

**Trainers Manual
for a Training Course using the
Handbook on
Establishing and Running an
Advocacy NGO**

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General Context

Target, Composition, and Plan of the Training Course

This is the Trainers Manual for a Three Day Training Course based upon the Handbook called "Establishing and Running An Advocacy NGO". The Handbook is intended to be the adjunct and reference book for this Training Course, and the Handbook has been designed with Boxes (intended to become Transparencies and Handouts that are meant to be distributed in the Training Course.

The Training Course is designed for 15-25 people who come from a variety of organisations that are involved in, or interested in Advocacy. It is possible to use this training course for a staff retreat of one organisation, but it is intended to have a varied mix of participants. Part of the method of the workshop is learn from others experiences of particular topics, and so a varied mix of people will make for a better Training Course.

Although the course is intended for Advocacy NGOs, most parts of the course, except the specific Chapter 5 "Running an Advocacy Based Civil Society Organisation", can apply to all kinds of NGOs. Training Facilitators should feel free to use modules separately, to respond to different needs of NGOs. Used separately, each module should last a half day.

The following is an approximate guide to a 3 day workshop: it will vary depending on the background and experience of the participants, their speed of understanding some of the concepts, and their interest in different parts of the course.

| DAY 1: | | | |
|------------|---|---|-----------------|
| AM: | Introduction to the Workshop, and to each other. | | |
| | Chap. 1. | What is an Advocacy NGO | |
| | | 1.1. What do we mean by Advocacy? | |
| | | 1.2. What kinds of Citizens Organisations are involved in Advocacy? | |
| | | 1.3. A Constitution for your Advocacy NGO | <i>Exercise</i> |
| | | 1.4. Governance | <i>Exercise</i> |
| | | 1.5. Two Basic Strategies | |
| | | 1.6. Legal Incorporation | |
| | | 1.7. Government Registration | |
| PM: | Chap. 2 | What you do: | |
| | | 2.1. Vision | <i>Exercise</i> |
| | | 2.2. Mission | <i>Exercise</i> |
| | | 2.3. Strategic Fit | <i>Exercise</i> |
| | | 2.4. Strategy | <i>Exercise</i> |

DAY 2:

| | | | |
|------------|-----------------|--|-----------------|
| AM | Chap. 3 | How you do it: | |
| | | 3.1. Values | <i>Exercise</i> |
| | | 3.2. Structures and Systems | |
| | | 3.3. Internal Democracy | |
| | | 3.4. Accountability | |
| | | 3.5. Effective Leadership | |
| | | 3.6. Good Team Work | |
| | | 3.7. Good Management | |
| | | 3.8. What needs Managing? | |
| | Chap. 4. | Programs and Projects | |
| | | 4.1. The Program Approach | |
| | | 4.2. The Project Approach | |
| | | 4.3. Combining the Two | |
| | | 4.4. Project Thinking | |
| PM: | | 4.5. Objective Oriented Project Planning | |
| | | 4.5.1. Stakeholder Involvement | <i>Exercise</i> |
| | | 4.5.2. Identifying problems | |
| | | 4.5.3. Problems into Objectives | |
| | | 4.5.4. Alternative Strategies | |
| | | 4.5.5. Hierarchy of Objectives | |
| | | 4.5.6. Assumptions | |
| | | 4.5.7. Indicators of Implementation | |
| | | 4.5.8. Making Workplans | |
| | | 4.5.9. Monitoring | |
| | | 4.5.10. Evaluating | |
| | Chap. 6. | Running an Advocacy Based CSO | |
| | | 6.1. What is Advocacy? | |
| | | 6.2. Principles and Policies of an Advocacy Organisation | |
| | | 6.3. Using the Media | |
| | | 6.4. Collaboration with other CSOs | |
| | | 6.5. Choosing an Issue | <i>Exercise</i> |

DAY 3:

| | | | |
|-----------|-----------------|---|-----------------|
| AM | Chap. 6. | Funding a Chapter's Activities | <i>Exercise</i> |
| | | 6.1. Foreign Funding | |
| | | 6.2. Foreign Non-funding Support | |
| | | 6.3. Foreign Companies | |
| | | 6.4. Alternative Resource Mobilisation | |
| | | 6.5. Fund-Raising Communication | <i>Exercise</i> |
| | | 6.5. Problems and Issues in Alternative Resource Mobilisation | |
| | | 6.6. Proposal Writing | |

| | | | |
|------------|--|--|------------------|
| PM: | Chap. 7 | Financial Policies and Financial Accounting | |
| | | 7.1. The Importance of Clear Financial Policies and Good Accounts for an NGO | |
| | | 7.2. Getting Started Step by Step | <i>Exercises</i> |
| | | 7.3. Other Factors | |
| | Chap.8. | Ongoing Management of a National Chapter | |
| | | 8.1. Major Required Competency Areas | |
| | | 8.2. Stages in Organisational Capacity | |
| | | 8.3. Assessing Organisational Capacity | <i>Exercises</i> |
| | | 8.4. Building Capacity where it is needed | |
| | | 8.5. Who can Build Capacity? | |
| | | 8.6. Reality Checks | |
| | Evaluation of the Training Course | | |

