedly used USD 10 million of donor funds targeted for HIV/AIDS to renovate his house, buy two new Mercedes Benz, buy a holiday home in the south of France, buy property in the country and invest in multinational companies.

You organization was first alerted to this story by another top official in the Ministry of Health, who was the friend of the top official who allegedly used this funds for personal use. The story has received media attention across the country. As the advocacy head of the coalitions, you have been invited to an interview on national radio – “Affairs of the Nation” at 7:30 a.m. on a weekday. The interview starts with a short introduction to the story, and then the interviewer asks: “How reliable is the source of your information. I’ve been told that these two officials had a fall out, and this is the way the other one got revenge. What proof do you have?”

You have one minute to respond to interviewer.

SCENARIO #3: INNER CIRCLE

Your organization is a part of an advocacy coalition that has publicized the mismanagement of funds by a top official in the Ministry of Health. The official has allegedly used USD 10 million of donor funds targeted for HIV/AIDS to renovate his house, buy two new Mercedes Benz, buy a holiday home in the south of France, buy property in the country and invest in multinational companies.

You organization was first alerted to this story by another top official in the Ministry of Health, who was the friend of the top official who allegedly used this funds for personal use. The story has received media attention across the country. As the advocacy head of the coalitions, you have been invited to an interview on community radio – this community was one of the targeted areas to receive the funds because of its high level of HIV infections. The show is at 3:00 on a Saturday afternoon. The interview starts with a short introduction to the story, and then the interviewer asks: “Our community is angry. We need the money. People are suffering, dying. Government just does not care about us. Do you agree that the official should be locked up?”

You have one minute to respond to interviewer.
SCENARIO #4: OUTER CIRCLE
Your organization has just released the findings of a report that investigated government’s allocation and expenditure of additional funds to homes for children and for the elderly. Last year, government made an additional allocation to these homes that were in need of financial support. On investigation, your organization discovered that these allocations were made to homes, but that these homes were registered in the names of family members in the Department of Welfare – responsible for the disbursement of these funds. On further investigation, you discovered that these homes do not exist.

As the lead researcher of this research, you have been invited to a roundtable discussion on national television on the program “Tell it like it is” on Sunday evening at 7:00. At the roundtable there is a budget official from the department responsible for the homes, and the secretary general from the party in power is participating, too. After a short introduction to the story, the interviewer turns to you and asks: “What do you propose should happen to those officials who took the money?”

You have one minute to respond to journalist.

6. TASK 4.11 ■ PRACTICING MEDIA SKILLS

- **Aim:** to practice writing and developing advocacy messages for different media.

- Explain that this activity finds the participants back in Polarus, as staff members of the HMHC Network. This time, their aim will be to hone the skills with which they interact with the media to advance their advocacy message. The instructions are set out in TASK 4.11 ■ PRACTICING MEDIA SKILLS in their Workbooks.

- There are two versions of the task sheet. The HMHC groups should receive different instructions, although it is fine for more than one group to work on the same set:
  - **One group** is asked to write an op-ed to the editor of the Polarus Times, raising central points in their own advocacy campaign. The letter should be written in active tense and be no longer than 200 words. Letters should not include NGO-speak or jargon.
  - **Another group** is asked to write a press release for general release to the media, in which they make their key advocacy points about maternal health. The press releases should be written in active tense, with one thought per sentence. Key points should be made right at the top. There should be a headline that is attention-grabbing. The release should avoid NGO-speak or jargon. There should be a date, and a contact person listed at the bottom.

- Alert participants to the sample press releases in READING 4.8 SAMPLE MEDIA in their Workbooks.

- Allow at least 40 minutes for the groups to produce their media. During this time (or after the session, if necessary) meet with each group for about 10 minutes, to provide feedback and discuss their work.

- Ask the groups to display their media outputs on the training room wall, and invite all the participants to circulate and have a look during lunch time or a tea break.

- In providing feedback to the groups, facilitate discussion on whether each communication contained the three important ingredients of an effective advocacy message, namely:
7. **INPUT ON IMPORTANCE OF MESSAGE DEVELOPMENT**  

35 MINUTES

- Confirm again how important it is for participants to make sure that the budget advocacy messages they develop contain a clear problem statement, a proposed solution and a desired course of action.

- Framing the advocacy issue and solution is a key factor in advocacy. To frame the issue presents a clear solution and spells out the actions. The frame puts your message in the best terms possible for a particular audience and a particular environment.

- A well framed message answers the following questions:
  - Who is affected?
  - Who are the players involved?
  - What hooks can I use?
  - What pictures and images communicate the message framed in this way?
  - What is this story really about?

- Provide the following example as a way of illustrating different ways to frame an issue:
  a. An infant left sleeping in his crib was bitten repeatedly by rats while his 16-year old mother went to cash her welfare check.
  b. An eight-month old South-End boy was treated yesterday after being bitten by rats while sleeping in his crib. Tenants said that repeated request for extermination had been ignored by the landlord. He claimed that the tenants did not properly dispose of their garbage.
  c. Rats bit eight-month old Michael Burns five times yesterday as he napped in his crib. Burns is the latest victim of a rat epidemic plaguing inner-city neighborhoods. A Public Health Department spokesperson explained that federal and state cutbacks forced short-staffing at rat control and housing inspection programs.

- The three frames above emphasize different aspects of the story:
  a. The first version emphasizes the age and actions of the mother, and therefore suggests that the problem is irresponsible teenagers having babies. The solution would be discouraging irresponsible behavior.
  b. In the second version, the issue is a landlord-tenant dispute about responsibility for garbage. The solution depends on the readers’ perspective. Some readers will say there must be stronger enforcement of landlords’ responsibilities. Other will say that the laws must make it easier for a landlord to evict tenants.
  c. Only the third version looks at larger issues such as cuts in the budget for basic services affect low-income communities.


- Hooks for messages include making an unexpected announcement, or using dramatic human interest, controversy, or special events.
READING 4.5: INTRODUCTION TO MEDIA

WHY WORK WITH THE MEDIA?

The media play a key role in today’s society, and no advocacy or communications campaign can hope to succeed without media exposure. In any campaign, there are usually three possible objectives, and most campaigns pursue some combination of them:

- To inform and educate;
- To change attitudes and beliefs; and
- To change behavior.

These objectives are progressively more difficult to achieve. It is easier to inform and educate than to change attitudes and beliefs. It is extremely difficult to change behavior through the media, as has been demonstrated, for example, by campaigns to prevent the spread of HIV/AIDS.

For an organization involved in budget advocacy work, this means that media campaigns will be good for creating awareness of budget-related issues and perspectives. However, to change behavior — for example, changing the decisions of policy makers or the votes of legislators — it is not enough to use the media alone. Media activities need to be part of a broader, integrated advocacy campaign.

THE CHANGING MEDIA ENVIRONMENT

The media sector is becoming increasingly diverse and complex, and audiences are fragmenting. In most countries, the days are gone when you could get a story on national radio or TV or into a major newspaper and be assured that most people would see or hear it. At the same time, new technologies mean that it’s easier to produce media and to access a wide range of media. There’s digital TV with hundreds of channels, cell phones, new radio stations, and the Internet. We are also seeing a dramatic change in how news is made and disseminated: the model of the authoritative, trustworthy news institution is breaking down, as Internet and cell phone technologies make it possible for ordinary people to produce and share news. We have seen the rise of citizen journalism, blogs, and media-sharing portals, among others.

Another key trend is technological convergence. You can now watch TV and listen to the radio on your cell phone, read newspapers online, surf the Internet on your TV with the aid of a special set-top box, make phone calls from your PC, record audio using your phone or MP3 player, and reach a wide audience by posting podcasts, photos, or videos on the Internet. These have dramatic implications for the ways in which the media can influence public discussion and policy makers. Likewise, in a number of countries, bloggers have come to exert a great deal of influence on the mainstream media and thus
on political life. It is important to keep up-to-date with these developments and to constantly seek innovative and effective ways to respond to them.

