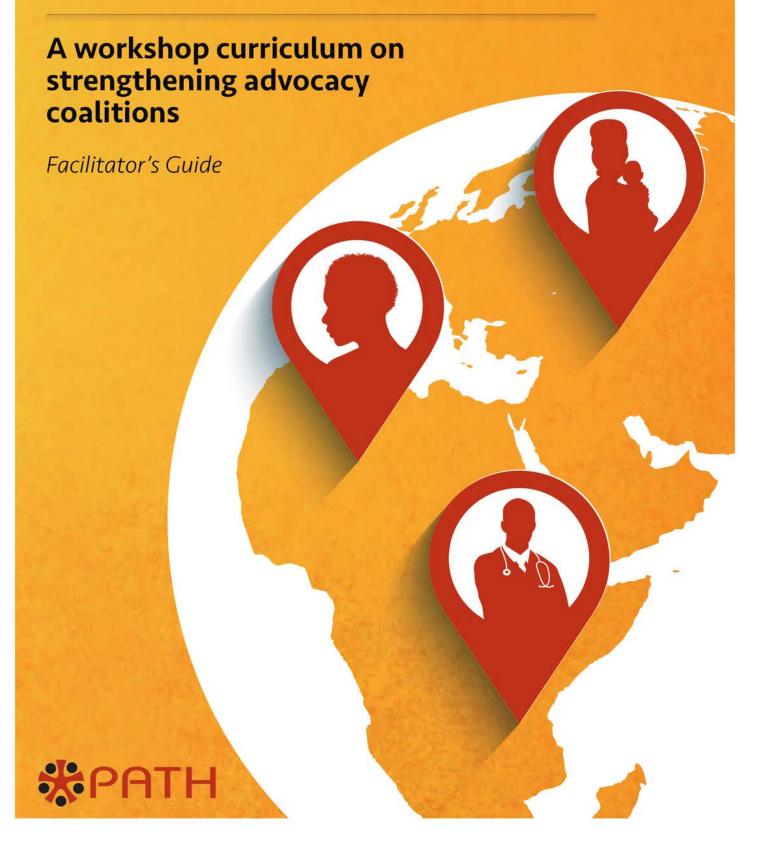
Stronger Health Advocates Greater Health Impacts



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This guide was developed by Kristy Kade, Kimberly Whipkey, Katie Gray, and Susan Kingston with input from many PATH staff and field partners. The views expressed here are those of the authors.

This workbook is part of the Stronger Health Advocates, Greater Health Impacts tool series, which is available online: http://sites.path.org/advocacyandpolicy/resources/. Other tools available on this site include:

- A workshop curriculum on policy advocacy strategy development: facilitator's guide
- A workshop curriculum on policy advocacy strategy development: training of facilitators manual
- A workshop curriculum on policy advocacy strategy development: participants' workbook
- Policy Advocacy for Health: Interactive eLearning course

Several of the concepts and activities in this guide were influenced and informed by other advocacy, coalition, and organizational development materials. Those looking for more information on these topics should reference the following resources:

Advocacy Expert Series, Book 4: Building and Maintaining Coalitions, Edition 1. Pact Cambodia, 2004.

Advocating Together: The Power of Alliance for Maternal Health. Family Care International, 2014.

Developing Effective Coalitions: An Eight-Step Guide. Prevention Institute, 2002.

Group Dynamics, 5th edition. Forsyth DR. Wadsworth, Cengage Learning, 2010.

Networking for Policy Change: An Advocacy Training Manual. The Policy Project, Futures Group International, 1999.

Ready for Action: Campaigning at the Grassroots and in Coalition. Save the Children UK, 2011.

Social Mobilization for Reproductive Health: A Trainer's Manual. The Centre for Development and Population Activities (CEDPA), 2000.

The Big Book of Conflict Resolution Games. Scannel M. McGraw-Hill Companies, Inc., 2010.

Understanding Conflict and Disagreement. Hovatter D. West Virginia University Extension Service.

What Makes an Effective Coalition? TCC Group, 2011.

www.CoalitionWorks.com.

Facilitator's Guide Acknowledgments

Introduction

Coalitions are an indispensable tool for advocacy in today's complex policy environment. When diverse groups unite for a common cause, their collective action can add real momentum to advocacy efforts and increase the likelihood of impact.

For advocacy alliances and coalitions to be successful and sustainable, however, advance planning is critical. While a number of coalition-building resources are available, few of them focus on *advocacy* coalitions. This toolkit is a unique resource intended to guide advocacy coalitions through important decision-making processes. It combines the fundamentals of coalition building with a framework to develop a strategic, action-oriented advocacy agenda.

Workshop Objectives

A Workshop Curriculum on Strengthening Advocacy Coalitions: Facilitator's Guide is a **step-by-step guide to forming action-oriented coalitions that can more strategically engage in advocacy.** Specifically, it helps new coalitions methodically:

- Craft an inspirational mission statement.
- Identify the coalition's advocacy goals.
- Determine membership criteria and a structure for leadership and coordination.
- Develop operational tools and processes to encourage productivity and efficiency.
- Create a preliminary coalition charter, advocacy work plan, and fundraising strategy.

This process is packaged as a four-day, intensive workshop, ideally led by an external facilitator. Working together over four continuous days builds group cohesion and shared identity, minimizes distractions from competing demands at work and home, and develops the essential momentum needed to propel the coalition forward.

Who Should Use This Curriculum?

Forming a unified coalition among member organizations with different norms and cultures is complex, sensitive, and sometimes challenging. For this reason, many groups solicit the help of an outside, impartial facilitator to guide them through the planning process. This curriculum was developed primarily as a tool for these facilitators. They will find easy-to-follow, step-by-step instructions and key talking points for giving brief slide presentations, guiding discussions, and leading group exercises and decision-making.

However, groups that choose to form coalitions without an outside facilitator can still follow the sequence of topics in this guide and utilize its tools to aid their discussions and decision-making. Existing coalitions could also select key portions of this guide to address specific organizational issues or challenges or to fill gaps in their initial planning process.

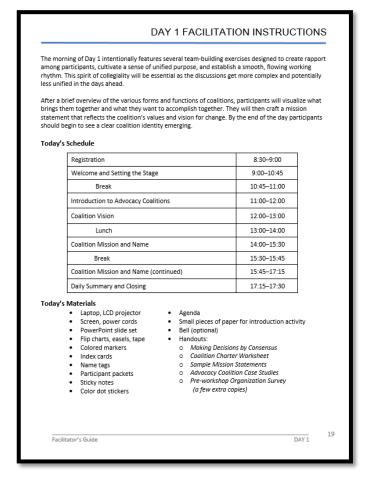
Facilitator's Guide Introduction to the Guide

Content and Features

This curriculum provides complete instructions and materials needed to facilitate a four-day coalition-planning workshop, including:

- Daily agendas and objectives.
- Step-by-step instructions to facilitate sessions and activities.
- Suggested talking points.
- PowerPoint slides.
- Activity materials.
- Auxiliary materials including case studies, worksheets, and evaluation tools.

The instructions for each day begin with a daily overview, suggested agenda, and a list of required materials.



Facilitator's Guide Introduction to the Guide

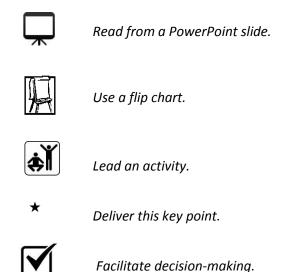
Details of each session are organized with the following sections and graphics:

Session title	INTRODUCTION TO ADVOCACY COALITIONS		
Estimated length of the session	11:00–12:00 1 hour		
Materials needed for the session	Materials Flip chart paper, easels, markers, tape PowerPoint slides Bell (optional)		
Primary learning objectives for the session	Session Objectives After this session participants will be able to: Define an advocacy coalition. Describe the potential opportunities and drawbacks inherent in advocacy coalitions.		
How to get ready for the session	GETTING PREPARED ✓ Load the slides. ✓ Create the following flip charts. Hang them on opposite walls or easels and cover until needed.		
Step-by-step instructions to lead the session	FACILITATING THE SESSION STEP 1. Introduce the session 5 minutes Explain that this session will give us a broad overview of advocacy coalitions and will explore the potential opportunities and drawbacks of working together in a coalition. State the session objectives.		
How this session links to the next session	MOVING AHEAD!		

Facilitator's Guide Introduction to the Guide

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Within the facilitation steps, the following icons serve as visual cues for the facilitator:



Adapting the Agenda and Content

Topics for each day build upon discussions and decisions from the previous day, so it is best to follow the sequence of sessions as presented. The guide can be followed as written over four continuous days or divided into shorter segments to be covered over a longer period of time. Some sessions or topics, however, may not be needed or may take longer than expected. Condense or expand the agenda times based on the needs of the group.

Keep in mind that most new coalitions will not complete all decision-making within the four days outlined here. This initial planning workshop is a springboard for a process that will continue after this first meeting. Some groups may wish to concentrate efforts on particular topics while others may want to allot discussion time to all topics. Be willing to adjust according to the needs, interests, priorities, or background knowledge of the participants.

Facilitator's Guide Introduction to the Guide

KEYS TO A SUCCESSFUL WORKSHOP

Workshop Preparation

To prepare for this workshop, facilitators should consider the following issues:

Who should participate?

Most early coalitions start with a core group of individuals who serve as catalysts for coalition growth. Participants in this initial planning process should ideally be those who:

- Already know each other and share collegial working relationships.
- Are able to make some level of decisions on behalf of their individual organizations.
- Will actively drive the momentum and productivity of the coalition.
- Are committed to sharing power and credit for achievements.
- Are ready to roll up their sleeves and start working!

A group of 10 to 15 participants is an ideal size for one or two facilitators to effectively manage discussions and small group work that lead to concrete decision-making.