Set Up and Logistics

The participants for a training course are likely to be from 15-25. The facilitator should find a room with good ventilation, good lighting, and equipped with chairs and tables for all participants. The walls of the room should be bare and should be able to take flip chart paper stuck up with masking tape.

In addition there should be:

- a. Pin Boards x 3
- b. Flip Chart Easels x 2 (with flip chart paper and reserves)
- c. Masking Tape
- d. Pen markers (enough for all participants and three for Trainer)
- e. Pins
- f. Large numbers of cards (300 one colour, 100 another colour)
- g. A table for display of books, papers
- h. An Overhead Projector
- i. A screen (not necessary if good white wall)

All participants should be asked to bring copies of their organisation's:

- a. Constitution
- b. Brochure
- c. Strategy Paper or Work Plan
- d. Any Publications they may have produced
- e. Any relevant press-clippings

All participants should be asked to make sure that they have read the Handbook, including the attachments, before coming, and to have read the relevant section again, plus the attachments, before each session.

The Trainer will come prepared with :

1. A Trainers Manual
2. Transparencies (OHTs) that will be needed
3. Copies of all the referenced books
4. Spare transparencies
5. Markers and pens for transparencies
6. The facilitator should have a portable computer - or access to a computer so that he/she can modify/finalize some documents which the participants will take away with them

The preferred seating arrangements is a half-circle of desks/chairs facing the longest broadest wall in the room, against which are the screen, the two flip chart easels, the pin boards, and with room to mount flip chart paper on the wall in full view. The trainer stands in front.

Style and Methodology

This Trainers Manual has exercises in it which do not appear in the Handbook. These exercises are to build consciousness about or to provide a chance to practice concepts from the Handbook.

In carrying out this Training Course, The Trainer has the following techniques available to him/her:

1. Showing transparencies and generating discussion by leading questions based on the transparency
2. Reading text of the Handbook and its attachments and generating discussion based on that
3. Brain-storming ideas, listing them on flip chart and generating discussion by leading questions based on that.
4. Requesting information, displaying it, and generating discussion based on that
5. Undertaking exercises, discussing the results
6. Requesting private or group work, showing the results to the plenary and generating discussion around that.

It is important for the participants' learning that all are involved and all participate. A problem may be that participants come from a variety of different stages of Advocacy NGO experience.

It is assumed that the Trainer is experienced in the training of adults - in which it is appreciated that all participants have valuable experiences and valuable comments to make. The Course is a combination of material from the Handbook, the Trainers Manual and contributions from the participants

Introduction to the Workshop and to Each Other

If the Trainer is going to run the Three Day Workshop then he/she should photocopy the programme of the three days and distribute it to all participants. If he/she is only running one or more modules, then he/she should copy the relevant parts and show the participants.

Ask all participants to write three cards (Name, Organisation, Field of Work of the Organisation) and pin or stick them up on a sheet in front of the participants. When all are displayed, ask the participants to introduce themselves by the cards and offer a chance for anyone to ask further questions.

Chapter 1: What is an Advocacy NGO?

1.1. What do we mean by Advocacy?

Describe the work of an advocate in the law court - as someone who argues the case on behalf of a client. Describe the work of advocacy in general - as putting the case for another person or persons, whatever it is. Discuss professional lobbyists who represent clients usually to the Government, and who take on any clients who can pay.

Contrast this with NGO advocacy and write on a flip chart the two elements that make up NGO advocacy, then display the definition of NGO Advocacy on a flip chart and discuss it.

1.2. What kinds of Citizens Organisations are involved in Advocacy?

Display the definition of Civil Society from Bratton. Discuss it. Ask participants to brainstorm kinds of civil society organisations, and write them up on flip charts. Point out the differences between Mutual Benefit Organisations (which help members of the organisation) and Public Benefit Organisations (which help identified groups of the public). Then point out Private Benefit Organisations which claim to be Mutual benefit or Public Benefit - but which are pretenders. Finally ask participants to say what they mean by NGOs - what role do they play?

Then show Box 1A as an OHT. Go through it. Ask for local examples of each kind of CSO. Are there any kinds of CSOs in the country(ies) in question that do not fit this structure? Discuss advocacy CSOs. Which of these CSOs might be involved in Advocacy? Finally look at the NGOs and identify which kinds of NGOs might be involved in advocacy. Ask for local examples.