**TYPES OF MEDIA**

Here is a (non-comprehensive) list of various types of media and various ways of classifying them. One could go further and break things down according to types of content and format. It is also important to consider the types of audiences reached by each type of media. All of these factors must be considered when planning a media campaign.

**Newspapers**
- national
- regional
- community/neighborhood
- daily vs. weekly
- “serious” vs. tabloid

**Magazines**
- from beauty to celebrity to sports to news and current affairs
- weekly, monthly, bimonthly, and quarterly
- local, regional, national, and international

**Radio**
- commercial vs. public service and community
- local, regional, national, and international
- various language services
- international broadcasters (BBC World Service, Radio France Internationale–RFI, Radio Netherlands, Voice of America, etc.)

**Television**
- free (broadcast) vs. subscription (cable/satellite)
- local/regional vs. national and international

**Live Performance**
- community-based educational drama
- industrial theatre
Internet and Social Media

- blogs
- e-mail newsletters
- citizen media and file-sharing portals (e.g., YouTube, Instagram, Pinterest)
- online newspapers, magazines, and radio stations
- organizational websites
- social media sites (e.g., Facebook, LinkedIn, Twitter)
- podcasts
- mobile phones
  - text messaging (SMS)
  - mobile Internet
  - mobile phone applications (“apps”)
  - interactive services such as instant polling and SMS-searchable databases
  - downloadable content (e.g., ringtones, videos, etc.)
  - mobizines (mobile “magazines”)

Differentiating Audiences

It is important to identify your key audiences and then target them through the appropriate media. Common sense goes a long way, but it is also worthwhile to do some research on the audiences of the various publications and broadcast outlets you are thinking of targeting. These days, almost all media organizations have their own websites, and one can usually find useful facts and figures there, such as target audience, audience size, and so on.

Here are some examples of audiences and media that an organization involved in applied budget work might want to target:

- **Finance officials**: weekly financial magazines, business newspapers, business inserts in major newspapers, opinion pages of major newspapers, current affairs programs, and talk shows on national radio. The Internet is becoming an increasingly important medium for this group. Weekly financial magazines are beginning to place increasing emphasis on their online versions, and some influential business and financial media operate solely online (for example, the South African-based Moneyweb): “We have decided to invest more on the Internet because that is where the market is going,” according to Rikus Delport, editor, *Finweek*, quoted in *The Media* magazine, February 2007, South Africa. It would also be important to target influential bloggers or columnists for online publications.
• **Other NGOs/CSOs:** specialist development publications; development supplements in newspapers or magazines; key websites or portals (e.g., The Communication Initiative Network, Development Gateway, and SANGONeT in South Africa).

• **The general public:** mass circulation newspapers; radio stations, particularly community radio stations and public radio stations with substantial news and talk content; TV stations with news and public affairs programs.

**MATCHING MEDIUM TO CONTENT**

Each type of medium has its strengths and weaknesses, and you need to take these into consideration.

• **Print** (serious newspapers in particular) is good for very technical information, detailed arguments, and putting matters on record. People can keep print material for reference purposes and reread it if they need to check the details or if they didn’t understand all of the issues the first time through. If you have conducted a budget analysis and wish to communicate a lot of rather detailed information, you might consider paying for a special insert in a major newspaper.

• **Radio** is good for immediacy, for providing general information about an issue, and for interacting with the public (for example, through a live call-in show where you can take calls and respond to queries). It’s not very good for presenting complex, detailed information such as long lists of budget figures. The downside of radio is that if listeners aren’t able to grasp something the first time they hear it, it’s too late. People usually listen to the radio while doing other things, so they are easily distracted and cannot concentrate on details.

• **Television** is good for visual and emotional impact. Television viewers tend to react more according to your appearance of competence and trustworthiness and less according to the content of what you say.

• **The Internet** and other technologies, such as e-mail and cell phones, are good for immediacy, interactivity, and advocacy. They can be used very effectively to coordinate like-minded groups, build international support, and mobilize activists.

**MATCHING CONTENT TO AUDIENCE**

It is also important to tailor your content to the audience you are trying to reach. If you wish to communicate with finance officials, for example, it is important to demonstrate an understanding of how things work, for example, procedures in the finance department, financial and other constraints faced by government, the way in which decisions are made, etc. Finance officials are regularly
bombarded by wish lists presented by all sorts of individuals and groups, and they are used to filtering these out. They know there are many competing needs and claims; therefore, they are more likely to listen to people who show that they understand these constraints, and who offer solid, evidence-based arguments to back up their proposals.

It is also helpful to link values-based arguments to pre-existing requirements and legal frameworks — for example, “according to the Constitution the government is obliged to provide education for children,” rather than “it is morally wrong to deprive children of their education.”

If you wish to reach the broader public, in order to motivate people to join a campaign or to pressure decision makers, then simple, punchy messages are needed. Emotional messages are also an important way of reaching a general audience.
READING 4.6: GUIDELINES FOR WORKING WITH MEDIA

A. TECHNIQUES FOR GAINING MEDIA ATTENTION

Make Press Calls

It is important to maintain regular contact with key journalists. Telephone conversations can be very effective in promoting a story or responding to an event or previous news coverage. Be sure to find out what the various deadlines are and to call journalists when they are not under immediate deadline pressure (this varies greatly across medium and outlet). You can greatly increase the likelihood of getting exposure if you follow up an e-mail or fax with a telephone call to ensure the journalist or editor has received or taken note of your message.

It is useful to understand the key role players:

- **Editors** are the senior editorial decision makers, but they are often caught up in management and policy issues and may not be very involved in day-to-day story assignments.
- **Sub-editors** are essentially copy editors. They check facts, grammar, and spelling, and they help lay out pages. They are not involved in news gathering.
- **News editors** are responsible for day-to-day decisions on which stories will be covered and for assigning journalists to cover stories. These are key contact people for any organization seeking news coverage.
- **Journalists/reporters** go out and interview people and cover the news. It is important to identify these key journalists and build relationships with them.
- **Specialist reporters** focus on thematic areas such as economics, finance, health, etc. It is particularly important to build relationships with reporters who specialize in areas that are of particular concern to your organization.
- **Producers (radio and TV)** are responsible for decisions on program or bulletin content, setting up interviews, etc. There is generally a hierarchy of producers, and it is important to find out which producer is the right one to talk to.

It is also important to understand the news or content cycle of the media organizations that you interact with – for example, to know what their deadlines are – to ensure that you are able to get press releases to them in time and that you schedule your press conferences at times when most journalists are able to attend. When you want to talk to journalists, it is generally best to call in the mornings (for dailies) and early in the week (for weeklies). For current affairs programs on radio and television, be sure to call well ahead of the program’s broadcast time – unless you have dramatic, breaking news to
share. Magazines are usually prepared well in advance of publication date (often months to weeks ahead), so it’s essential to contact them ahead of time.

**Distribute Press Releases**

There are no hard and fast rules about how often press releases should be issued, but it is important to issue a press release only when you have something new to say. They should not be sent out so often that journalists begin to see them as clutter. There is an art to writing press releases, and they should be written more or less as you would like to see the story reported. Bear in mind that newsrooms are usually under-resourced and that the media often use press releases “as is,” in unaltered form. You should include a good mix of facts and figures, as well as ready-made quotes that can be easily lifted out of the press release and repeated in the media.

**Hold Press Conferences When Called For**

According to *A Media Relations Handbook for Non-Governmental Organizations*, there are only two reasons to have a press conference: 1) when you are communicating information that is so complex that you need to interact with journalists in order to ensure clarity and 2) when you intentionally want to dramatize your announcement. When holding a press conference, timing and location are everything. A senior newspaper editor in Cape Town, South Africa once told a group of police service communications officers that he is far more likely to send a journalist to a press conference if it is within walking distance or just a short drive from the paper’s offices. Also, press conferences should be held at times when most journalists are not on or nearing deadline (unless it is very important breaking news that cannot wait).