Participant preparation and assignments

Prior to the workshop, the facilitator should send a *Pre-workshop Organization Survey* to each participant so they can prepare for coalition planning discussions. Participants should complete the survey within their organizations to gather input on questions such as:

- How does your organization hope to benefit as a member of this advocacy coalition?
- What health issues/topics are most important to your own organization's mission?
- Are there any health issues/topics on which your organization will not or cannot work or advocate?
- What resources and expertise can your organization offer to this coalition?

Participants should email their survey to the facilitator prior to the workshop and bring a copy of the survey to the workshop itself. Answers will remain anonymous.

Some newly formed coalitions may have already drafted key documents, such as a coalition charter or terms of reference. The facilitator should speak with his or her point of contact to understand whether these existing documents should be used or adapted as a basis for discussion during the workshop. If so, the facilitator should obtain a copy of these documents in advance, read them thoroughly, and adjust the workshop to meet the needs of the coalition. The facilitator should also print copies of the document(s) for inclusion in participant packets.

Meeting room set-up

The day before, be sure to:

- Set up the meeting room with:
 - Adequate tables and chairs in desired formation ("U" shape or cabaret style for small table groups)
 - o Lighting and temperature control
 - Microphones (if needed)
 - o Projectors, electrical cords, screens for PowerPoint slides
 - o Flip charts, dark-colored markers, tape, and scissors
- Create and post any necessary flip charts.
- Assemble participant packets to include:
 - o Agenda
 - o Copies of presentation slides
 - Participant roster
 - o Handouts and worksheets
 - Nametags
 - Optional: Copies of the coalition's charter/bylaws/terms of reference, if the coalition has already developed them.

Effective Facilitation

The facilitator plays a central role in maintaining a brisk, productive flow that gets all participants involved and ensures the group meets its objectives for the workshop. The following are some suggestions for successful facilitation:

- 1. It is critical to **establish rapport, working principles, and a "spirit of collaboration and equity"** at the very beginning. Discussions can become sensitive and sticky, so participants must feel united under a common purpose and sense of fairness.
- 2. Although it's important to cover all topics, don't be afraid to **spend enough time to hear various viewpoints and resolve disagreement**. It is very important that everyone feels heard and ready to move to the next step together. Ignoring unresolved friction for the sake of time may actually consume more time if residual tensions disrupt the process later.
- 3. The process of coalition building may look or unfold differently in different cultures. The ease or difficulty of the process can be influenced by factors such as gender norms, hierarchies, and communication styles, to name a few. You may need to adjust your approach based on these cultural nuances. For example, you may intentionally balance gender in small groups or insert more team-building exercises in the beginning to strengthen trust.
- 4. Continually **encourage the group to be realistic in its expectations and decisions**. The case studies from other coalitions will help illustrate realities. In the long run, it's better for coalitions to develop strategically and steadily rather than burn out or waste time with unrealistic plans.
- 5. Energizers are an important facilitation technique to **keep participants enlivened and to get comfortable with each other through fun.** Energizers can be used in between major activities or sessions or when returning from a break. In this guide's auxiliary materials, you will find a handout with sample energizers.

Facilitating small group work

During small group work, the facilitator should float among teams as a mentor or "table coach." **As a table coach, your primary role is to make sure participants understand the task, follow instructions, and work productively.** You are closely positioned to look for areas where participants may be confused and to answer questions as they arise. To be an effective table coach:

- Allow teams to work independently before jumping in. Position yourself nearby while groups work independently and observe.
- Pay attention to the conversation. If the team is getting off track or members clearly don't understand the task, don't hesitate to redirect or clarify ideas.
- **Encourage the group's critical thinking.** If the team asks you a question, you may want to respond with another question to prompt their own thinking. Then supply the answer or your own opinion.
- Watch the clock. Teams may get into vigorous discussions, lose track of time, and thus fail to complete an activity. Offer time reminders at mid-point and five to ten minutes before the activity ends.
- **Encourage the group to assign roles.** Teams can function efficiently if they assign a timekeeper, recorder, and spokesperson at the beginning of an activity.

Co-facilitation

Although a single facilitator is sufficient for this workshop, an assistant or co-facilitator can be useful. A facilitating partner can record brainstormed ideas on flip charts, serve as a note taker, and help with logistics so the lead facilitator can focus on the process and discussion.

In the case where two facilitators choose to work together, here are some suggestions for effective cofacilitation:

- **Divide the course by parts and switch off throughout the day**. Assign sessions that are a good match with each other's talents, knowledge, or background. Ideally, one person will facilitate in the morning, and the other will lead in the afternoon.
- While one facilitates, the other assumes the "assistant" role (e.g., recording on flip charts, time keeping, etc.). If you are assisting, allow your partner to manage the flow of the discussion. Resist the urge to interrupt or take control, unless support is clearly requested. If you are the lead facilitator, engage your partner to answer participant questions that align with his/her unique expertise.
- Establish cues to use during presentations to subtly communicate feedback such as "Time is running out," "Participants don't understand," "We need a quick time out," or "Please help me explain this concept."
- Be prepared to facilitate each other's sessions in case something unexpected happens (e.g., co-facilitator gets sick).

Diverse coalition members don't always agree immediately and unanimously on every issue that arises. The facilitator helps to direct the process of decision-making while remaining neutral about the outcomes. This role of the facilitator is absolutely key to the success of the workshop. The facilitator must:

- Establish and maintain an inclusive atmosphere where all participants are encouraged to contribute and all ideas and opinions have equal merit.
- Promote group ownership of the process and decisions.
- Clarify and summarize viewpoints, synthesize areas of common ground and difference, and promote creative solutions.
- Monitor for tensions or dissatisfaction and resolve disagreement.
- Keep the group moving and productive.

The individuals who come together in the early formation stages of a coalition will drive coalition development and inspire others to join in their vision. It is essential, therefore, that these founding members be in complete agreement on the coalition's mission, advocacy goals, structure, and operating principles. They must emerge from the initial strategic planning meetings with a unified vision for the coalition. For this reason, this workshop utilizes consensus for all decision-making.

What is Consensus?

In consensus, the group carefully considers the input of all members and then attempts to weave this collective wisdom into a single solution that is acceptable to everyone. There is a good faith effort to address all legitimate concerns. Other models of decision-making such as majority voting or compromise create a dynamic in which some people "lose" or must give up something. Consensus avoids this dynamic by creating a solution where all participants get something they want. See the table below for how consensus is different from voting.

Voting	Consensus	
Must choose one option from several.	Synthesizes multiple options into one	
	"hybrid" option everyone can agree on.	
Someone wins and someone loses.	Everyone wins because each member's	
	input is valued as part of the solution.	
Quick, but can result in bad feelings,	Takes longer but generates commitment,	
resistance.	shared ownership.	

Consensus does not mean that opinion is unanimous or that everyone is sure the decision will even work. Some individuals in the group may not even like the final decision. Yet they don't block the final decision because they believe their positions were fairly heard and that the decision reflects the best wisdom and interests of the group as a whole.

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Consensus will not work if people do not want to cooperate. For consensus to be a fruitful experience, it is best if the group:

- Shares common values.
- Is committed to an open and equitable process.
- Wants to work together to find creative solutions for the best of the group.
- Has sufficient time for everyone to participate in the process.

Facilitating Consensus

Before any decisions are actually made, be sure to orient the group to what consensus is (and is not) and how it works. Then, encourage the group to determine what they'll do if they cannot reach consensus on a decision. There are instructions on how to do this in the Facilitation Steps for Day 1.

The basic model of consensus involves the following six steps. You can apply these steps throughout the workshop each time participants need to make a decision on a key aspect of coalition planning.



- 1. Clarify the decision to be made. Clearly state the decision at hand so the discussion stays focused. It can help to write the issue as a question on a flip chart (e.g., what should our membership criteria be?).
- **2. Generate a list of options or proposals.** Encourage participants to propose a list of possible options. Remind them to think creatively and to honor all ideas. This is a brainstorming activity, so try to limit any critique or debate of the ideas at this stage.

Before starting any lengthy discussion, measure the initial level of consensus for each option with a quick "straw poll." An easy way to do this is to ask people to rate each option, with a show of hands, as *yes, maybe*, or *no*. You can remove any option that gets a unanimous *no*. The options with majority *yes* or *maybe* ratings are fertile ground for consensus building. Options with no clear majority opinion will require much more discussion (see step 3).

If too many options have been generated, you can use "dot voting" to narrow down the list.

Facilitator's Guide Helping Groups Decide

How to Use "Dot Voting"

Dot voting gives participants a chance to express their preferences with a degree of anonymity, and it serves as a quick energizer. Simply write each option on a flip chart and give each voter a colored dot sticker. Ask voters to place their dot on the flip chart next to their preferred choice.

Another version is to distribute dots of two different colors, where one color represents the voter's "first choice" and the other color means "second choice." Voters then place their dots accordingly. Use this version when you need to prioritize a list of options or identify potential areas of negotiation.

- 3. Evaluate the options. Once you have a manageable list of proposals, facilitate a discussion in which everyone openly shares his/her perspectives on the options. Prompt discussion by asking:
 - What are the pros/cons of each option?
 - Which option is the most realistic to accomplish for now?
 - Are any options ideal in the long term but less feasible now?
 - Which options best reflect our shared values?
 - Which options will best support our mission and goals?

Active listening is a critical skill in this step. Give each speaker your full attention. Make a deliberate effort to understand each person's position and his/her underlying needs and to diagnose reasons for disagreement.

4. Summarize the viewpoints. Summarizing reassures speakers they have been heard and understood correctly and fosters the sense of inclusion that is so crucial in consensus. You must also be sure you understand all points of view in order to find common ground. Flip-charting ideas during discussion makes it easier to summarize simply and accurately.