Show Box 1B as an OHT. This shows the range of different activities that NGOs engage in. Ask them to identify local NGOs on this spectrum. Then ask the participants in the course to place their NGO on that spectrum.

List on a Flip Chart the 4 different kinds of NGOs that are likely to be using advocacy. Go through them, ask for local examples, and ask for suggestions of what advocacy causes or campaigns such organisations have engaged in, or are likely to engage in.

Go over the "credo" of an NGO on page 4. Ask participants whether that credo is applicable to their organisation. If not, what are they implicitly or explicitly saying to the public?

Go over the statement asking for assistance on page 4. Ask participants if that is the position of their NGO. If not, what is their position? What are the reactions of people in their society to these two statements? Do people believe in the integrity of NGOs? If not, why not? Ask for examples.

1.3. Constitutions

Firstly ask those who have brought Constitutions of their organisations to identify themselves so that other participants can ask to read their work later.

Then go through the Checklist for Creating a Constitution (Handout 1C) Ask participants to give their own answers to the questions and say why.

Exercise: If any participants do not have a constitution, but would like to draft one during the Course, ask them to do so, and offer to critique it.

Do any participants have an enforced format for the Constitution of an NGO? Where does it come from? Is there any leeway?

1.4. Governance

Exercise: Put up on the Pin Boards column heading cards as follows:

1. Name of NGO
2. Date of incorporation
3. Do have a constitution?
4. Do you have members? Number?
5. Do you have a Board? Number of members?
6. Do you have advisers? Number?
7. Do you have a full time paid CEO?
8. How many staff do you have?

Ask all participants to fill out cards to answer each question and pin them up under the appropriate head card. Once all cards are mounted, ask each participant to read out his/her entry. Allow questions after each

reading. Following the last one ask about common features or variations. Ask follow up questions. Elaborate. Discuss.

1.4.1. Membership

Ask all participants to read Handout 1D (From Volunteer to Voluntary). Discuss. Does it describe what happened/happens in their organisation? Ask the five questions in the text about membership of the participants.

1.4.2. Governing

Show Box 1E as an OHT (Ten Governing Responsibilities). Is this the work that the participants' Boards do? Discuss
Show Box 1F as an OHT Why People Join Boards). Discuss. What kinds of people are Board members? What motivates/motivated them?

1.4.3. Advising

Do you have advisers? Are they a good idea? Who are they? What good do they do for your NGO?

1.4.4. Executing

Do you have a CEO or Executive Director? How did you find him/her? Do the participants agree that full time staff are necessary? Display OHT 1G (Board Staff Responsibilities). How are these functions handled by the participants organisations? Is there friction?

1.4.5. Mixing the Functions

Talk about the problems of the "one man band" NGO. Are there any local examples? What problems arise?

Talk about the extremes of a micro-managing Board or a dormant Board. How can both extremes be avoided?

Talk about conflict of interest in Board members, and how it can be resolved.

Display Box 1H (Organogram) as an OHT. Does this reflect the structure of the participants' NGOs? If not, what variations do they have?

1.5. Basic Strategies

Read relevant section of Handbook (pages 11/12 - Mass Movement or Powerful Lobby). Ask which one the participants organisations use/intend to use? Why? Put the two strategies on flip chart as columns. Brainstorm the advantages / disadvantages of each strategy.

1.6. Legal Incorporation

What legal forms are open to you? List on Flip chart. Which one have you chosen? Why? What are the advantages/disadvantages of each?

1.7. Government Registration

How must you register? What controls does this entail? Was it difficult to get registered? Are there any ongoing problems?

Chapter 2: What You Do

2.1. Your Vision of the Future

Go through the idea of an organisation taking on too many disparate activities. Ask for examples from their knowledge of NGOs. Ask for reasons why this happens. List these on a flip chart called "Too Many Activities". Post it.

Show Box 2A as an OHT (Influences on Vision and Mission). Go through the explanation of a vision, and ask people for examples of what contributes to a vision in their experience under these categories.

- a. Socio-political context and analysis
- b. Past experiences
- c. Ideological perspective

List them.

Ask the participants if they have a vision for their organisation.

Exercise: If they have one, ask them to write it up and share it with the others. If not, ask the participants to write or draw a vision for their organisation. Use Box 2B as an OHT (Creating a Vision and Sharing a Vision). Then post the visions, and discuss them.

2.2. Your Mission.

Go through the points in the text (Pages 17/18) Discuss Missions.