**Stage Events**

Journalists tend to report on events, not issues. For example, journalists in Southern Africa have often been criticized for their tendency to report on conferences. However, this can be used to advantage by an organization seeking to get an issue into the media: invite journalists to conferences on key issues and line up interesting people to be interviewed. Marches, protests, exhibitions, festivals, parades, competitions, and the like are all good ways to generate media attention. It is important that events provide plenty of visual interest.

**Participate in Talk Shows**

Talk shows on radio and increasingly on TV are an excellent way to generate and influence discussion of your issue. Talk show producers are constantly looking for new and interesting ideas, so it can be a good idea to contact them, suggest talk show topics, and also offer one or two people as studio guests. Alternatively, you can call in during existing live programs to get a point across.

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**Write Letters to the Editor**

Letters to the editor can be a very effective way of getting a point across, particularly in response to articles or opinion pieces that have recently appeared in a particular publication. Some political parties make a regular practice of getting staff members to write letters to newspapers, under the pretext of being ordinary members of the public.

**Contribute Op-Ed Articles**

Many newspapers regularly publish opinion articles contributed by members of the public such as academics and NGO staff. It is important to understand the audience and style of each publication and to communicate with opinion page editors well before the desired date of publication, as most papers receive many more contributions than they could ever publish.

**Provide Background Information and Briefings**

It can be a good idea to hold informal media briefings, such as a breakfast or lunch, where a small group of journalists is invited to meet and talk with one or two experts on an issue. Such meetings have the two-fold benefit of helping journalists become more informed about an issue and building relationships between journalists and an organization.

A number of organizations also seek to promote improved coverage of specific issues by developing background material such as issue summaries, toolkits, and answers to frequently asked questions. For example, in South Africa the organization IDASA developed a website called “Word on the Street,” which provided background material to journalists covering local government in South Africa. (The website is no longer active, here is an article about “Word on the Street”: [http://www.ngopulse.org/article/idasa-web-resource-targets-community-media](http://www.ngopulse.org/article/idasa-web-resource-targets-community-media)). The London-based organization Panos has a site called i-Witness ([panos.blogs.com/iwitnesses](http://panos.blogs.com/iwitnesses)), which contains toolkits to help journalists understand issues related to the Information Society.

**Be a Good Source**

- **Be available:** Establishing a relationship with journalists is a two-way street. If you expect them to pay attention to you and to cover your issue, you need to be available when they need you. If you are helpful and available when a journalist needs a quick quote just before deadline or some complex matter explained, they will be more likely to lend you a sympathetic ear when you need a favor.

- **Be credible:** Journalists need to be able to trust their sources. It is important to be sure that all information provided to the media is accurate. Often, it can be helpful to tell reporters where they can go to get the story substantiated. Do not speak on issues that you do not know enough about, even if pressured to do so.
Don’t become an annoyance: Do not harass journalists or call them too often. They will start to find ways to avoid you. Be as persuasive as you can be, but if a journalist turns you down, learn to take no for an answer and don’t become rude or nasty. There are many stories competing for attention, and many reasons why a newspaper or radio station might not be able to carry your story on any particular day.

Come Up With Interesting News Angles for Regular Events or Calendar Dates
There are many calendar dates throughout the year that can potentially be used to publicize your issue – for example, national public holidays and internationally recognized days such as International Women’s Day, International AIDS Day, Human Rights Day, etc. Journalists are often looking for new angles for stories on or around such calendar dates. Bear in mind that coverage related to regular dates tends to be planned well in advance so communicate with potential media outlets far ahead of the desired publication or broadcast date.

Be Aware of the News Cycle and the Budget Cycle
It is important to think strategically and to time advocacy activities, including media exposure, so that they can have the most impact. If you want to influence the content of the national budget, it is important to engage in media activities during the budget planning phase, which is well before the day of the budget speech in the legislature. By the time the budget has been announced, it is too late. Of course, at that time you may want to add your comments on the budget and evaluate it, but if you want to bring about changes in allocations, you will have to begin working towards the next budget. Once the budget vote has been passed in the legislature, it is a good time to highlight issues such as spending capacity and obstacles in service delivery. Around the auditing and reporting period, you would probably want to focus your messages on issues of financial management in government departments.

How Does a Small Budget Advocacy Organization Get Into the National News?
- It can be difficult for a small local-level organization to gain national media attention, but it is not impossible. First, appearance is everything. If you put out professional press releases, use e-mail and the Internet intelligently, and show that you know what you are talking about by providing solid analysis and credible information, no one need know that your organization is small in size or has its headquarters in a small town. Many a successful media campaign has been run by one dedicated person with a computer and a fax machine.
- Use the techniques for getting media attention that are outlined above. If you can get into the minds of journalists, think like they do, and then present stories and news angles that grab them, you will have a high degree of success.
Focus your advocacy on actions and events and not processes and ideas. To most journalists, news is something that happens, that can be seen or heard, and that occurs at a specific time and place. Marches are news. Workshops are almost never news. A research survey is not news — but an event where a high-profile person announces dramatic research findings is news. A book is not news — but a book launch where a panel of prominent speakers are discussing issues raised by the book may be. The following is a good example of a newsworthy event: a South African business advocacy organization struggled to get media attention until it staged a huge event in which business leaders walked across South Africa in relays.

Finally, be sure that your messages deal with issues of national concern. If you do highlight local issues and concerns, be sure to link these to and show how they have an impact on issues that are prominent on the national agenda.

B. WRITING A MEDIA (PRESS) RELEASE

Press releases should appear on your organization’s stationery, so that they appear professional and so that the organization’s name, logo, and contact information are clearly visible. Press releases should try to cover all of the classic questions that journalists are taught to ask in relation to an issue that they are covering: who, what, when, where, why, and how.

Press releases should have a short, informative heading and should be written in a way that immediately grabs the reader’s attention. It can be very effective to compose press releases according to the so-called “inverted triangle” format: the most important information in the initial paragraph(s) with the least important information lower down (such as more in-depth details and the background of the organization).

For example, below are two possible opening paragraphs to a press release outlining the results of a research survey. The second is likely to have more impact than the first:

1) “The Budget Policy Group has published the results of an extensive survey on the impact of cash grants on vulnerable communities. The survey was carried out in six Southern African countries and involved interviews with over 2,000 respondents in each country. It reveals several problems with respect to the government grant system…”

2) “New research by the Budget Policy Group shows that 2 million poor people in Southern Africa are not accessing government grants. The research reveals that, despite government efforts to register eligible grant recipients, most poor people find it difficult to fulfill all of the requirements…”
• The second example gets right into the key findings of the research and has a much greater chance of grabbing a journalist’s attention. In the first example, after the first paragraph you still don’t know what the research findings were.

• Provide brief and attention-grabbing quotes within the body of the press release and attribute them to organizational spokespersons. For example, “The BPG’s research director, Blessings April, explains, ‘We hope this report will lead governments to reconsider the administrative requirements that potential grant beneficiaries have to fulfill.’”

• Standard information about the organization should be included at the end of the press release, such as the organization’s mission and key background details.

• Once a press release is distributed (by fax, e-mail, or other means), it is important to follow up with a phone call to key journalists and editors to make sure the release has been received and that it is noticed.

• It is important to include a release date (and embargo details if applicable), along with the name of a contact person and associated telephone numbers and e-mail addresses to enable journalists to follow up if they want further information.

C. GUIDELINES FOR PRESS CONFERENCES

• Press conferences should be held only on rare occasions. Journalists are busy and will not attend a press conference unless the matter is especially important or dramatic. As a rule of thumb, only hold a press conference when the issues are so complex that you need to provide detailed explanations and interact with journalists directly in order to ensure that all questions are dealt with. A press conference can also be held when you want to intentionally dramatize an announcement.