To summarize effectively:

- Be concise. Put the speaker's comments into one or two short sentences.
- Rephrase with your own words instead of repeating the speaker's words. This shows you understand the key issues and feelings that were expressed.
- Encourage people to correct you if you get it wrong. "You seem to feel that... is that right?" "It seems like we've almost reached agreement on the coalition mission statement but we still need to address the concern about community engagement. Would you all agree?"
- 5. Synthesize multiple options. Synthesizing finds common ground and connections between seemingly competing ideas and weaves them together to form a single proposal or solution that might be agreeable to everyone. Modify a single option to make it more broadly agreeable or offer a totally new idea (finding a "third way"). Always try to find some common ground, no matter how small. "It seems we all agree that the coalition mission statement should mention commitment to healthy children even if we still disagree on what that commitment looks like." This can reinforce that everyone is still on the same side and shares the same goal—a necessary condition for consensus.

Again, flip-charting points of agreement and difference can help everyone see the same set of issues. Then look for ideas on how the differences can be resolved. Focus on solutions that address the fundamental needs and key concerns that people still have. The solution will often be found by combining elements from different proposals.

6. Finalize the decision. When everyone seems to understand a proposal and no further revisions or concerns are raised, there can be a call for consensus on the final decision. One technique to measure final consensus is the use of gestures. Thumb gestures are described below, but any culturally appropriate hand gesture will work.

Clearly state the final proposal to be decided. Then ask for a show of thumbs to measure consensus. Participants can respond with their thumbs in three ways:

- Thumbs up: I fully support this decision and believe it reflects the wisdom of the group.
- Thumbs sideways: I can accept this decision even though I have some reservations.
- Thumbs down: I'm not comfortable with this decision and need to discuss it further.

All thumbs up or sideways indicates consensus and you can accept the proposal as final. Restate the decision so everyone is clear on what has been decided.

Remember that a successful consensus decision:

- Is feasible.
- Moves the group forward.
- Meets the needs of every group member.

Facilitator Tip

Don't mistake silence for consent. Insist on a response from every participant.

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If any thumbs are down, consensus has not been achieved and there must be more discussion. Begin by asking those who are blocking to recommend a way forward.

If the Group Gets Stuck¹

If the group has been debating an issue for a long time and there seems to be no agreement in sight, there are some techniques that may help release the stalemate.

- Listen carefully for underlying issues or what might be at the root of the deadlock. Addressing
 these causes may create an opening or energy shift. Examples of underlying causes could
 include:
 - Group doesn't have all the information it needs.
 - Group is tired and unfocused.
 - o Group is confused or overwhelmed by the range of options for a complex issue.
 - o Group is closer to a solution than it realizes but just can't hear its own common ground.
 - Emotions or personality clashes have taken over.
- Restate the aims of the discussion to refocus the group.
- Ask those disagreeing for alternative proposals.

Facilitator's Guide Helping Groups Decide

¹ Adapted from www.seedsforchange.org.uk.

- Propose a break, energizer activity, silent thinking time, or postponing the decision to give
 people time to cool down and reflect. Then try one of the other techniques when the group
 feels ready.
- Check if everyone feels informed enough. If not, pause to answer questions. If more research is needed, put the decision on hold until necessary information can be found.
- Give each person one minute to speak without interruption on what he/she believes to be the obstacles to making a decision.
- If the issue is complex, break it down into parts. Try forming small groups and ask each group to explore one component or possible solution in more depth. Then report ideas back to the full group.
- Use active listening to summarize the discussion so far. What have been the main concerns? Is there any agreement (no matter how small)? Stating areas of agreement can lift the group's spirits.
- Pause to thank everyone for their hard work and commitment to reaching a solution. Affirm that group process can be difficult and point out ways in which the group is adhering to its shared values and guiding principles, even when the discussion has been difficult.

If consensus cannot be reached, you have two general options:

- 1. If the decision is not urgent, put the decision aside and revisit later.
- 2. Apply a "decision rule" that you help the group establish at the beginning of the workshop. For example, some groups may decide to institute time limits on discussion and move to voting if consensus cannot be reached. You will guide the group to develop its decision rule on Day 1.

Facilitator's Guide Helping Groups Decide

DAY 1 FACILITATION INSTRUCTIONS

The morning of Day 1 intentionally features several team-building exercises designed to create rapport among participants, cultivate a sense of unified purpose, and establish a smooth, flowing working rhythm. This spirit of collegiality will be essential as the discussions get more complex and potentially less unified in the days ahead.

After a brief overview of the various forms and functions of coalitions, participants will visualize what brings them together and what they want to accomplish together. They will then craft a mission statement that reflects the coalition's values and vision for change. By the end of the day participants should begin to see a clear coalition identity emerging.

Today's Schedule

Registration	8:30–9:00
Welcome and Setting the Stage	9:00–10:45
Break	10:45-11:00
Introduction to Advocacy Coalitions	11:00–12:00
Coalition Vision	12:00–13:00
Lunch	13:00–14:00
Coalition Mission and Name	14:00–15:30
Break	15:30–15:45
Coalition Mission and Name (continued)	15:45–17:15
Daily Summary and Closing	17:15–17:30

Today's Materials

- Laptop, LCD projector
- Screen, power cords
- PowerPoint slide set
- Flip charts, easels, tape
- Colored markers
- Index cards
- Name tags
- Participant packets
- Sticky notes
- Color dot stickers

- Agenda
- Small pieces of paper for introduction activity
- Bell (optional)
- Handouts:
 - Making Decisions by Consensus
 - Coalition Charter Worksheet
 - Sample Mission Statements
 - Advocacy Coalition Case Studies
 - Pre-workshop Organization Survey (a few extra copies)

19 DAY 1

Session Objectives

After this session participants will be able to:

- Outline the workshop objectives, agenda, and logistics.
- Agree upon principles of collaboration for the workshop.
- Utilize a consensus model for decision-making.
- Identify common elements in a coalition charter.

(1)

9:00–10:45 1 hour, 45 minutes

Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Name tags
- Participant packets
- Agenda
- Small sheets of paper
- Handout: Making Decisions by Consensus
- Handout: Coalition Charter Worksheet

GETTING PREPARED

- ✓ Arrange tables and place participant packets at seats.
- ✓ Write today's agenda on a flip chart and post.
- ✓ Load the slides.
- ✓ Create the following flip charts and post in a visible location.

Working Together	Parking Lot	To Do List

FACILITATING THE SESSION

STEP 1. Welcome participants to the workshop

10 minutes



Welcome participants. Invite other local leaders, workshop sponsors to express their welcome.

- > Introduce yourself and other facilitators.
- > Briefly describe the background and purpose of the workshop: to help form action-oriented coalitions that can more strategically engage in advocacy. Explain how those in the room were gathered and that other key coalition members may not be present.



This is a fun way to introduce participants and establish early team rapport.

- ➤ Hand out small sheets of paper and ask participants to write down one curious question to get to know someone. It should be a question that is creative and lighthearted but not too personal (e.g., what is your funniest memory from childhood? What is one of your guilty pleasures? Which celebrity would you like to be? What do you like to do on weekends? What is your favorite movie?).
- ➤ When finished, have them crumple up their paper into a ball.
- Ask everyone to stand and form a circle. Count to three and then have everyone throw their paper ball into the center of the circle.
- Ask one person to briefly share his/her name, organization and what he/she does there. Then ask him/her to choose a paper ball, read the question out loud, and answer it.
- Then ask a second person to introduce him/herself, choose a ball, and answer the question. Do not allow others to choose a ball until they have introduced themselves.
- Continue until all participants have introduced themselves.

Facilitator Tip

These objectives may

differ based on the

particular needs of each individual coalition.

Review the workshop objectives.

- The purpose of this workshop is to help organizations form or strengthen action-oriented coalitions that can more strategically engage in advocacy. More specifically, we will work together to:
 - o Craft an inspirational mission statement.
 - o Identify the coalition's advocacy goals.
 - o Determine membership criteria and a structure for leadership and coordination.
 - o Develop operational tools and processes to encourage productivity and efficiency.
 - Create a preliminary coalition charter, advocacy work plan, and fundraising strategy.
- This workshop will focus on:
 - o The structure and organization of the coalition.
 - The actual work, or advocacy agenda, of the coalition.
- Explain that it is OK if the coalition already has a charter and advocacy agenda. This workshop is an opportunity to build on what you've already started.
- **Review today's agenda.** Emphasize that facilitators will be both mindful and flexible regarding the schedule. Highlight the specific start and end times and breaks.
- Assure participants that this will be an active workshop! Each session will include discussion, exercises, and group work. Many decisions will be made, so everyone's consistent attendance and punctuality is essential.
- Explain that participants should expect some brief homework assignments to complete in the evenings.
- Review content of the participant packets. Remind participants to bring their materials with them each day.
- Explain the role of the Parking Lot flip chart. A Parking Lot is a tool to capture ideas or issues that can't be addressed at the moment but will be revisited later in the workshop. Encourage participants to write questions or topics there during breaks.
- Review workshop logistics (e.g., restrooms, emergency exits, meals, per diems, etc.).
- Ask for any final questions.

20 minutes

This is another rapport-building activity that also highlights the diversity among participants. Use this activity to collaboratively establish guidelines (i.e., "workshop norms") for how the group will uphold a spirit of teamwork while working together. This activity sets the cooperative tone of the workshop.

Explain that we will now do a fun exercise called "New Office Mate." Your organization has hired some new employees and this means everyone will now need to share workspace with one coworker. Your manager wants to see who might be compatible officemates.

Display the following questions on the slide.