Exercise: Ask if participants already have a Mission Statement for their organisation. If so, ask them to write it on flip charts and display it. Use Box 2C (Formulating Mission Statement) as an OHT to ask other participants to create a mission statement. This is likely to take 15 minutes. Display them and discuss them. Ask the group to critique them. Particularly:

1. ask them to clarify what their organisation will not do
2. ask about how they can get commitment to the Mission from other members of the organisation.

2.3. Your Strategy

Go through the points in the text (pages 19/20) Discuss Strategies. Discuss the need for an examination of the External Environment before deciding on a strategy.

Exercise: Use Box 2D as an OHT (Sample Context Map) and ask all participants to draw a context map for their organisation. Post them, and ask each person to explain their Context Map

Ask Participants to look back at their Mission Statement. Then ask participants to:

- list three alternative strategies by which they could use resources to pursue their mission,
- then choose a strategy and say why, and say why the other two alternative strategies were not chosen.

2.4. Strategic Fit

Display Box 2F as an OHT and go through the process of strategy formulation with the participants. Invite one organisation to allow themselves to be used as an example.

Exercise: Ask participants to write down their answers to the questions in the Assessment of the Situation.

Chapter 3: How You Do It

3.1. The Values of Your Advocacy NGO

Show Box 3A (Organisational Values) as an OHT and discuss. Ask participants to list the values of their organisation

Exercise: Give out Box 3B as Handouts. Go through these with the participants. Ask participants to list which 5 problems are most common in their organisations, or which 5 they think would be the most common. List the most common 5 from all the participants on a flip chart and discuss.

3.2. Structures and Systems

Read Handout 3C and discuss. Do participants have any particular stories about how this can be done, or how it was/was not done? Any other suggestions?

Show Box 3D as an OHT. What are participants opinions about meetings? What do they think are the worst aspects of meetings? What do they suggest for improving meetings?

3.3. Internal Democracy

Read Handout 3E. Ask participants of examples of different management styles they have experienced. Get "war stories" of bad management, and ask participants how such bad management could have been improved.

3.4. Accountability

Discuss who the organisation should be accountable to. Discuss any dangers of that accountability.

3.5. Effective Leadership

Discuss leadership and show Box 3F as an OHT. Ask for "war stories" about bad or good leaders they have known, and why they thought they were good or bad.

Ask participants to list all the areas of their organisation that need leadership, and then reflect who should take that leadership.

3.6. Good Teamwork

Read Handout 3G and discuss. Ask for examples from participants about where they have seen or experienced good teamwork, and where they have not.

3.7. Good Management

Read 3.7. Ask participants to suggest which are the most difficult aspects of good management in their experience.

3.8. What Needs Managing

Look at Box 3H as an OHT. Ask participants which of these management areas are:

1. most important
2. most difficult to carry out
3. most needing capacity building

Chapter 4: Programs and Projects

The purpose of this Section is to help participants to be able to plan programs and projects effectively. The first part of the section looks at the differences between Programs and Projects, and tries to get participants to understand this.

4.1. The Program Approach

Ask participants to list what are the differences between Projects and Programs and to list some of the positive features of Programs. Ask participants to think who might be their collaborators in their work.

4.2. The Project Approach

Ask participants to think of positive and negative aspects of the Project approach. What kinds of things can the NGOs participating achieve on their own?

4.3. Choice between the two

Discuss the fact that most donor funding comes in the form of Projects. Ask the participants for examples of NGO funding that has been received for other than projects.

4.4. Project Thinking

This section provides a structure for Project Thinking and is based on the problems of buses in Manila. If the Trainer goes through the steps in a project to address Manila's Bus Accident problems, the participants will learn all the stages. Such an exercise, however valuable, does not, however, deal with the subject matter of the NGOs present. It is possible to practice the techniques on the subject(s) in which the NGOs are interested directly after practising them on Manila's traffic, provided that the participants can agree on a joint subject matter which subsumes the individual differences.

In the authors opinion, the Manila Bus Accidents scenario provides a useful structure for learning about Project Thinking. If the participants demand something "closer to home", then the Trainer can carry out exactly the same structure on some commonly agreed theme - doing each stage twice.

This section should be carried out with pin boards on which the trainer will help assemble the cards for each section, and an OHP which will show the Manila Bus Accidents model for each section.

4.5. Objective Oriented Project Planning

Do any of the participants have experience of this methodology? If do, do they have any opinions about it? Confirm that OOPP is a very much simplified version of ZOPP, if necessary.

Do participants know of available facilitators to help them to use such techniques?