• Press conferences should be held as close to most media organizations’ offices as possible and at times that take into account the deadlines of the key media in which you want your conference to appear.

• At the press conference, make a register of journalists who attend. This will help you to track which reporters and media outlets are actually interested in your issue, as well as provide you with useful contact names and numbers. The register can also be used to identify which media should be monitored afterwards in order to track coverage.

• Press kits should be prepared beforehand and handed out to reporters. These should contain hard copies of all statements or speeches to be made at the press conference as well as any useful background information. This material should come in the form of press-friendly briefing sheets rather than long academic papers. It can also be a good idea to provide a CD or DVD containing
photographs, background material, and short audio and video clips. However, it is important to investigate beforehand what technology the invited media outlets have access to so as to ensure that you provide material in the most useful format.

- It is a good idea to have two or three speakers, so that journalists can gather a variety of quotes and perspectives. However, there should not be too many speakers so that journalists feel their time is being wasted for the sake of letting organizational office holders feel important. Be sure to allow enough time for questions from the floor.

- It can be a good idea to provide opportunities for media to interview individuals who are affected in some way by your issue. For example, at a press conference to announce the results of research into the number of gun-related deaths in South Africa, the organization Gun Free South Africa arranged for some people who had lost family members to gun violence to be present to tell their stories. This provided powerful emotional content and gave a human face to the statistics presented in the research.

D. GUIDELINES FOR INTERVIEWS

- Ahead of any interview, it is critical to understand the purpose of the interview. If the interview was requested by a journalist, it is important to find out the purpose of the interview, when and where it will appear, the length (size of story, number of words, time in minutes), when and where the interview will take place, and the name of the interviewer.

- For television and radio, it is important to know whether the interview will appear live or be pre-recorded (and probably edited beforehand).

- It is advisable to settle on no more than three key points that you wish to get across during any specific interview and to stick to these. For television and radio news and current affairs programs, answers to questions should generally be short and to the point, around 20 to 40 seconds. Answers should never exceed a minute.

- It is very important to prepare key quotes or “sound bites” that are catchy and effective. The standard sound bite used during a radio news bulletin usually lasts about 12 seconds. During a current affairs report, perhaps 30 seconds to a minute. Television news sound bites are also short at 10 to 15 seconds. So prepare punchy, memorable quotes of various lengths — 10 to 12 seconds, 30 seconds, and 60 seconds — that encapsulate a key point that you want to make. A well-known example of a memorable sound bite is from the famous O.J. Simpson trial in the mid-1990s: “If the glove doesn’t fit, you must acquit!”

- Language should be kept clear and simple. Steer away from excessively complex arguments and too many facts and figures. Two or three well-chosen statistics can be used very effectively. It is
important to think about the simplest ways of getting figures across. For example, say “five out of every ten people” rather than “fifty percent of the population.” Similarly, it is a good idea to use descriptive language and images and metaphors that will resonate with the audience. For example, you might say “If we compared income to buildings, the income of the poorest Brazilians would be a doll’s house, 2 cm high, while the income of the richest would be a skyscraper reaching from the earth to the moon.” It is always a good idea to provide one or two concrete examples to illustrate each key point being made, particularly if the points are relatively abstract issues of process or policy.

- It is important never to become irritated or aggressive. When faced with a negative question, deal with it truthfully and then go on to emphasize a positive point. During live interviews it is generally possible to steer the focus back to one of your predetermined key points, even if the interviewer begins to focus on areas that you do not wish to discuss. For example, in response to a negative or critical question, you might say, “Well, our critics do say that, but that is not the real issue. The real issue is . . . ”

- Practice and preparation are critical. It is a good idea to rehearse with a colleague beforehand and to anticipate possible negative questions and pitfalls. It is also a good idea to have someone record all interviews and listen to them afterwards in order to identify mistakes or areas for improvement.

E. GUIDELINES FOR MAKING PRESENTATIONS

- Presentations are crucial. Whether you are addressing journalists at a press conference or members of the parliamentary health committee, you need to be able to get your message across clearly and effectively. Remember also that the members of your audience hear many presentations – yours needs to stand out so that they remember it. Here are some tips:

PREPARATION

- Your presentation starts long before you stand in front of your audience. Preparation is crucially important.
- Objectives: be clear about what you want to achieve, or what you want to convey to your audience.
- What do you want them to remember? Think about ways to make your key message stick.
- Engage your audience by building on what they already know -- use familiar reference points.
- Make it important to your audience – put yourself in their shoes and think about why they should care about your issue.
- People remember firsts and lasts – pay attention to the end and the beginning.
- Give them reason to listen: break their pattern – present the unexpected.
- Have a strong, clear ending.

**ENSURING IMPACT**
- Plan your words, one idea per sentence.
- Use active verbs.
- Paint pictures: SHOW, don’t tell.
- Use the power of visual communication – use graphics, photographs, and maps to help your audience understand your research and what it means.
- Everyone has a preferred sense for learning – make use of the five senses as much as possible. Use visuals and audio if you can.

**DELIVERY**
- Take control of the room. You must be in charge.
- Start with energy: show enthusiasm.
- Position yourself in the same area as your visual aids – don’t make your audience divide their attention between a screen and you.
- Keep looking forwards – always focus on your audience – don’t have your back to them while you stare at the screen.
- Signpost important points. You can literally say, “now this next point is very important!”
- Consider the wider environment – are there noises outside the room, are people too cold or too hot? Often, if you briefly acknowledge distracting factors, the audience will be able to put the distraction out of their minds and refocus on you.
- Pay attention to your voice: clarity, projection, pace, and pauses.
- Make eye contact with your audience.
- If possible, handle questions and answers before your ending – then wrap up with a strong take-home message – a definite, clear climax.

**VISUAL AIDS**
- If you use PowerPoint, use it effectively (see below).
- Remember PowerPoint is just one possible tool among many. You don’t have to use it.
- Think about using other types of visual aids, such as Flipcharts, Whiteboards, and others. Be creative.
- Have handouts for your audience.

**USE POWERPOINT EFFECTIVELY**
- PowerPoint can be a powerful tool, but too often it is used badly, putting audiences to sleep.
- You don’t want your audience focused on the screen and not on you. Your slides should support you, not take over.

- Don’t write your presentation using PowerPoint. Prepare and structure your presentation and only then go to PowerPoint and think about how you can use slides to support your presentation.

- Keep slides simple. Less is more! Leave the detailed notes for the handouts. One idea per sentence. Short sentences. Maximum three sentences per slide. Some of the most effective slides can consist of just one word. Or an image.

- Be sure that any graphs and other illustrations with your budget information is clear: it can be understood and interpreted at first glance.

- Avoid busy backgrounds, fancy colors, and other visual gimmicks. Plain black on white is often the best. Every element should support your message, not detract from it.

- Don’t be a disembodied voice in a darkened room, with everyone just staring at your slides.

- Continually bring your audience’s focus back to you. You can use the “W” key to make the screen go white, or the “B” key to make it go black.

- Remember that the most memorable speeches in history were given without slides. Winston Churchill, Martin Luther King, and Nelson Mandela never used PowerPoint!
READING 4.7: SAMPLE MEDIA

SAMPLE PRESS RELEASE 1: DRAFT RELEASE

Speaking Up for Those in Pain

Hospices across the globe will be celebrating World Hospice and Palliative Care Day on 11 October 2008. In Bedlamistan we have a strong hospice presence with 74 member hospices dotted all over the country and 54 development sites.

Hospice is a philosophy, not a building, as many people think. The philosophy holds that a person with a life-limiting illness is on a special journey and has a unique set of rights. Palliative care is the active expression of this philosophy — a special brand of holistic care that provides quality of life, dignity in death, and support in bereavement.

Most hospices operate through home-based care by visiting clients and their families in their homes. Some hospices are fortunate enough to have inpatient units, where clients can be admitted for respite, pain control, or terminal care.