- 1. Do you like to chat with colleagues during the day or keep quietly to yourself?
- 2. When solving a problem, do you like to first think independently about a solution? Or do you prefer to brainstorm solutions with a group?
- 3. Do you prioritize being fast and efficient in getting your work done, or are you more slow and deliberate?
- 4. What is your preferred method of communication—email, phone calls, or in-person meetings? Why?
- Form groups of 3 people. Take 5 to 7 minutes to discuss these questions in your group. Please be as honest as possible.
- > Debrief with the following questions:
 - What are the different work styles or work "personalities" we find among ourselves? Do we all share anything in common?
 - What benefits can diverse work styles bring to a group (e.g., creative thinking, learning from each other, or division of labor)?
- Make the following KEY POINTS:
 - ★ Even though we have similar professional interests and professional goals, we are different in how we express ourselves and our work styles vary. So we can assume that during this workshop we will likely have different opinions and disagree with each other as we work through the details of the coalition.
 - ★ At the same time, this diversity can be a real strength as it often generates ideas and creativity.
- Ask participants to name some benefits of a work team with diverse styles.



Invite participants to suggest some helpful guidelines (i.e., ground rules) that could help us respect these differences and promote harmony as we work together this week. Record responses on the Working Together flip chart. Ideas could include:

- All opinions have merit and all ideas have potential.
- Don't be afraid to speak your truth.
- If something is bothering you, say so. But say it respectfully and for the highest good of the group.
- Be willing to let go of small issues.
- Speak in turn.
- No emails or texting during discussions.
- Computers closed unless on break.

Facilitator Tip

Encourage the group to think beyond the typical and cliché group norms such as "respect all opinions," "talk one at a time," "be on time."

- Remind the group to also uphold these norms as they work together as a coalition.
- > Post the Working Together flip chart where it can be seen easily during the workshop.

STEP 5. Explain the consensus model

25 minutes

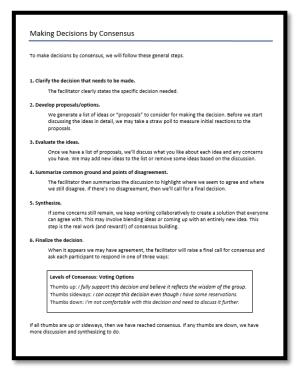
➤ Make the following KEY POINTS:

- ★ As representative members of this coalition, you will be making many decisions during this workshop that will be the basis of the coalition's development or strengthening. It is critical that you emerge from this meeting with a unified vision for the coalition.
- ★ There are a number of ways to make decisions as a group. The method that ensures the greatest level of agreement and cohesion is called consensus. This model might also prove useful during your coalition work.

Explain the value of consensus.

- Some models of decision-making, such as voting or compromise, can create a dynamic in which some people feel they "lose" or must give up something. Consensus avoids this dynamic by creating a solution where all participants get something they want.
- In consensus, the group carefully considers the input of all members and then attempts to weave this collective wisdom into a single solution that is acceptable to everyone.
- Consensus may take longer but it ensures buy-in from everyone. There is a good faith effort to address all legitimate concerns.

Refer to the handout: *Making Decisions by Consensus*. Mention that they can refer to this handout throughout the workshop.





Provide an overview of the consensus process.

Here is what the consensus process looks like.

- 1. <u>Clarify the decision that needs to be made</u> (e.g., membership criteria). As the facilitator, I will clearly state the specific decision we need to make.
- 2. <u>Develop proposals/options</u>. We brainstorm a list of ideas or "proposals." Before we start critiquing the ideas in detail, we may take a straw poll to measure initial reactions to the proposals.
- 3. <u>Evaluate the ideas</u>. Then we'll discuss what you like about each idea and any concerns you have. We may add new ideas to the list or perhaps remove some ideas based on the discussion.
- 4. <u>Summarize common ground and points of disagreement</u>. I will then summarize the discussion to highlight where we seem to agree and where we still disagree. If there's no disagreement, I will call for a final decision.
- 5. <u>Synthesize</u>. If some concerns still remain, we keep working collaboratively to create a solution everyone can agree with. This may involve blending ideas or coming up with an entirely new idea. This step is the real work—and reward—of consensus.
- 6. <u>Finalize the decision</u>. When it appears we may have agreement, I will raise a final call for consensus and ask each of you to respond in one of three ways.

Describe the three levels of consensus. Also point to this specific section of the handout.

- 1. I fully support this decision and believe it reflects the wisdom of the group (thumb up).
- 2. I can accept this decision even though I have some reservations (thumb sideways).
- 3. I'm not comfortable with this decision and need to discuss it further (thumb down).

If everyone responds with a thumb up or thumb sideways, then we have reached consensus. If there are any thumbs down, we have more discussion and synthesizing to do.

▶ Make the following KEY POINTS:

- ★ Sometimes this process will move quickly. At other times, it may not if the issue is particularly "sticky" and there are competing points of view.
- ★ Consensus does not mean that opinion is unanimous or that everyone is sure the decision will even work. Some individuals in the group may not even like the final decision. Yet they won't block the final decision because they believe their positions were fairly heard and that the decision reflects the best wisdom and interests of the group as a whole.
- ★ Although consensus is strongly recommended for this planning workshop, you may choose to use a different decision-making process within your coalition. We will discuss this later in the workshop.
- Ask participants to raise their hands if they feel comfortable trying the consensus model. Address any concerns from those who did not raise their hands (if any).

Facilitator Tip

Consensus is a highly effective decision-making model and is strongly recommended for this type of strategic planning workshop. However, some groups may prefer to use another model (e.g., majority voting) or to develop their own decision process. It is essential that participants feel ownership of their process, so be flexible and prepared to work with different models. If the group (or just a few members) feels unsure about consensus, suggest they at least try it a few times. The group is always free to adjust its process or develop a new process as needed.

Explain that the group must also decide what to do if they can't reach consensus on an issue.

This is often called a "decision rule." A decision rule helps us move forward with coalition planning even if participants can't reach consensus on a particular issue for the time being.



Brainstorm and flip-chart some ideas for a decision rule. Prompt with the following options if needed:

- If the decision is not urgent, put the decision aside and revisit later.
- Set a time limit on discussion and then move to voting.
- Send to a special committee to decide.
- Use a majority voting option:
 - Unanimity minus one or two votes.
 - Super majority thresholds (60 to 90 percent).
 - Simple majority (51 percent or more).
- ➤ **Discuss and agree on a final decision rule.** Clearly restate the process the group has chosen to make decisions (e.g., we will use consensus for all decisions but move to a majority vote if consensus cannot be reached).
- > Congratulate the group on making its first official decision as a coalition!
- Ask for any questions.

STEP 6. Introduce and define coalition charter

10 minutes

This workshop is organized around the core components of a key document often referred to as a "coalition charter." As we work through the sessions, your coalition will build or strengthen its draft charter.

Describe a coalition charter.

- A coalition charter details how a coalition is organized and how it functions.
- It is also known as *bylaws*, *constitution*, or *terms of reference*.
- If a coalition chooses to register as a legal entity, it must usually submit a charter to the registering authority.

Review the common elements of a coalition charter.

- Name of the coalition
- Mission statement
- Advocacy goals
- Membership
- Legal status
- Leadership structure
- Coordination structure
- Committees and work groups
- Meeting guidelines
- Decision-making
- Amending charter
- Dissolution

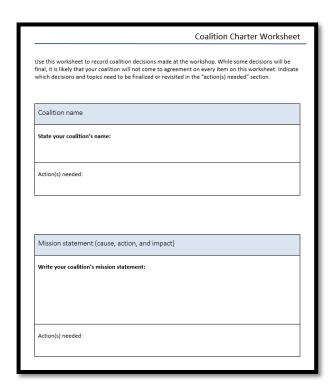
▶ Make the following KEY POINTS:

- ★ Your charter does not have to follow this order or include all of these components. You may even decide to add components of your own. The content of a coalition charter is flexible and should meet the needs of the group.
- ★ There are case studies in your packet that tell the stories of coalitions and detail important parts of their charters. We will review these case studies over the next few days.
- Ask if anyone has experience writing a charter or organizational bylaws. What was that experience like? What did you learn from that experience that would be helpful for us now? (Provide your own example if participants don't have examples to share. If the coalition has a draft charter already, ask those who worked on the draft to share their experience.)

STEP 7. Introduce planning tools

5 minutes

- Explain that when we write a first draft of a charter, it is easier to fill in a general outline than to write the charter from scratch.
- Refer participants to the handout *Coalition Charter Worksheet*. Explain that we will use this tool to outline the components of a charter and to help organize our thoughts and decisions.



▶ Make the following KEY POINTS:

- ★ We will not likely complete all details of the charter during this workshop. There will certainly be more discussions and decisions to be made after consultation with other key stakeholders.
- ★ If you have a draft coalition charter or terms of reference, you might work to reconcile your current draft and the charter worksheet after the workshop.
- ★ Notice that the bottom of each box on the *Coalition Charter Worksheet* gives you space to record which decisions and topics need to be finalized or revisited. Later we will agree on a plan and timeline for action items.
- Refer to the To Do List flip chart. Explain that we will also record these "follow up" issues on a separate flip chart as an official record of this workshop.
- Request a volunteer to serve as recorder for the duration of the workshop. That person will be responsible for recording items on the To Do List flip chart.
- **➤** Make the following KEY POINT:
 - ★ Often during these types of discussions we can find ourselves stuck in disagreement and not moving forward. It can be useful to put these issues on hold to revisit later. When this happens, I will record these "sticky issues" on the Parking Lot flip chart. We will take a fresh look at them at a later time when we might have clearer insights or new perspectives.
- > Ask for any final questions.



Explain that after a short break we will begin with defining and describing advocacy coalitions.



Session Objectives

After this session participants will be able to:

- Define an advocacy coalition.
- Describe the potential opportunities and drawbacks inherent in advocacy coalitions.