Clarify the ground rules for the Card and Chart method. (Three lines to a card, one thought per card, legible writing). You will already have the equipment in use from previous sections. If the Trainer is not acquainted with the Card and Chart Method and not acquainted with ZOPP or Logical Framework Analysis, then this section needs to be practiced a few times in advance. The Trainer will need to have prepared in advance:

- a. 9 cards that illustrate "Problems" for brainstorming problems
- b. 9 cards that illustrate "Objectives" which are the opposite of the problems
- c. Cards with "Goal", "Purpose", "Outputs", "Activities" on them
- d. The "Goal" card
- e. The "Activities" cards

Clarify that you will carry out a sample OOPP exercise which is not linked to their particular cause as a training exercise. Ask participants if they would like carry out a demonstration OOPP on their particular cause. It will depend on whether they consider their problems and programs are likely to be similar enough to have one demonstration which works for everyone.

If the Trainer has never worked with ZOPP and LFA before, my advice is to stick to the Manila Bus Accidents model. If the Trainer is familiar with ZOPP and LFA, then he/she can offer to work through an example : "closer to home" with the participants.

4.5.1. Stakeholder Involvement

Show Box 4A as an OHT (Stakeholders). Ask who are the stakeholders for the participants' projects. Who will they invite to take part in project planning?

4.5.2. Identifying Problems

- a. Prepare and display the 9 problem cards on Manila Traffic in random order, and, at the same time, show Box 4B as an OHT (Brainstorming Problems with Cards).. Ask the participants what is the core problem, the causes of that core problem, and the effects

of that core problem. Try and push them to see the logical connections (If this.....then that). Show Box 4C as an OHT (The Problem Tree). If you have not been able to reach that point independently, re-arrange your cards to look like this, and discuss why. Go through the logical connections between the cards in the Problem Tree.

- b. If participants have agreed on an additional "realistic" problem area, ask participants for cards showing problems in the field of whatever topic you have decided on, and similarly ask participants what is the core problem, the causes for that problem, and the effect of that problem. Make a problem tree.

4.5.3. Problems into Objectives

- a. Manila Traffic: Tell the participants to imagine a future situation in which these problems are changed into desired future states in which the problems are solved. Go through the Problem Cards starting at the top and replace them with "Desired Future State" cards as you agree these with the participants. Show Box 4D (The Objectives Tree) as an OHT. Go through the logic of the cards again (If this...then that).
- b. "Realistic topic": If agreed, ask participants to change their problem cards to "desired future state" or objectives cards. Check the logic of the cards, and change the wording if necessary, by writing a new card and putting it in place.

4.5.4. Alternative Strategies

- a. Manila Bus Accidents: Look at the Objectives Tree for Manila Bus Accidents. Consider what strategies ("kinds of ways of using resources") are possible options here. Display Box 4E (Alternative Strategies) and discuss the three strategies. Inform participants that, for the purposes of this exercise, the Training Strategy has been chosen.

Look at the alternative strategies that have not been chosen. Hopefully someone else will take up those strategies. If not, the purpose and goal will not be reached. Discuss the need for collaboration with other agencies to work on the same goal.

- b. If agreed, look at the "Realistic Topic" Objectives Tree and decide what strategies are possible options. Choose one.

4.5.5. Logically Ranked Objectives

- a. Manila Bus Accidents: Put up the cards of Goal, Purpose, Output, and Activities on another Board. Take the Main Objective from the Problem Tree and place it (or copy it) as the Purpose card. Take the card below the Main objective, according to your strategy (which in this case is the "Careful Driving" card), and place it (or copy it) as the Output card.

Then choose a Goal level card, which is the vision of what the project is leading to. Let the participants brainstorm ideas and then tell them that the card chosen for the purposes of this exercise is "Safe Roads in Manila". Make sure that they agree this is an acceptable card.

Then choose a number of Activity cards which will contribute to the Output. Let the participants brainstorm ideas, and then tell them that for the purposes of this exercise, "activities" cards have already been chosen. Display them, getting the participants agreement that these are acceptable activities to lead to the Output.

Show Box 4F as an OHT (Objectives established in a Logical Sequence). Go through the logic of these cards (if this... then that). Discuss the differences between the participants ideas and those of the OHT

- b. If agreed, go through the same process for a "realistic topic" strategy.

Go through the logical connection between each row of objectives. Each one is logically connected to the one above. Discuss the "NGO disease" of activities which do not lead anywhere.

4.5.6. Assumptions

- a. Manila Bus Accidents: having set up your objectives, talk about external factors over which you have no control but which have to be considered in a project. Introduce the idea of Assumptions. Ask participants to brainstorm what assumptions have to be made in order for these objectives to be achieved.

Then show Box 4G as OHT (Assumptions about External factors) and go through each assumption to make sure that the participants agree that these are realistic and logical

- b. "Realistic Topic": similarly identify Assumptions at each level.