According to research, one of the main fears that a dying person has is dying in PAIN.

This year, the theme for World Hospice and Palliative Care Day is “Palliative Care: A Human Right.” The Hospice and Palliative Care Association of Bedlamistan wants to highlight the right of the terminally ill to access medication for pain control. Legislation currently prohibits trained palliative care nurses from prescribing scheduled medications, and access to the correct medicines is difficult for many of our clients. We are actively advocating for this to be changed, so that our clients can have their pain addressed adequately and in a timely manner by trained, professional staff.

Hospices are nonprofit organizations that rely on fundraising activities. Their services are provided free of charge.

Please support the local hospice in your area by volunteering your time or expertise, donating goods to their charity shops, or making a financial contribution.

For more information, go to www.worldday.org or call the Hospice and Palliative Care Association of Bedlamistan at 012-345-6789.
SAMPLE PRESS RELEASE 2: IMPROVED RELEASE

“Pain relief is a human right – let nurses prescribe,” says hospice association.

The Hospice and Palliative Care Association of Bedlamistan (HPCA) is calling for health care legislation to be changed to enable trained nurses to prescribe scheduled pain-control medication.

The call comes as HPCA and its 74 member hospices join hospices around the globe to mark World Hospice and Palliative Care Day on 11 October 2008. The theme this year is “Palliative Care: A Human Right.”

HPCA believes it is the right of people with life-limiting and life-threatening illnesses to be free of pain. However, many patients struggle to gain access to the correct pain-control medicines.

Giving trained palliative care nurses the right to prescribe scheduled medication would go a long way toward alleviating this problem. HPCA CEO Dr. Liz Gwyther says, “The lack of doctors in hard-to-reach rural areas of Bedlamistan means that prescriptions for pain-killing drugs are difficult to obtain, leaving patients in unnecessary pain. Enabling trained nurses to prescribe this very safe and routine medication would alleviate untold misery.”

According to research, one of the main fears a dying person has is dying in pain. But today it is possible to control pain effectively with drugs that are safe to use and that have few side effects.

Hospice is a philosophy and an approach to care — not a building, as many people think. The philosophy holds that the person with a life-limiting illness is on a special journey and has a unique set of rights. Palliative care is the active expression of this philosophy — a special brand of holistic care that provides quality of life, dignity in death, and support in bereavement.

Most hospices operate through home-based care by visiting clients and their families in their homes. Some hospices are fortunate enough to have inpatient units, where clients can be admitted for respite, pain control, or terminal care.

Hospices are nonprofit organizations that rely on fundraising activities. Their services are provided free of charge.

For more information please contact: name of contact person, telephone, and e-mail address

See also www.worldday.org.
Recently, Tanzanian Members of Parliament (MPs) visited Kenya to learn from their counterparts about the operations of their Constituency Development Fund (CDF). Since 2003, Kenya has been operating a CDF under which all MPs receive funds to initiate development projects in their constituencies.

There are concerns in Kenya about the CDF. In its current formulation, the CDF violates the constitutionally required division of powers among branches of government. Under the CDF, MPs (through their nominees, who are private employees) execute works within their constituencies, and report actual expenditures incurred on CDF programmes to designated district and national government offices.

As with all public expenditures, CDF accounts are subsequently verified by the legislature. This creates a situation in which the legislature is verifying CDF accounts managed by legislators – thereby violating the principle of checks and balances and separation of powers between the executive and the legislature.

Furthermore, the CDF risks diverting MP attention from core tasks. The MPs may be too busy managing CDF monies to exercise their role of scrutinising and holding the executive to account. MP's may also let government off the hook provided government does not question the MPs' use of the CDF. Finally, the risk of creating parallel uncoordinated systems that causes duplication and wastage is real.

For these reasons, the CDF is a poor idea in principle. Instead of establishing a CDF in Tanzania, it would be better to strengthen local government systems. However, the Parliament is likely to go ahead and establish the CDF. In this case, it would help to take lessons from the Kenyan experience.

First, CDFs must be constructed so that the rules pertaining to project eligibility are rigorous and enforceable. While each Kenyan MP is technically allowed to implement only 20 projects in a year, some MPs have been creative in their enumeration of projects. MPs have classified 10 or more classrooms construction projects in different schools as one project or similarly classified the construction of several health centers as one "health center" project for the purposes of the CDF.

Second, district officials should be provided with adequate resources to enable them to support the CDF projects executed utilising funding provided to the MPs. In Kenya, districts typically suffer from an acute shortage of technical personnel, particularly engineers, and are often unable to effectively monitor actual CDF expenditures.

Third, CDFs must be structured to require a thorough accounting of project funds. Due to poor record-keeping by CDF managers (who are nominated by MPs), reports developed under the Kenyan CDF often record amounts advanced for individual projects rather than the amounts that were actually expended.

However, if actual expenditures are not accounted for, it is impossible to hold either local officials or MPs responsible for any irregularities that may exist in CDF projects or for the results achieved by actual CDF expenditures.

Fourth, CDF funds should be "expended" each year. In Kenya, though most budget authorisations are valid for just one year, CDF monies do not lapse at the end of the year; unspent funds are available for expenditure in subsequent years. Thus, there is no incentive for an MP to spend CDF money in a timely fashion. An MP can even save CDF monies for later expenditure (as in an election year).

Fifth, CDF monies should be expended within an overall district planning process. In Kenya, apart from supporting bursaries, CDF monies can only be spent on infrastructure projects (such as construction of schools, health centers, etc.).

CDF funds cannot be spent on operational costs (such as salaries for teachers, procurement of medicines at health centers, etc.). Poor coordination between the district and national planning and budgeting processes (through which operational costs are budgeted) and the CDF planning process can lead to situations in which, for example, hospitals are constructed but not functional since staffing costs were not provided in the district budgets.

Finally, the CDF program should guarantee a citizen's right to practical and meaningful information on the projects funded through the programme.

The Kenyan CDF law does not contain any provisions guaranteeing the public's right to access information on the programme. Thus, constituents are denied a legal basis on which to demand project records (including accounting records) from the CDF managers, which further limits public accountability for CDF monies.

If implemented, Tanzanian MPs should structure the CDF law in Tanzania so that it does not suffer from the problems experienced in Kenya. Only then will we have a reasonable chance to ensure these funds truly meet the needs of wananchi.

Vivek Ramkumar is a Program Officer with the International Budget Project:
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A handout is a hand up

Needs of the poor should be seen as an economic asset, not a burden

Comment

John Rees & Brett Davidson

It may be anathema to the donor community but cash really is king. Pledges like those of seed, food and fertilizer support made at the recent World Food Summit are like band-aid for the 300 million Africans living on less than a dollar a day.

In contrast to these emergency, band-aid measures, there is a growing body of evidence showing that social protection, in the form of regular, predictable cash transfers to the most vulnerable groups in society, are remarkably effective.

Some of this evidence comes from South Africa, where study after study show pensions and grants have a measurable impact on health and nutrition in recipient households. Other evidence comes from a plethora of pilot projects in neighboring countries.

Aside from health benefits, cash transfers have enabled beneficiaries to acquire assets such as livestock and seed, freed children to attend school (rather than having to engage in trade or begging to assist their families to survive) and bolstered local economies and markets (also boosting food production by providing incentives to small-scale farmers).

But, even with all this solid evidence, policy-makers and donors remain sceptical.

In South Africa there is resistance to expanding the grants system, while in neighboring countries international donors procrastinate by continuing to demand more evidence and more pilots.

For their part, governments in Southern Africa refuse to consider “handouts” or continue to insist that social protection is not one of affordability but of political will.

In 2004, for example, Lesotho’s government instituted an old-age pension against the advice of international financial institutions. To make it more affordable, it made the grant amount fairly small and the age of eligibility fairly high at 70. Today, up to 77,000 pensioners and a quarter of all households benefit from the monthly grant of R200.