11:00–12:00 1 hour

Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Bell (optional)

GETTING PREPARED

- ✓ Load the slides.
- ✓ Create the following flip charts. Hang them on opposite walls or easels and cover until needed (if the group is very large, consider making an additional set of flip charts).

<u>Opportunities</u>

<u>Drawbacks</u>

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

Explain that this session will give us a broad overview of advocacy coalitions and will explore the potential opportunities and drawbacks of working together in a coalition.

Facilitator's Guide

DAY 1

Introduction to Advocacy Coalitions

State the session objectives:

- Define an advocacy coalition.
- Describe the potential opportunities and drawbacks inherent in advocacy coalitions.

STEP 2. Define advocacy coalition

10 minutes



Ask participants to brainstorm words that come to mind when they think of coalitions.

Flip-chart key elements of their responses, which might include:

- Collaboration
- Partnership
- Alliance

- Common goal
- Shared purpose
- Members

- Tension
- Compromise
- Debate

- Participation
- Collective action
- Unity

Elaborate on the definition of an advocacy coalition from the slide.

• "Is a group whose members commit to a shared purpose and processes to conduct advocacy, while each member organization maintains its own autonomy."²



Explain that an advocacy coalition:

- Can bring together different types of organizations and individuals from multiple sectors.
- Can be permanent or temporary, single issue or multi-issue, geographically defined, or limited to certain constituencies. The scope of the coalition depends on its reason for forming.
- Balances unified coalition interests with member autonomy. Partners maintain a
 certain level of independence while maintaining a formal obligation toward a mutual
 goal they agree could not be achieved alone. Sometimes members must put aside
 their own interests to promote the interests of the coalition.
- Is action-oriented and focused on creating change, rather than serving as a forum to simply share information and raise awareness.
- The word "coalition" is often used interchangeably with other labels for collective action such as alliance, network, consortium, and working group. The term you use is less important than the actual work you do together.

Facilitator Tip

Some participants may want to know the best size or type of coalition. There is no one-size-fits-all answer—it will depend on the purpose and goals of the coalition.

Facilitator's Guide DAY 1

Introduction to Advocacy Coalitions

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² Adapted from "What Makes an Effective Coalition?" TCC Group and the California Endowment, 2011.



Ask participants to name some advocacy coalitions they already know or participate in (local, regional, national, or global). Flip-chart the names.

- Choose a few examples given by the participants and ask the following questions about each:
 - Why did this group come together?
 - Why might this coalition have stronger influence on decision-makers than an organization alone?
 - Did this group bring together a variety of sectors?
 - What are some achievements of this coalition? What actions has this coalition taken on its advocacy issue?

STEP 3. Understand advocacy

15 minutes

Make the following KEY POINTS:

- ★ Because we are here to build or strengthen a coalition that will conduct advocacy and take collective action on health and policy issues, it's important that we share a similar understanding of advocacy.
- ★ The term "advocacy" can have many meanings across countries and contexts.

Invite three participants to read the example definitions of advocacy from the slide.

Policy advocacy is the deliberate process of informing and influencing decision-makers in support of evidence-based policy change and policy implementation, including resource mobilization. (PATH)

Advocacy is a process that places an issue high on the political agenda, increases financial and other resources on a sustainable basis, and holds authorities accountable for commitments. (Stop TB Partnership)

Facilitator Tip

In the first definition, "resource mobilization" refers to resources for the health issue, not for the coalition.

Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision makers toward a solution. Advocacy is working with other people and organizations to make a difference. (CEDPA)

> Facilitate a brief discussion with the following prompts:

- What do these definitions have in common?
- How do these definitions compare with your own view of advocacy?
- What, if any, elements are missing?



Ask participants to brainstorm the key elements of advocacy that are important to them as a coalition and flip-chart their responses. Possible answers might include:

- Evidence-based advocacy.
- Influence decision-makers.
- Address a problem.
- Mobilize communities.
- Bring together nontraditional actors.
- Change policies, knowledge, and behavior.

Summarize with the following KEY POINTS:

- ★ Advocacy can manifest in many different ways. But at its core, advocacy can be understood as a well-organized effort to gather support and encourage action to make change.
- ★ Advocacy coalitions develop shared advocacy goals. Usually these involve changing policies, ensuring existing policies are funded or implemented, and mobilizing stakeholders in support of an issue. And increasingly, advocacy coalitions are working to hold decision-makers accountable for policy and funding commitments. We will talk more about advocacy goals later.
- ★ Coalitions themselves are not advocacy strategies. Simply building a coalition is usually not enough to influence advocacy outcomes. The coalition itself becomes an *advocacy actor* that then creates and implements an advocacy agenda to achieve change.
- > Ask for any final questions.



ACTIVITY: PROS AND CONS PING PONG

30 minutes

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This activity stimulates both the body and mind while participants rapidly assess the value and costs of advocacy coalitions.

- ➤ **Divide participants into two teams**. Team A stands in front of the Opportunities flip chart and Team B stands in front of the Drawbacks flip chart (for large groups, consider using two sets of flip charts with four teams).
- > Explain that there are both opportunities and drawbacks to coalitions for advocacy. Give teams 1 minute to brainstorm either pros or cons to working in coalitions and quickly write their answers on their flip chart.
- After 1 minute, ask teams to switch flip charts quickly and add more ideas to the existing list (ring the bell, if using, to prompt teams to switch).
- Continue this way, changing every minute, until there are no more ideas.

- > Gather everyone at the Opportunities flip chart. Discuss the responses with questions such as:
 - Why might this be an opportunity?
 - Does anyone have a different view about this response?
- Supplement with any items from the lists below:

Opportunities

- Networking and partnership opportunities
- o Access to information, current data, and trends
- Better access to policymakers
- Enhanced visibility, higher profile, ability to leverage greater media attention
- Safety in numbers for sensitive issues
- Fill gaps in skills and expertise that individual organizations may not have
- Enhanced credibility with a coordinated plan, a united front, and a consistent message
- o Creates public perception of tangible, broad community support
- Economies of scale and cost-efficiency
- o Division of labor and reduced duplication
- o Brings various groups together for the first time or in new ways
- Then gather everyone at the Drawbacks flip chart. Facilitate a similar discussion at the Drawbacks flip chart using questions such as:
 - Why might this be a drawback?
 - Does anyone have a different view about this response?
- Supplement with any items from the lists below:

Drawbacks

- Coalition management can be cumbersome
- Members must allow the coalition to get credit for accomplishments
- o Not all of the priorities of each member agency will be addressed
- Personality clashes and disagreements on priorities, leadership, tactics, processes
- o Power imbalances and unequal effort between members
- o Salary, per diem, or funding can be a source of tension
- Consensus-building takes time and effort
- Need for compromise can generate "middle ground" approaches or diluted advocacy priorities
- Facilitate a brief discussion with the following questions:
 - How does your experience with partnerships influence your feelings about forming or strengthening this advocacy coalition?
 - Are there certain advantages or disadvantages you want to be sure to address as you build your advocacy coalition?

Facilitator Tip

Sometimes a participant will name an opportunity or challenge that is unique and requires additional explanation. In these instances, the facilitator should ask the participant to tell the group more about that particular opportunity or challenge.

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DAY 1

> Summarize with the following KEY POINT:

★ There will always be advantages and disadvantages of working within a coalition. It's most important, however, that the opportunities outweigh the drawbacks of working together to achieve your advocacy goals.

STEP 5. MOVING AHEAD!

> Explain that before we get into the details of coalition planning, we'll use the next session to reflect on what has brought us here together.

Session Objectives

After this session participants will be able to:

- Identify the main reason for forming a coalition.
- Imagine how their coalition's efforts will have lasting impact.



12:00-13:00

1 hour

Materials

- Flip chart paper
- Colored markers
- Tape

GETTING PREPARED

- ✓ Load the slides.
- ✓ Assemble enough colored markers for three teams.

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

- You have all come together to form an advocacy coalition for a reason. There is something that you want to accomplish together, but you may not yet have clearly defined this as a group. Now we'll take time to create your coalition's vision—the change that you want to see or the lasting impact you want to have.
- > State the session objectives:
 - Identify the main reason for forming a coalition.
 - Imagine how the coalition's efforts will have lasting impact.

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A visual exercise like this helps participants literally "see" why they are forming a coalition: the gap that a coalition can fill and the lasting impact the coalition can have. This also serves as an early, hands-on team-builder.

> Divide the group into three teams. Try to mix up participants from previous groupings.



Give teams 5 minutes to discuss the two questions for their team.

Team 1

- What do you have in common as individual organizations?
- What inspires you?

Team 2

- What does it look like to work as separate organizations?
- What is missing or lacking about working separately?

Team 3

- What would it look like if your coalition is successful?
- What will be the ultimate change that comes from your coalition's advocacy efforts?
- Provide each team with a piece of flip chart paper and some colored markers.
- Ask teams to create a poster with words, symbols, or pictures that illustrate the responses to their questions. Encourage teams to be creative. Their poster should show the essence of their group's discussion.
- After 15 minutes, ask each team to present its poster to the full group.
- Facilitate a group discussion with the following questions:
 - What values/principles do you all seem to share?
 - Do you see your themes reflected in the drawings of your colleagues?
 - What is the ultimate change you want to see?
 - What can your groups achieve together that you cannot achieve on your own?
- Summarize with the following KEY POINT:
 - ★ You just discussed the reasons why you are committed to forming a coalition. You have a clearer purpose and shared understanding of why you are all in this room together.

STEP 3. MOVING AHEAD!

Explain that you have now affirmed the value of your coalition and identified a vision that unifies your groups. After lunch you will use this vision as a "guiding light" to help you craft a unique mission statement for the coalition.

LUNCH 13:00–14:00 (1 hour)

Session Objectives

After this session participants will be able to:

- Define a mission statement and describe its components.
- Draft a coalition mission statement.
- Name their coalition.