4.6. Implementation

Talk about the difference between planning and implementation. Talk about considering in advance what will show you that an objective has been achieved - i.e. indicators

- a. Manila Bus Problems: ask participants to brainstorm the possible indicators for each of the objectives - that which will show that the objective has been achieved. Then show Box 4H as an OHT (Indicators) and discuss the differences.
- b. "Realistic Topic": ask participants to brainstorm indicators for their objectives

Finally talk about "Means of Verification" i.e. how you will know that the Indicators have happened. Discuss different possibilities for "Means of Verification" and then show Box 4I as an OHT (Complete Log Frame). Go through these and make sure that the participants agree that these are sensible means of verification of the indicators. Point out that the participants now have a Complete Log Frame. Emphasise that this Logframe is a model for the project which should be a reference point for the organisation - and checked for accuracy every six months.

"Realistic Topic". Once you have finalized the "Realistic Topic" logframe, the Trainer should type it up and give a copy to all participants.

Finally show the format of a Complete Log Frame. Show Box 4J as an OHT (Logframe Format).

4.7. Making Workplans

Explain the way that elements of the log frame (Output and Activity) are taken into the Workplan and how other elements are then added (Task, Budget, Schedule)

- a. Manila Bus Problems: show Box 4K as OHT (Workplans). Go through it, looking at "Tasks" and "Schedule". Make sure that participants understand the logical nature of this OHT.
- b. "Realistic Issue": ask participants as a group to design a workplan on flip chart paper, based on the agreed log frame.

Explain how valuable a workplan is - as a regular document to be consulted

4.8. Monitoring

Look at Box 4L as an OHT (Monitoring). Then look at the Manila Bus Problem Log frame and (if agreed) the "Realistic Topic" log frames and clarify what you will be monitoring.

Discuss the participants previous experiences of monitoring, and ask how this is different from their previous experience (probably easier to follow, and to know what has to be monitored)

4.9. Evaluation

Look at Box 4M as an OHT (Evaluating). Then look at the Manila Bus Problem Log frame and (if agreed) the "Realistic Issue" logframes and clarify what you will be evaluating.

Discuss the participants previous experiences of evaluations, and how this is different (probably easier to follow and to know what has to be evaluated)

Chapter 5: Running an Advocacy NGO

5.1. What is Advocacy?

Agree a definition of advocacy and point out the difference between advocacy and public education, or implementing a development project. Advocacy is aimed at a specific and targeted change in policy or practice. Often such policies and practices are preventing development projects from being carried out.

Ask for examples of advocacy campaigns they have observed or participated in. Ask if they achieved their objectives. What was achieved? What other results did they have?

Show Box 5A as an OHT (Risks and Benefits of Advocacy Work). Can the participants provide examples of any of these risks or benefits from their own experience?

5.2. The Principles and Policies of an Advocacy Organisation

Go through the 9 elements in this with the participants asking them for examples from their own experience, or comments on the contents.

Exercise: Give out Handout 5B (Credibility and Legitimacy Checklist) Go through it with the participants. Do they agree that these are criteria of a credible and legitimate NGO? If they do, ask them to score their own organisations. Share the results and discuss the results obtained.

5.3. Using the Media

Go through the media section with the participants.

Look at "Criteria". Try to find examples of media campaigns where these criteria have not been applied.

Discuss the types of media which are possible. Ask for examples of different media use for advocacy campaigns known to participants.

Discuss experiences of participants in using the media. Has this been useful or a problem to their NGOs?

5.4 10 Elements

Show Box 5D as an OHT. Go through all ten elements with the participants.

Take the example of "Winnable issues": discuss with participants whether NGOs should choose winnable issues, or choose issues based on their seriousness or severity.

Show Box 5E as an OHT (Checklist for Choosing an Issue). Go through it and discuss.

Exercise: Brainstorm problems that could be the subject of an advocacy campaign with the participants - and choose one. Ask them then to design an advocacy campaign around that problem - using the 10 elements structure. In particular ask for detail on the media strategy.

Read Handout 5F together (Six Organisational Factors) Which of these factors do participants think are difficult and will need further capacity building? How will they get such capacity?

5.5. Collaboration with other NGOs and CSOs

Go through this section. Ask participants which NGOs or other organisations they would consider collaborating with. Why? How? Which ones would they not so consider? Why?

If participants have had experience of collaboration between different organisations, ask them for their experiences - look at the list of problems and see which fit. Are there others?

5.6. Linking yourselves to International Advocacy Organisations

What international organisations in their field do the participants know about? What links do they have with them? Has this been fruitful? Are there any problems in being so linked.

Ask anyone who has had experience of internet connection with international advocacy NGOs talk about his/her experience.

Chapter 6: Funding a Chapter's Activities

Show Box 6A as an OHT (The Big Picture of Funding). Go through all the different ways that Southern NGOs get funds. Ask the participants which ones they have experience of. Write them up on flip charts.