The pension is so popular that to cancel it now would mean political suicide for the ruling party.

Lesotho shows that when there is political will, the money can be found. Surely, social protection needs to take priority over arms deals, new Parliament buildings, and any number of wasteful vanity projects?

The real question is not whether we can afford to implement or expand social protection, but whether we can afford not to.

Unless we urgently implement policy options which address the needs of the poor in a manner that alleviates rather than aggravates the situation, and in a way that respects the poor as an economic asset rather than a social burden, there could be catastrophic consequences. There are consequences for social, economic and political stability, of which recent episodes of civil unrest experienced across the continent from Senegal to South Africa may be only a glimpse.

We may, as one leading politician put it, be on the verge of a “food revolution”.

John Rees is programme manager for the regional hunger and vulnerability programme (RHVP). Brett Davidson is a media consultant for RHVP.

Contributors’ guidelines: Each week M&G receives at least 10 contributions to its opinion pages. Articles have the best chance of publication if they are between 750 and 800 words; anything longer must be extraordinarily brilliant and word perfect. Topical issues are likely to grab our attention, and we will not consider articles that respond to reports in other newspapers. Provocative and persuasive argument wins over didactics every time; style and wit also triumph over solemnity. The opinion pages are planned and laid out on the Friday before publication, though exceptions can be made.
SAMPLE LETTER TO THE EDITOR

Education unit looks like a hit squad

Published Oct 05, 2008 in Times LIVE (www.timeslive.co.za)

Every thinking SA teacher should welcome the offer of additional educational support and training (“School inspectors return, but they’ll be nicer this time,” September 28).

Naledi Pandor’s proposed National Education, Evaluation and Development Unit is, however, to be treated with the greatest skepticism. The “development” part is fine, the “evaluation” part remains cause for alarm.

After 40 years’ service in education, I’ve been either subjected to or helped to devise every teacher evaluation system known to man and none of them has worked.

More than this, they have left the teachers who suffered them feeling cheated, confused and embittered.

The minister’s super-unit, apparently answerable to her alone, is to swoop down on schools, evaluate the personnel and present a report based on the evidence of the fleeting visitation. So what’s changed between this and the old-style “panels of inquisition”?

Pandor’s unit is, moreover, to be beefed up to the extent that it has the right, summarily, to fire useless principals and teachers.

The question is — by what means can a working teacher be reasonably and fairly evaluated?

Some teachers are brilliant in the classroom and nonentities in the extramural sphere.

Trust me, innumerable attempts to make sense of an unworkable system have failed. The answer is that to be of any value, evaluation has to be painstaking, discerning and co-operative.

With teachers’ jobs on the line, not to mention salary adjustments, the proposed unit’s function would boil down to that of an educational hit squad, eliminating the underperforming and attempting only the most superficial professional assessment of the rest. — Neil Veitch, Cape Town
SAMPLE CARTOON ABOUT THE PROVIDA CASE IN MEXICO

The caption reads:

PENS AND THONGS...

“By the way: I already need another ‘donation’ from a philanthropic organization...”
READING 4.8: SOME KEY MEDIA TERMS

**Blogs and bloggers:** The word “blog” is an abbreviation of “web log.” It is basically a journal or diary kept online so that it can be read by anyone using the Internet. Entries are usually presented in reverse chronological order, with the most recent entries on top. Blog entries often contain links to other blogs or websites. There are millions of blogs on the Internet, most of which are read by a small group of the blogger’s friends and family members. However, certain bloggers have become very influential in their fields. In the United States, key bloggers are read as avidly as the major daily newspapers, and their views and opinions can have widespread political impact. In Egypt bloggers were jailed for expressing anti-government views. For a good introduction to blogging and numerous examples of blogs, see [www.blogger.com](http://www.blogger.com).

**Citizen journalism:** Some good examples are All Voices ([www.allvoices.com](http://www.allvoices.com)) and OhmyNews International ([http://international.ohmynews.com/](http://international.ohmynews.com/)).

**Mobizines:** Mobizines are magazines that can be downloaded onto cell phones. They have gained popularity particular among younger people.

**Op-ed pages:** The opinion and editorial pages of a newspaper. These pages usually contain the newspaper’s own “leader” article expressing views on one or two of the major issues of the day, columns by regular columnists, and one or more opinion articles contributed by outside contributors (e.g., business people, politicians, academics, and NGO staff).

**Podcasts:** Podcasts are audio or audio-visual files that can be downloaded and then listened to or viewed on PCs; personal music players, such as the iPod and other MP3 players; and some cell phones. Some blogs take the form of podcasts, but podcasts can also be radio programs, documentaries, commentaries, and film trailers. An example of a newspaper’s podcasts can be found at [www.mg.co.za/multimedia/podcast](http://www.mg.co.za/multimedia/podcast).

**Press conference:** A conference to which members of the media are invited, called by an individual or organization for the purpose of making an important announcement.

**Press release:** A notice sent to members of the media announcing a specific item of news (an upcoming event, important new research findings, etc.) or expressing an opinion on a key issue of the day.

**Sound bite:** Sound bites are short audio clips that journalists use in television and radio news reports.
# READING 4.9: COMMUNITY-BASED MEDIA

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>SCENARIO IN WHICH COMMUNITY-BASED MEDIA PROVED EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slogan-shouting</td>
<td>One of the most enduring slogans used by MKSS activists is “Mazdoor Kisan Shakti Sangathan Zindabad, Zindabad,” which translates to “Long Live MKSS.” In 2001, during a public hearing held at Lasani (a village in Rajasthan), discussions got heated and two speakers almost came to blows. Precisely at the moment when things looked like they were about to get out of hand, Lal Singh (an MKSS activist) loudly cried out “Mazdoor Kisan Shakti Sangathan,” to which the other MKSS activists responded by shouting “Zindabad, Zindabad.” This effectively turned the audience’s attention away from the two speakers who in turn lost interest in their fight and regular discussions were quickly resumed.</td>
</tr>
<tr>
<td>Band</td>
<td>MUHURI uses the services of a good local band to assist the organization in reaching out to large audiences. The band sings songs and slogans accompanied by drums and trumpets to generate interest in MUHURI’s public events. During a public hearing in Changamwe (a constituency in Mombassa), two speakers almost came to blows over a particularly contentious issue. On a signal from MUHURI activists, the band started playing its theme song, which effectively drowned out the voices of the men fighting and immediately reduced tension levels at the venue.</td>
</tr>
<tr>
<td>Pamphlet &amp; Silent Rally</td>
<td>During an MKSS public hearing in Jhalawar (a district in Rajasthan), a coterie of local contractors and officials decided to attempt to prevent MKSS activists from conducting a public hearing in their area by using scare tactics. They mobilized local thugs to beat up several MKSS activists. When their actions were reported to the local police, instead of apprehending the thugs, the police blamed MKSS for causing problems and discouraged them from holding the public event. The head of the local administration warned MKSS against using any incendiary slogans or speeches during its public events in that location. The MKSS responded to these events by organizing a silent rally during which dozens of MKSS activists marched silently and distributed pamphlets to residents stating their message.</td>
</tr>
<tr>
<td><strong>Identity-Building</strong></td>
<td>MKSS activists greet each other by holding up their right hand (bent at the elbow) with the right fist clenched and saying “Zindabad” or “Long Live” to each other. This greeting allows MKSS activists to build a joint identity.</td>
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<tr>
<td><strong>Street Play</strong></td>
<td>MKSS activists have developed a number of street plays, which are used to accompany campaigns that the organization initiates. For example, after communal riots broke out in the state neighboring Rajasthan (and threatened to spill over into Rajasthan), MKSS activists developed a street play that called for communal harmony and linked this message to an ongoing campaign that had as its objective a demand for an act to guarantee employment to the rural poor.</td>
</tr>
<tr>
<td><strong>Sit-in</strong></td>
<td>In the early 1990s, MKSS activists demanded information on public works from the government. After repeatedly being denied labor payment records for these public works that would have shown that local laborers had been denied their rightful earnings, the MKSS decided to organize a sit-in in front of the local government’s office. One morning, 50 MKSS activists surrounded the concerned official’s office and staged a sit-in. No one was allowed to enter or exit the office until the officials agreed to give MKSS the information they requested. The officials responded by calling the police, who beat MKSS activists with their batons. Though the MKSS had to disperse as a result of its protest, the event initiated the right to information campaign in India.</td>
</tr>
<tr>
<td><strong>Puppet show</strong></td>
<td>In 2008, Shankar, an MKSS activist, was invited to speak at a UN conference promoting women’s rights. Also in attendance at the event was the UN’s Secretary General. Shankar, who is a puppeteer, staged an unscripted performance during which he asked the Secretary General to explain why monies sent by the UN to poor localities never reached these localities. It is difficult to imagine how such a relevant question could have been posed directly by a person at the protocol-conscious UN. However, Shankar and his puppet did the unthinkable!</td>
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</table>
### Petition