14:00–17:15 3 hours

(plus 15-minute break)

Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Color dot stickers
- Sticky notes (pink, green, and blue)
- Handout: Sample Mission Statements
- Handout: Coalition Charter Worksheet
- Handout: Pre-workshop Organization Survey
- Handout: Advocacy Coalition Case Studies

GETTING PREPARED

- ✓ Load the slides.
- ✓ Select two mission statements from the *Sample Mission Statements* handout for later discussion.
- ✓ Create the following flip charts and hang together.

Our Cause	Our Actions	Our Impact				

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

- Mention that you are now ready to create a mission statement and a name for the coalition that will tell the world what you plan to do to bring about the ultimate change you want to see. We'll start by describing the main components of a mission statement.
- > State the session objectives.
 - Define a mission statement and describe its components.
 - Draft a coalition mission statement.
 - Name the coalition.

STEP 2. Give an overview of mission statements

25 minutes

Refer to handout: Sample Mission Statements.

Sample Mission Statements

The following are mission statements from different types of advocacy coalitions of which PATH is a member. Notice the range of styles and descriptions.

- Through advocacy, coordination, and education, the Zambia Alliance for Maternal, Neonatal, and Child Health (MNCH Alliance) works to improve health outcomes for adolescents, mothers, newborns, and under five children in Zambia.
- 2. To value and consolidate the power within communities throughout Africa to end the injustice of TB, a curable disease from which millions of our people suffer and die each year. We enable infected and affected communities to advocate for universal access to TB services by enhancing advocacy skills, knowledge tools and opportunities to contribute to and hold all stakeholders accountable for achieving a TB-free Africa (Africa Coalition on Tuberculosis, ACT!).
- To bring together a diversity of partners and mobilize their collective strengths to increase access to a full range of affordable, quality reproductive health supplies in low- and middle-income countries (Reproductive Health Supplies Coalition).
- The Global Health Technologies Coalition advocates for research and development of tools to prevent, diagnose, and treat global diseases so health solutions are available when we need them.
- 5. To make female condoms universally accessible, affordable and available to all by broadening and strengthening the support base for female condoms, sharing knowledge and expertise among actors and by jointly advocating for female condoms (International Advocacy Platform for Female Condoms).

Invite participants to take turns reading each mission statement out loud.



Ask participants to identify the common elements they notice in these mission statements and flip-chart their responses. Draw out answers such as:

- Coalition's name
- Coalition's purpose
- The strategies it uses
- Who it serves
- Values

Facilitate a brief discussion with questions such as:

- How do the statements differ?
- Are there mission statements that you like, or that really "speak" to you? Why?

Facilitator Tip

If participants begin debating the wording of the mission statements, explain how the debate validates the importance of word choice, which we will discuss later.

Review the slide on mission statements. A mission statement:

- Explains why you exist as a coalition to members and to people outside.
- Shows what you are doing to accomplish your vision.
- Should reflect your coalition's special niche.
- Reveals something about the values, passions, and principles that motivate your work.
- In general, does not detail your work or your advocacy goals.
- Is concise, inspirational, and often "catchy."
- Is frequently used in websites, publications, press releases, brochures, proposals, etc.

Review the elements of a mission statement.

- Three main elements are:
 - Cause (who we serve and why).
 - Actions (what we do).
 - Impact (changes for the better).
- Not all mission statements have all three elements, but most do. They do not need to appear in this order.
- Read one or two of your pre-selected mission statements from the handout and ask participants to identify the cause, actions, and impact. Prompt with questions such as:
 - Is it missing any main element?
 - Is any main element not specific or clear?
 - If you were a decision-maker, would you know what the coalition wants to achieve?
 - How could you strengthen this mission statement?



The purpose of the exercise is to develop a preliminary mission statement. Several hours or longer may be needed to fully discuss the content of the statement and to arrive at consensus. Furthermore, members of the coalition who may not be present may want to give input after the workshop.

Explain that you will now complete an exercise to help you create your own mission statement by thinking through your coalition's cause, actions you will take, and impact you want to see.

I. Storytelling: 20 minutes

- Divide participants into small teams of three to five people each (no more than three teams).
- Give the following instructions:
 - Reflect again on your vision and the ultimate change you want to create.
 - Now focus on the life of a particular person, family, or group affected by the issues you seek to address. Perhaps they are people you actually know or interact with, or they may be hypothetical.
 - Write a very brief story (only two to four sentences) about how that person or family's life
 was different after your coalition was successful. What were some of the positive ripple
 effects of that change? Write a short story your coalition hopes to make true.

	Show this example on the slide, inspired by the International Advocacy Platform for Female
$\overline{\mathcal{M}}$	Condoms case study (located in the auxiliary materials).

"Because our coalition advocated for female condom distribution, women in District X now have greater access to their own tools to stay protected from unplanned pregnancy and HIV. More women come to the clinics now and they feel more confident to request services for themselves and their daughters."

- Give teams 8 to 10 minutes to write their stories. While they are writing, distribute three or four sticky notes of each color (green, pink, and blue) to each table.
- Ask teams to look at their stories and to CIRCLE any words that mention a specific place or person. Then write each of these words on a separate GREEN sticky note. Explain that these indicate our cause—who we serve and what we believe in.

Facilitator Tip

To aide those participants who are unable to see color in this exercise, you may want to write the color's initial on the bottom corner of each sticky note.

Wait for participants to finish circling before moving to the next instructions.

Facilitator's Guide DAY 1

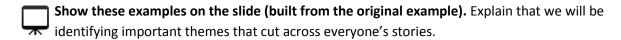
Coalition Mission and Name

³ Exercise and example adapted from "A Step-by-Step Exercise for Creating a Mission Statement," from Nonprofit Hub.

- Then have them put a BOX around any words that describe the coalition taking action (it's OK to overlap with any circles). Write each of those words or phrases onto separate PINK sticky notes. Explain that these are the actions the coalition will take.
- Wait for participants to finish making boxes before moving to the next instructions.
- Finally, UNDERLINE something in the story that changed for the better. Write that on a BLUE sticky note. These will be our coalition's impacts.
- Remind teams that it is OK if their story doesn't contain each of these elements. All stories will have at least some circles, boxes, or underlines.

II. Sharing: 20 minutes

Now explain that by listening to each group's story, we should be able to identify patterns and similarities that emerge among cause, actions, and impact.



Our Cause	Our Actions	Our Impact
Women Mothers and daughters	 Influence policymakers Enable access to health services Advocate 	 Health Empowerment Stronger families



Ask each group to share its story. Ask them to identify their circles, boxes, and underlines and have each group attach its sticky notes on the corresponding flip charts (Green=Cause, Pink=Actions, Blue=Impact). If a group doesn't have one of the elements (actions, for example), ask how they could have incorporated that into the story. Have them write it on a sticky note and place on the chart.

- After all groups have shared, cluster their sticky notes with similar ideas together on the flip charts. Patterns and similarities will develop naturally.
- Look at the clusters and label the different themes that emerged in each category. Write those themes on the flip charts.

Facilitator Tip

You may ask everyone to stand in front of the flip charts as they share stories and place their sticky notes. That can help engage everyone and serve as an energizer.

III. Craft your statement: 20 minutes

Explain that the next step is to link these themes together into a mission statement.

Show these examples on the slide (built from the original example). Indicate how the cause (green), actions (pink), and impact (blue) can be placed in different order.

"We help women stay healthy by advocating with policymakers to ensure access to essential services."

"Helping empower women by conducting advocacy for gendersensitive health services."

"By influencing policymakers, we promote health and empowerment for women and their families."

- Explain that we will now write a mission statement that incorporates the cause, actions, and impact themes they just identified as a large group. They should think about a mission statement for the coalition as a whole, not in relation to the stories that each group shared.
- When writing your mission statement, keep the following things in mind:
 - Don't obsess about perfect word choice. Just get some thoughts onto paper.
 - Keep it short. Many of the best mission statements have fewer than 10 words.
 - Keep it simple. Use your natural speaking style. Don't use jargon.
 - Avoid generic phrases or clichés like "make the world better."
 - Say it out loud. Is it easy to say? Does it sound awkward? Memorable? Catchy?
- Give each group a piece of flip chart paper, and tell them they will have 15 minutes to craft a mission statement. When they've come to an agreement, instruct them to write their mission statement on the flip chart.



After 15 minutes, ask each group to hang its flip chart and share its mission statement.



IV. Consensus on final mission statement: 60 minutes



- Mention that we now have several possibilities that we can use to build a final mission statement for the coalition.
- Remind participants that details about your work will be fleshed out on the coalition charter—the mission should provide a brief overview of your work.

- > Stress that as we reach consensus on your final mission statement, it is important to step back from the attachments you have to the mission statement your group just drafted. This is a time to listen to all options, keep an open mind, and work together to come to consensus. We're all on the same team!
- Facilitate discussion to reach consensus on a final mission statement using the steps below:
 - 1. Clarify the decision to be mad (final mission statement).
 - 2. Develop proposals/options (read each group's mission statement out loud).
 - 3. Evaluate the ideas.
 - 4. Summarize common ground and points of disagreement.
 - 5. Synthesize.
 - 6. Finalize the decision.

Ideas for facilitation

- Ask participants for similarities they see, and underline similarities in each mission statement with different markers. Point out that, though the wording is different, the same themes run throughout.
- Ask participants which phrases/words they like the most (comparing similar phrases) and write on a separate flip chart.
- Ask participants if they'd like to adopt one or blend the ideas. If blend, agree on the best wording to synthesize all ideas. Write winning phrases/words on flip chart.



Write the final mission statement on a new chart.