Ask participants to list for you all the sources of funding the NGO Sector has experienced in their country. Ask then to consider which they think would be applicable to an Advocacy NGO.

6.1. Foreign Funding

Explain the section on foreign funding. Draw up with the participants Positive and Negative lists for aspects of foreign funding. Once it is completed discuss the balance.

Ask for "war stories" about unhelpful foreign funding, or helpful foreign funding. Check if these stories would apply to the issues on which the NGO participants are advocating.

Show Box 6B as an OHT (The Usual Picture of NGO Funding). Does this reflect the participants experience?

6.2. Foreign non-funding support

Go through this section. Ask participants for examples of non-funding support. How important was it for them?

6.3. Foreign Companies

Do any participants have any experience of this? Why do they think companies might want to support advocacy NGOs?

6.4. Alternative Resource Mobilisation

Introduce the subject of domestic resource mobilisation - both funds and non-monetary resources. Go back to your original list of funding experiences, and see who mentioned experience of domestic funding. Talk about the difference between foreign and local funding. Read Handout 6C (Fundraising is Selling). Does anyone have any comments?

Ask participants to describe the philanthropic traditions and culture in their own country. How is help given to the needy? Is there any experience of their society helping an organisation like an Advocacy NGO? What is it? How was it done?

6.4.1. Asking the Public

Brainstorm ideas for asking the public for money. Check if any of these would be unsuitable for an advocacy organisation

Specifically talk about fund-raising through membership schemes. Show Handout 6D (The Benefits of a Membership Scheme)

6.4.2. Asking companies

Brainstorm ideas for asking companies for money. Check if any of these would be difficult for an advocacy organisation. Read Handout 6E (Why Companies Give). Does anyone have any other comments on this topic?

6.4.3. Asking Government

Brainstorm ideas for asking Government for money. Check if any of these would be difficult for an advocacy organisation

6.4.4. Generating Your Own Income

Brainstorm ideas for generating your own income. Check if any of these would be difficult for an advocacy organisation. Why would these be difficult?

6.5. Problems and Issues in Alternative Resource Mobilization

Go through the 5 problems and ask how the participants would respond to these problems.

6.6. Tax Exemption

Ask for the situation on tax exemption from each participant. Is there any room for manoeuvre. What chances does an advocacy organisation have to get tax exemption?

6.7. Making a Proposal

Exercise: Ask the participants to write a skeleton proposal using Handout 6F (Checklist of Things to include in your Proposal).

Ask them to write in bullet point form on flip chart

- Objectives of the Project
- Strategy of the Project
- Intended source of funds

Then display the flip charts of volunteer participants, and ask the other participants to ask questions from Handout 6F so that they can practice thinking about and giving answers.

Chapter 7: Financial Policies and Financial Accountability

Ask the participants how many of the NGOs represented have full time accountants. If they have not, ask what is the reason for that?

Ask the participants whether their Executive Directors are experienced in matters of accounts.

7.1. The Importance of Clear Financial Policies and Good Accounts for an NGO

7.1.1. Fiduciary Responsibility

Do the participants think of fiduciary responsibility? Do they consider they have any responsibility to the giver, once the money has been given. Can they give any examples of people or organisations which has not had fiduciary responsibility?

7.1.2. Accountability and Transparency

To whom do the NGO participants show their accounts? If they wanted to show them more widely, how would they do this? How easy is it to explain your accounts to the public?

7.1.3. Board Oversight

How many NGOs have Board Treasurers? How many NGOs get Board approval for their budgets?

7.1.4. Peace of Mind for the Executive Director

Look at the 4 features of a financially poorly managed NGO. Which of these are the most common in NGOs that the participants have known? In how many cases would participants say that dealing with the finances have taken more time than the programs?

What features can give most peace of mind to the Executive Director?

7.1.5. Other Purposes

Ask participants for examples where good financial information can help the organisation in each of the illustrated ways.

7.2. Getting Started - Step by Step

7.2.1. Bank Account

Ask participants for stories of helpful and unhelpful banks. Ask participants about the difficulties of opening bank accounts as NGOs

7.2.2. Signatories on that Bank Account

Ask participants of their experiences of not being able to get signatures on cheques

7.2.3. Financial Management Manual

Ask how many organisations have one of these. Pass out Handout 7A (Contents of a Financial Management Manual) and read. Ask if there is need to explain any of the terms. Identify a person experienced in financial matters from amongst the participants and let him/her explain.

7.2.4. Annual Revenue and Expenditure Budget

Explain that the previous Logframe only dealt with programmes. To make the Logframe truly helpful, it is important to add another Output which deals with administration, management and finance.

Show Handout 7B (Logframe with Additional Output). Read it through so that all understand.