During MUHURI’s public hearing in Changamwe, local residents listed out several complaints that pointed towards a lack of transparency, accountability, and opportunities for public participation in the expenditure of local development funds. Toward the close of the hearing, MUHURI activists turned these complaints into a list of demands for improvement in the management of local funds. These points were written onto a large white cloth and MUHURI requested that local officials present at the event signal their support for these demands by signing the white cloth. The local Member of Parliament was initially unwilling to sign the petition (he was against one of the demands written on the cloth demanding the public’s right to information). However, when his name was announced on the microphone, he had no choice but to sign the cloth. If he had done otherwise, he would have lost face in front of local residents ahead of a crucial election.

### Mascot

MUHURI’s communication team uses giant puppets to attract attention during its public events. One member of the organization’s team holds up a 10-foot tall mask and costume appearing as a traditional African man. He then dances to the tune of the band’s music and goes from street to street attracting attention wherever he goes. This puppet show is especially popular with local children, who throng by the hundreds the moment they see the giant.

### Song

Both the MKSS and MUHURI have used songs to convey their organizations’ messages very effectively. MKSS and MUHURI change the lyrics of popular songs to convey the message of their respective campaigns. Since the tunes are quickly recognized by local residents, they are able to join in the songs.
TASK SHEET 4.10: MEDIA STRENGTHS & WEAKNESSES

What are the strengths and weaknesses of each of the following types of media?

PRINT

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RADIO

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TELEVISION

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TASK SHEET 4.11: PRACTICING MEDIA SKILLS

Write a letter to the editor of the Polarus Times to raise central points in your own advocacy campaign.

*Your letter should be written in the active tense and should be no longer than 200 words. Try not to use NGO jargon in your letter. Make your own points about the maternal health situation in Sunrise State and recommend solutions.*

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TASK SHEET 4.11: PRACTICING MEDIA SKILLS (CONTINUED)

Write a press release for general release to the media, in which you make your key advocacy points about maternal health.

*Your press release should be written in the active tense, with one thought per sentence. Key points should be made right at the top. Include a headline that is attention-grabbing and avoid NGO jargon in your press release. There should be a date, and a contact person listed at the bottom. The press release should somehow refer to the issues recently covered in the Polarus Times – as a way of hooking the release to an issue currently in the news.*
SESSIONS 22-27
PRESENTATION PREPARATION, IMPLEMENTATION, AND FEEDBACK

Duration of these sessions: 10 hours, 30 minutes (6 sessions)

STRUCTURE OF THE SESSIONS

1. Task 4.12: Budget Advocacy Planning for HMHC 30 minutes
2. Task 4.13: Bringing It All Together—A Budget Advocacy Plan for HMHC 7 hours, 30 min.
3. Group Work Presentations & Feedback (5 groups) 2 hours, 30 min.

1. TASK 4.12: BUDGET ADVOCACY PLANNING FOR HMHC 30 MINUTES

- **Aim:** for participants to consolidate what they have learned in Module 4 and create a framework to continue applying these skills and knowledge as they proceed with the rest of the workshop.

- **Refer participants to** TASK 4.12: BUDGET ADVOCACY PLANNING FOR HMHC in their Workbooks. Explain that this is an **Extended Assignment** which they will continue to work on as they proceed through the next Modules.

- Consolidate and clarify the following points:
  - By now, participants all know in which HMHC group they are working.
  - In their HMHC groups, they have already defined a budget advocacy objective (This was done in Task 4.6). This budget advocacy objective provides the strategic ‘guiding light’ for the groups to develop the rest of their advocacy strategies and to prepare their final budget advocacy presentations.
  - Because the budget advocacy objective is so important, groups will have a chance today to review, refine and adjust their objectives. This is the first step in Task 4.12.
  - Over the next four modules, the participants will be learning about different tools and methods for gathering evidence to support an advocacy strategy. As they proceed with this, they will be collecting facts and figures, information and insights about maternal health in Sunrise State, which they will use to build out their advocacy messages.
  - All the while, they should also be thinking about how this new information shapes the main message they want to get across, and also what media they will use to communicate their final budget advocacy messages. Each group must use one mass-based media tool (Opinion Article, Press Release or Letter to the Editor) and one community-based media tool (Play or Puppet Show, Radio program, or Banner and Song) in their final presentations.

- **Explain that the groups have the rest of the day, as well as overnight, to make sure their foundations are in place for the extended HMHC assignment.**
2. TASK 4.13: BRINGING IT ALL TOGETHER – A BUDGET ADVOCACY PLAN FOR HMHC

This task will be presented during the morning of the last day of the workshop. Participants will start planning their presentations from session 30 on the second last day.

- This task pulls together all the parts of the training workshop. The specific aims of the task are for participants to:
  - Articulate the budget objectives of the advocacy strategy for HMHC.
  - Frame a clear and compelling message for their budget advocacy strategy.
  - Interpret and integrate the evidence they have gathered about the maternal health situation in Sunrise State and use it to support their advocacy message.
  - Identify messengers and actions for an advocacy strategy.
  - Suggest roles other organizations can play as part of a coalition working to support the goals of an advocacy plan.
  - Use media effectively and creatively to get their budget advocacy message across.
  - Present their findings to a selected target audience in an accessible and engaging manner.

- Draw participants’ attention to TASK 4.13 ■ BRINGING IT ALL TOGETHER in their Workbooks. Explain that this is not a new task altogether: Instead the worksheet provides guidelines to help them draw together and finalize their extended HMHC group work activities. Therefore participants will draw on the following material they are already familiar with:
  - The basic information about maternal health in the Polarus Sourcebook.
  - The organizational profile of HMHC in the Polarus Sourcebook.

- They should also review and integrate the work they completed on:
  - TASK SHEET 4.6: A SMART Advocacy Objective for HMHC
  - TASK SHEET 4.11: Practicing Media Skills
  - TASK SHEET 4.12: Budget Advocacy Planning for HMHC
  - MODULE 5: Using Surveys
  - MODULE 6: Using Primary Information
  - MODULE 7: Using Secondary Information

- Based on their reflection, invite participants to work through the steps set out on TASK 4.13: BRINGING IT ALL TOGETHER. The task, which is explained in full in their Workbooks, asks them to develop and prepare:
  - An advocacy strategy for HMHC; and
  - A presentation of 10 to 15 minutes on identified aspects of their strategy for one (or two) target audience(s).

- As members of the research and advocacy planning team for HMHC, the groups are asked to develop an advocacy strategy for the organization. The strategy is meant to highlight the role of government budgeting in the maternal health situation in Sunrise State.

- Each group has to set out a budget advocacy strategy, and present all the evidence, analysis and
materials necessary to drive the strategy.