- ➤ Give participants 2 or 3 minutes to write their mission statement on the *Coalition Charter* Worksheet.
- > Summarize with the following KEY POINTS:
 - ★ A mission statement does two things: tells the world why your work matters and leads or inspires your coalition to do what matters. Do you feel this mission statement does both?
 - ★ You may want to appoint a committee to get feedback from members who are not present and to finalize the wording. Then present the final mission statement to coalition members for consensus or vote.

- Make the following KEY POINTS:
 - ★ Developing a coalition mission statement is an important step in shaping your coalition identity. The name of your coalition also sends a clear and concise message about the coalition's areas of interest and even its general character.
 - ★ Names should be short (5 or 6 words maximum) and convey the essence of your coalition.

Facilitator Tip

Existing coalitions may already have an agreed-upon name. If that is the case, consider using this session to come to consensus on a short-hand way to refer to the coalition (abbreviation or acronym).

> Ask each team to now brainstorm 1 or 2 potential names for the coalition. Encourage them to reference the case studies for ideas.



After 10 minutes, ask each team to share its ideas and record them on a flip chart.

DECISION CHECKLIST

Name of the coalition.



- > Facilitate discussion to reach consensus using the steps below:
 - 1. Clarify the decision to be made (coalition name).
 - 2. Develop proposals/options (refer to the team brainstorm list).
 - 3. Evaluate the ideas. Possible discussion questions include:
 - Does anyone have strong opinions in favor of any of the names?
 - Why are those names preferred?
 - What messages do the names convey?
 - 4. Summarize common ground and points of disagreement.
 - 5. Synthesize.
 - 6. Finalize the decision.



Write the final name on a new flip chart.

- Give participants a moment to write their coalition name on the Coalition Charter Worksheet.
- Record any topics still in debate from the Parking Lot flip chart, if any.
- Ask the volunteer recorder to note any follow-up issues or decisions on the To Do List flip chart.



- > Tomorrow we will determine the coalition's advocacy issues and goals. To prepare for this work, it will be helpful if you review two documents before we meet.
- Prior to the workshop we asked you to complete a brief survey with your organization. The survey helped your organization identify its expectations for this new coalition and ways it can contribute to and benefit from the coalition's work. Please review the results of those discussions and bring the survey results with you tomorrow (distribute copies of the Pre-workshop Organization Survey if needed).
- Refer to the handout Advocacy Coalition Case Studies.

Advocacy Coalition Case Studies

CASE 1: South African Maternal, Newborn, and Child Health Advocacy Coalition

Background

On the eve of a national Maternal, Newborn, and Child Health (MNCH) forum in South Africa in 2014, three international nongovernmental organizations (NGOs) hosted a pre-forum event where 14 civil society organizations (CSOs) signed a pledge committing to joint campaigning and advocacy. Afterwards, these three core NGOs formed a Steering Committee, drafted a charter, and formed the South African MNCH Advocacy Coalition with civil society partners.

<u>Mission</u>
The South African MNCH Advocacy Coalition does not have an official mission statement. Its stated purpose is to:

Increase public and relevant sectors' awareness on child and maternal health issues: raise the profile and political attention given to child and maternal health; influence relevant policies, legal, political and social changes to improve child and maternal health; and hold government, health providers, and others to account for the commitments made to women and children.

Membership

Any local, national, or international CSO or nonprofit organization (e.g., research institutions, professional associations) working on health-focused interventions and operating in South Africa may become a member.

Structure, leadership, and decision-making
The coalition is loosely structured and has not registered as a legal entity. A Steering Committee comprised of the three founding NGOs guides the operation and activities of the coalition. The Steering Committee is chaired by one member who rotates quarterly. Decisions are made by coalition members at meetings, and meetings occur as needed. The coalition has a draft charter, but there are no officers, formal meetings, voting guidelines, or official committees.

Advocacy goals and activities

The specific advocacy goals of the coalition are to:

- . Build and promote engagement of CSOs in policy and governance discussions, and create a platform to influence relevant policies and social changes to improve child and maternal health.
- Establish mechanisms to harness information and best practices to align advocacy campaigning.
- Leverage key moments, such as World Breastfeeding Week, to increase public awareness of and

Initially the coalition had planned to carry out joint advocacy campaigns, media campaigns, or special events two or three times a year. Without funding, however, the coalition now mainly serves as a networking channel through which members email each other with program updates, requests.

▶ Make the following KEY POINTS:

- ★ The coalitions featured in the case studies are examples of coalitions that PATH, the author of this curriculum, has led or been a member of. The case studies provide "real-life" examples of advocacy coalitions and their missions, advocacy goals, membership, structure, and funding strategies.
- ★ There is no perfect example among these case examples. You'll see from the case studies that each coalition has its own structure, processes, and advocacy agenda, as well as challenges and successes.
- ★ These resources are designed to spur thinking for your own coalition. We do not want you to copy these examples, but rather to pull or adapt elements you think may work well for your coalition.
- Please take a few minutes tonight to read through several descriptions. Notice how they differ in mission, advocacy goals, structure, and ways of operating. See if any options appeal to you. We will discuss these examples in more detail tomorrow.
- Answer any final questions.

Note: Giving a homework assignment will also give you some early insight into which participants follow through with tasks, who can manage their time, and who takes the activity seriously. These will be valuable insights into the readiness of different participants to realistically commit to coalition work and take productive leadership roles.

Session Objectives

After this session participants will be able to:

- Summarize the day's topics and achievements.
- Provide feedback about the workshop so far.



Materials

Index cards

FACILITATING THE SESSION

STEP 1. Summarize the day

5 minutes

- Congratulate and thank participants for their enthusiasm and hard work.
- Quickly review the main topics and group accomplishments from the day.
- Ask participants for any final questions or comments about the day.

STEP 2. ACTIVITY: FEEDBACK

10 minutes

- ➤ Distribute index cards for participant feedback about the day. Ask them to draw a "+" on one side and write one thing they learned/liked today. On the other side, draw a "−" and write one thing they would like to see changed.
- > Attend to any remaining logistics and close the day.

AFTER THE DAY:

- 1. Review participants' feedback. Prepare a summary for the following morning.
- **2.** Review today's progress and tomorrow's agenda. Adjust the content and timing as needed based on participant feedback.
- **3.** Rearrange flip charts that are no longer needed and prepare flip charts for the next day.

DAY 2 FACILITATION INSTRUCTIONS

Yesterday participants started to bond together under a vision for the coalition and a unifying mission. Today's first session furthers that cohesion with a team-building exercise that reveals the complex dynamics of how people work together (or not) in groups.

Next, participants study some real-life examples of advocacy coalitions to explore the many different ways coalitions can be organized and function, as well as what different advocacy agendas look like. This session will help the group to think more expansively and creatively throughout the workshop as they determine how best to design their own coalition and advocacy strategy.

The afternoon focuses on the coalition advocacy agenda: the advocacy issues and goals the coalition will pursue.

Today's Schedule

Opening Session	9:00–9:15			
Dynamics of Groups	9:15–10:15			
Coalition Sampler	10:15-11:00			
Break	11:00–11:15			
Advocacy Issues	11:15–13:00			
Lunch	13:00–14:00			
Advocacy Goals	14:00–15:15			
Break	15:15–15:30			
Advocacy Goals (continued)	15:30–17:00			
Daily Summary and Closing	17:00–17:15			

Today's Materials

- Laptop, LCD projector
- Screen, power cords
- PowerPoint slide set
- Flip charts, easels, tape
- Colored markers
- Index cards
- Name tags

- Agenda
- Color dot stickers
- Notecards
- Handouts:
 - Advocacy Coalition Case Studies
 - Coalition Charter Worksheet
 - Advocacy Coalition Charters
 - Sample Advocacy Goal Statements

Session Objectives

After this session participants will be able to:

- Recollect the key points from the previous day.
- Outline objectives for the day.



9:00–9:15 15 minutes

Materials

- Flip chart paper, easels, markers, tape
- Agenda

GETTING PREPARED

- ✓ Write today's agenda on a flip chart and post.
- ✓ Hang the final Mission Statement and Coalition Name flip charts from yesterday in a visible location.

Mission Statement

Coalition Name

FACILITATING THE SESSION

STEP 1. Welcome and Day 1 feedback

10 minutes

- > Welcome participants.
- > Briefly summarize the participant feedback from yesterday and describe any adjustments planned for today.

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- Ask participants to name the main accomplishments or outcomes from yesterday. Responses may include:
 - Group rapport
 - Working Together principles
 - Mission statement
 - Coalition name
- > To refresh the group's memory, ask a participant to read the final mission statement and the coalition name from the flip charts.

STEP 2. Review today's agenda

5 minutes

- Refer participants to their agendas.
- ➤ Review the main topics and activities planned for the day. Explain that today we will build on that mission statement and determine what advocacy goals you will pursue to fulfill that mission. We will use the case examples that you reviewed last night to get some ideas.
- > Encourage participants to take notes throughout the day and to remember it is OK if not all of the decisions made today are final.
- Refer everyone to the Working Together flip chart and review. Ask if there are any updates to the list. Share ways that you saw the group upholding these principles yesterday.
- > Ask for questions.

Session Objectives

After this session participants will be able to:

- Describe how leadership, organization, participation, and conflict can manifest within a group.
- Identify qualities or practices that make coalitions effective.



9:15-10:15 1 hour

Materials

Flip chart paper, easels, markers, tape

GETTING PREPARED

✓ Create the following flip chart and cover until needed.

PARTY PLANNING

Invitation list Food Music/entertainment Venue/decorations

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

- Explain that coalitions often bring together people with different personalities and work styles. Understanding how members' talents and skills can complement one another is important in ensuring the effectiveness of your coalition.
- > State the session objectives:
 - Describe how leadership, organization, participation, and conflict can manifest within a group.
 - Identify qualities or practices that make coalitions effective.