Show Handout 7C (Workplan showing additional output). Read it through so that all understand.

Show Handout 7D (Sample Budget following Logframe and Workplan). Look at the costs that have been shown. Do participants think that these show high prices or low prices?

Discuss the level of affluence of an NGO. What does an NGO need? Compared to what an NGO would like?

Discuss the level of staff benefits. What is acceptable to the participants ?

Discuss Details. Do the participants have any examples of details that have been forgotten in budgets?

Discuss getting goods and services in kind. What examples can participants provide about such goods and services in kind?

Discuss Overheads. What has been the experience of participants with Overheads?

7.2.5. Devize Cash Flow Projection

Show Handout 7E (Sample Cash Flow Projection). Look at it in combination with the workplan and see how the totals have been arrived at for each month.

7.2.6. Designate a Person responsible for the Accounts

Discuss participants' experience of Accountants. What is their background? Is it different from the other staff of the NGO? Does this create difficulties?

Look at the full range of tasks in Handout 7F (Job Description of a Financial Manager). Can the accountants of the participants' NGOs do all these tasks? What are the least common?

7.2.7. Develop a Chart of Accounts

Discuss the level of detail you need in a Chart of Accounts, and how you will use such detail. Provide handout 7G (Example of Chart of Accounts)

7.2.8. Start Spending Money

Ask participants for their experiences of purchases of goods or services that they have had, and ask them to draw/write a receipt for such goods or services together with supporting documents where necessary. Use large examples (a car) and small examples (firewood). What should be done where the vendor is illiterate?

7.2.9. Keep an Inventory

Ask participants for the reasons why keeping an inventory is important

7.2.10 Reconcile your Bank Account

Explain bank reconciliation.

7.2.11. Audits

Discuss participants experiences of audits. Draw up a list, based on their experience of things to do to prepare for an audit.

7.3. Other Factors

7.3.1. Off the Shelf Software

Discuss participants experience with this? What problems have they had?

7.3.2. Particular Donors Conditions

Discuss participants experiences of donors and their demands. Explain that these demands must be negotiated, not just accepted.

Chapter 8: Ongoing Management of an Advocacy NGO

The purpose of this Section is to introduce the participants to the idea of organisational competence, and how this can be measured - but also to get participants to agree what the measures of organisational competence should be for an Advocacy NGO. There is no prepared answer to this. Participants will be asked to use the OCA as a structure, but modify it to fit what they think should be the features of an Advocacy NGO.

8.1. Components of Organisational Effectiveness

Look at Handout 8A (Major Required Competency Areas) Go through the handout and constantly check with participants if they are in agreement with what is stated there. Are there any areas of organisational effectiveness that have not been addressed?

Look at Box 8B as an OHT (Stages in Organisational Development). Discuss what stages are appropriate for a new organisation. Should a new organisation expect to be low in all the competency areas?

8.2. Assessing your Organisation's Competence

Give out Handout 8C (OCAT Checklist). Go through selected parts of the OCA Checklist with the participants (ask the participants which part they are interested to look at in depth), and ask them to agree/disagree which statements are relevant to an Advocacy NGO. As this is being done, ask what other statements should be made which are necessary for assessing an Advocacy NGO - perhaps some specific statements on Advocacy capacity.

If they have some additions, then a new Checklist should be drawn up incorporating the newly agreed statements which participants can take away with them.

Give out Handout 8D (Scoring and Presenting OCA) and take the participants through the process of scoring the checklist, aggregating the data, presenting the information in the form of a bar-chart, and interpreting the bar chart. Ask the participants to make informed statements about the organisation represented by the bar chart. Ask them to refer back from the Bar Chart to the Checklist of Statements that have produced a particular score.

Give out Handout 8E (Checklist of Organisational Development Characteristics of NGOs at Different Stages). This reference document is not to read through in the Training Course. It is too long. Ask participants for particular organisational characteristics that they are interested in, and

look these up in this document - looking at the characteristics of a Nascent NGO on the one hand, and a Mature NGO at the other. Ask participants if they agree with what is written, or whether they have any additional comments on it.

8.3. Building Capacity where it is Needed

Go through the section on building capacity, particularly Box 8F (Deciding Priorities in Capacity Building) which should be displayed as an OHT. Ask participants what will happen if capacity is built at one level, but the level above is not well developed.

8.4. Who can Build Capacity?

Talk about resources for building organisational capacity. Do they know of such resources in their country?

8.5. Ways of Building Capacity

Show Box 8G as an OHT (Ways of Building Capacity). Ask participants which ones they have had experience of, and which ones they have not yet tried.

8.6. Reality Checks

Exercise: Draw up the 4 part SWOT diagram and ask all participants to do this exercise on their organisation.