- Each group will present its findings to one (or possibly two) target audience(s). Assign one or more audiences for each group (rather than asking all the groups to present to the legislative committee, for example, or for everyone to conduct a media conference). The possible target audiences could include:
  - The Sunrise State Legislative Committee on Health.
  - A media conference
  - The Directorate of Policy and Planning for Health at national level.
  - The Director-General of Health & Family Welfare in Sunrise State, and her executive team.
  - The trade union of health workers and midwives in Sunrise State.
  - Civil society groups in the SeDeN network which HMHC hopes to convince to support their advocacy campaign.

3. **GROUP WORK PRESENTATIONS & FEEDBACK**

2 HOURS, 30 MIN.

(5 GROUP PRESENTATIONS – 30 MIN. EACH FOR PRESENTATION & FEEDBACK)

- **Aim:** to consolidate all the learning of the course, and to provide constructive feedback to them in a 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 **GROUP PRESENTATIONS: 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 two groups not presenting, ask one group to act as the designated audience to whom the presenting group is directing their communication. Ask the other group not presenting to act as friendly and supportive ‘feedback’ providers, using the **FEEDBACK FORMs** to record their comments.
  - Ask both 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 the groups to complete their presentations in front of a mock audience, and to receive at least one round of constructive feedback.

- Allow 15 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:
a. Presentation style and strategy

- How well did the group use its human resources strategically to work as a 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 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(s) in a compelling way?
- Is the information provided credible and accessible for the target audience(s)?
- 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 too much 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?
TASK SHEET 4.12: BUDGET ADVOCACY PLANNING FOR HMHC

- **Aim**: for participants to apply what they have learned in the Budget Advocacy Module to a more detailed scenario in Polarus, which will form the basis of extended group work activities progressing throughout the rest of the workshop.

- Refer participants to their Polarus Sourcebooks, which provides information about the organization HMHC and ask them to read it if they have not already done so. Explain that they will now all become active staff members of HMHC.

- Working together with their CSO “colleagues,” the participants are to complete the following steps in order to define a SMART objective for HMHC:

1. Work with the other members of your group to develop a **SMART** Budget Advocacy Objective for HMHC. Follow the following steps:
   a. List the information that you already have for your SMART objective.

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   b. What information do you still need to develop your SMART objective?

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   __________________________________________________________
   __________________________________________________________
c. Begin to fill in the picture for the key components of a budget advocacy strategy for HMHC.

**OBJECTIVE:**

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____________________________________________________________________

**AUDIENCES:**

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____________________________________________________________________

**MESSAGE:**

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**MESSAGE DEVELOPMENT:**

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SCHEDULE:

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2. Look back to the budget advocacy objective you defined for HMHC. Take a few minutes to review, refine and adjust this objective in the light of everything you have learnt in this module. Recapture your budget advocacy objective below, making sure there is absolute consensus in the group. As members of HMHC, our budget advocacy objective is:
________________________________________________________________________
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3. Based on what you learned in Module 2: Defining the Problem, what do you think are the budget problems underlying the maternal health situation in Sunrise State?
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4. Which role players are responsible for each of the budget problems you identified above?
________________________________________________________________________


5. Which part(s) of the **budget execution process** do you need to monitor more closely to find out more about the maternal mortality problem in Sunrise State?

6. What kind of evidence would be most useful to support your budget advocacy objective?

7. Who could be partners or allies in your research & advocacy?
TASK SHEET 4.13: BRINGING IT ALL TOGETHER

As a member of the research and advocacy planning team for HMHC, you have been asked to consolidate your organization’s budget advocacy strategy. The strategy should allow the HMHC to highlight how government budgeting impacts on the maternal health crisis in Sunrise State.

The aims of this task are to:

- articulate clear budget advocacy objectives for the HMHC;
- frame a compelling advocacy message about maternal health in Sunrise State that is suited to your audience(s);
- interpret and integrate the evidence you have gathered about the maternal health situation in Sunrise State and use it to support your advocacy message;
- identify messengers and actions for an advocacy strategy;
- suggest roles other organizations can play as part of a coalition working to support the goals of an advocacy plan; and
- present your findings to a selected target audience in an accessible and engaging manner.

The audience(s) you will direct your presentation to: _______________________________________.

GUIDELINES FOR DEVELOPING A BUDGET ADVOCACY STRATEGY

1. Identify the potential issues that your advocacy strategy will focus on.

2. Identify the strategic objectives of your campaign. Remember to make it SMART.

3. Identify the budget implementation problems having an impact on the issues, and the relevant government policy or policies. Remember to relate this back to 1.

4. State the solution you propose to these problem(s).

5. Develop your message, and select appropriate messengers and actions/activities to put your strategy into practice. Repeat this for each audience you are directing your message to.

6. Who are your partners to build your coalition? State how they will support your strategy.

7. Explain in more detail how problems/weaknesses in the budget implementation process contribute to the situation/issues you are trying to address.

8. Extract relevant evidence from the following investigations you conducted:
   - On women’s experiences with maternal health services in Swellentsia based on the findings of a Citizen Report Card (Module 5);
   - On the expenditure made by the Sunrise State Department of Health under the Proslimy
contract (Module 6); and

- On the performance of the Sunrise State Department of Health (Module 7).

9. Consolidate your findings and decide how you will structure and express your argument:

- Spell out any assumptions made in the investigations above and/or the findings flowing from them.
- List the conclusions that can be drawn from your findings.
- Illustrate your findings with graphs, tables and/or other illustrations that would help get your ideas across.

10. With your findings in mind, refine your advocacy strategy if necessary, and identify any new allies that would be of particular value in achieving your advocacy goals and objectives.

**For the presentation:**

11. Decide who (in the HMHC network or elsewhere in Polarus) would be most appropriate to address your designated audience(s). This is your messenger.

12. When making your presentation consider:

- What do you want from your audience(s) and how can they give it to you?
- How can you use different media tools to communicate your advocacy message?
- Is your information credible?
- Is your information relevant to the audience(s)?
- Are you making a compelling case?
- Use this opportunity to build relationships so that your strategy is supported.
- Be specific about what you are advocating for, suggest ways in which the problem can be overcome, and show a plan of how the solution could be achieved.

13. Prepare a 10-minute presentation to state your message, give evidence to support your message, and recommend specific actions.

14. Your targeted audience(s) will have 10 minutes to ask questions and give feedback.
BUDGET ADVOCACY PRESENTATION ✤ FEEDBACK FORM

In a spirit of supportive, constructive and honest feedback, give your perspective on the following aspects of the other group’s presentation.

<table>
<thead>
<tr>
<th>Feedback Questions</th>
<th>Wow, truly amazing! You made a great impact with this aspect.</th>
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Other comments:

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<tr>
<td>6. Did this group make clear what they wanted their audience to do now to improve the situation?</td>
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</table>

Other comments:

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_____________________________________________________________________
In a spirit of supportive, constructive and honest feedback, give your perspective on the following aspects of the other group’s presentation.

<table>
<thead>
<tr>
<th>Feedback Questions</th>
<th>Wow, truly amazing! You made a great impact with this aspect.</th>
<th>Well done, although it could do with a bit more work.</th>
<th>Good try, but this aspect needs a lot more attention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How clearly did this group get their advocacy message across?</td>
<td></td>
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<tr>
<td>2. How effectively did this group use budget analysis to back up their advocacy message?</td>
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<td>3. How well did this group communicate with their audience?</td>
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<tr>
<td>4. How logical was this group? Did their conclusions make sense and hang together?</td>
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</table>

Other comments:
____________________________________________________________________________
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USEFUL RESOURCES TO SUPPORT FACILITATION OF MODULE 4 (BUDGET ADVOCACY)


7. Case studies on the IBP website and articles in IBP Newsletters ([www.internationalbudget.org](http://www.internationalbudget.org)) that illustrate how civil society organizations have used a variety of budget advocacy strategies to make concrete changes at the local, regional, and national levels in their countries.