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DAY 2

This activity gives participants a taste of what it will be like to work together as a group. It should be a fun exercise and build solidarity among the participants.

> Tell the participants that we will start with a little fun. Explain that we want to plan a party to celebrate the launch of our new coalition. Our budget is modest but enough for a memorable, enjoyable event.



Uncover the Party Planning flip chart. Explain that these are some key issues to consider although there may be others you want to add. Review the list (if people want to add to the list right away, ask them to wait until the planning begins).

- Explain that they will have 15 minutes to organize themselves and make their plans. Encourage them to be creative and to have fun!
- **Do not give any advice or further instructions on how to complete this task.** The idea is for them to create and follow their own process.
- ➤ While participants plan the party, move to the side or back of the room and quietly observe. Take note of the leaders who emerge, how decisions are made, and any significant dynamics, statements, or nonverbal behavior you observe.
- > After 15 minutes reconvene the group, even if they have not finished their planning.

STEP 3. Debrief the activity

25 minutes

- > Explain that we will now talk about what happened during the party planning.
- Ask a volunteer to give a quick overview of their party—who is invited, where will it be held, what food and entertainment will you provide, etc.?



Facilitate a discussion with the following questions. Take brief notes on a flip chart as participants talk about their experience.

- Leadership: Did anyone in particular take a leadership role? What did these people do? Did others listen and follow directions?
- Organization: How did the group organize itself? Did it form smaller task teams? Did everyone work independently? Was the workload equitable?
- Participation: Did everyone participate? Were some people more vocal than others? Did you participate eagerly or out of obligation? Did you feel needed?
- Outcomes: How much progress did you make? What accelerated or slowed down your decision-making process?
- Conflict: Did any conflicts or disagreements emerge? Over what? If so, how were they resolved? When were they resolved? Did you feel that your colleagues respected your point of view? Would you want to plan another event with this group?

- Ask participants to identify similarities between this exercise and working in coalitions (e.g., roles, ownership, commitment, motivation, and resolving disagreement). What are some important "take home" messages for working in coalition? Did anything work so well in your party planning that you'd like to use it in your work as a coalition (e.g., giving smaller groups decision-making authority for different tasks)?
- **▶** Make the following KEY POINTS to supplement what participants offer:
 - ★ Multiple skills are needed to get tasks done. Both visionaries/leaders and listeners/doers are essential in coalition work.
 - ★ People have very different talents and work styles. It works best for the group when these talents can be paired with the right task.
 - ★ Agreeing on guidelines for how to complete tasks and work together prevents a lot of problems and disagreement.
 - ★ The more people involved in a task, the longer it can take to get done. An inclusive process may be slower but it can yield results we all accept.

STEP 4. Describe an effective coalition

15 minutes

Ask participants to reflect silently on what comes to mind when they hear the words "effective coalition." What does effective look like?



Invite participants to come to the flip chart and write down 1 or 2 qualities or practices of an effective coalition. Duplicate answers are OK. Responses might include:

- Adaptable/flexible
- Full participation
- Stays focused on goals
- Transparent decision-making
- Moves beyond talking, takes action
- Able to obtain funds, resources
- Frequent, productive communication
- Clear member roles
- Safe, respectful dissent
- Facilitate a debrief discussion with questions such as:
 - What are the common themes among the qualities or practices you've listed?
 - How unanimously do you agree on what "effective" looks like?
 - Which characteristics do you think are most important for your coalition?
 - For existing coalitions: In which areas could your coalition improve?
- Ask participants to elaborate on any responses that are not clear (e.g., who suggested____? What does that look like in an effective coalition?)



As you discuss, circle similar practices or draw lines to connect related ideas.

Summarize the themes that participants identified and explain that your coalition should keep these practices in mind moving forward. Hang the flip chart in a visible place.

Facilitator's Guide DAY 2

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STEP 5. MOVING AHEAD!

> Mention that we will now return to coalition planning. To help us get started, we will examine how other advocacy coalitions have organized themselves.

Session Objectives

After this session participants will be able to:

- Describe various ways an advocacy coalition can be organized and function, and how it can pursue its advocacy goals.
- Generate initial ideas on how they may structure their own coalition.



10:15–11:0045 minutes

Materials

- Flip chart paper, easels, markers, tape
- Handout: Advocacy Coalition Case Studies

GETTING PREPARED

- ✓ Load the slides.
- ✓ Select 3 or 4 case studies (depending on the size of the group) from the handout *Advocacy Coalition Case Studies* that will be most relevant or appealing to the group.
- ✓ Create the following flip charts and hang side by side.

Appealing

Unappealing

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

- As we begin to plan our coalition, it is helpful to look at real-life examples of different types of advocacy coalitions.
- State the session objectives:
 - Describe various ways an advocacy coalition can be organized and function, and how it can pursue its advocacy goals.
 - Generate initial ideas on how they may structure their own coalition.

STEP 2.



ACTIVITY: CASE STUDIES

25 minutes

This activity will help participants appreciate the range of frameworks used to organize coalitions. It can also stimulate ideas on how to structure their advocacy coalition.

- > Divide participants into three or four teams and refer to the handout Advocacy Coalition Case Studies (participants were asked to briefly review these case studies ahead of time). Assign a case study about a different coalition to each group.
- Give groups 10 minutes to read their assigned case study and identify that coalition's:
 - Mission statement
 - Advocacy goals
 - Membership criteria
 - Leadership and coordination structures
- Ask each group to briefly report on its assigned coalition (e.g., mission, advocacy goals, membership, committee structure, etc.).
- Facilitate a brief discussion:
 - How are the missions similar and different?
 - Do the coalitions have clear advocacy goals? How can you tell?
 - How is the coalition in your case study organized (e.g., leaders, committees)?
 - Who can be a member?



Ask participants what appeals and does not appeal to them about the purpose and structure of these coalitions. Prompt with the following questions, and write their responses on the prepared flip charts.

- What appeals to you about the way these coalitions are organized or operate? Why?
- Was there anything that was unappealing or that wasn't clear to you? Why?
- Were the coalitions' advocacy goals clearly stated?
- What aspects of their mission or advocacy goals seem applicable to your own coalition?
- Summarize common themes from their responses.
- > Facilitate a brief summary discussion:
 - Has this exercise given you any ideas about the structure and advocacy goals of your own coalition? What are they?
 - Have your ideas about coalitions changed at all from looking at these examples?
 - For existing coalitions: Are you rethinking any aspects of your own coalition based on what you've read?

STEP 4. MOVING AHEAD!

Explain that we can refer to these case examples for ideas throughout our planning process. The next step of that planning is to determine the coalition's priority advocacy issues.



Session Objective

After this session participants will be able to:

• Identify priority, potential, and problematic advocacy issues for the coalition.



Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Color dot stickers
- Notecards
- Handout: Coalition Charter Worksheet

GETTING PREPARED

- ✓ Load the slides.
- ✓ Create the following flip charts and cover until needed.

Priority Potential Problematic

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

- Far too often advocacy coalitions do not have critical conversations about what is most important to work on and what they absolutely cannot work on. This can lead to friction among members. We will use this session to explore and define which issues are most important to you as a coalition, and which ones might be problematic.
- State the session objective:
 - Identify priority, potential, and problematic advocacy issues for the coalition.

STEP 2. Discuss prioritization of advocacy issues

20 minutes

- Define advocacy issue from the slide.
 - An issue is a health topic or problem that your coalition might advocate on (e.g., maternal mortality, HIV prevention, childhood immunization, family planning, comprehensive sexuality education, essential newborn care, malaria treatment).
 - Ask participants why it is important for a coalition to prioritize a focused set of issues. Be sure the following reasons are mentioned:
 - Avoids duplication of effort.
 - Doesn't waste limited resources and funding.
 - Plays to your coalition strengths.
 - All members understand what they are endorsing.
 - Ensures coalition takes concrete/strategic action.
 - Communicate your advocacy work externally.

Describe the three categories of issues.

- A coalition can usually divide a list of advocacy issues into one of "three P's":
 - o Priority: key to the coalition's mission or advocacy agenda.
 - <u>Potential</u>: not essential to the coalition's mission or its advocacy agenda, but could play a role or become a priority later on. Doesn't mean they are not important or that you won't focus on them. Just not right now.
 - <u>Problematic</u>: issues the coalition will decidedly NOT work on. They may hold some risk for the coalition or cause difficulty for some member organizations.
- Categorizing advocacy issues in this way gives your coalition a framework to make strategic decisions on where to invest time and energy and to address any potential areas of tension or conflict up front.



Ask participants to brainstorm some criteria to determine a "priority" issue for their coalition. Write the key criteria on a flip chart. Criteria might include:

- Relevant to coalition's mission statement.
- Likely to impact our target population.
- Coalition members have experience and/or expertise in this issue.
- Can be improved through policy change, increased resources, or community/grassroots mobilization.
- Acceptable level of risk and/or sensitivity.
- Sufficient political will.
- Gap that coalition can fill.
- Ask by show of hands if the group is generally comfortable using these criteria. Adjust the list as necessary, and aim for 3 to 5 criteria.



Next, ask participants to brainstorm all the potential health issues or topics that the coalition could advocate on. Remind them that at this stage they are generating all possibilities. It may be helpful to think of the coalition's mission statement and the vision for forming this coalition. Write all the issues on a flip chart and post in a visible location.

Facilitator Tip

Make sure the group stays focused on <u>issues</u> (e.g., health financing) rather than advocacy <u>activities</u> (e.g., briefing meeting).

Explain that we will now do an exercise to help us determine which of these issues might be priority or potential issues for our coalition.



ACTIVITY: MUSICAL CHAIRS

55 minutes

This activity provides an energizing way to identify priority issues for the coalition.

- Ask all participants to stand up, bring their chairs to the center of the room, and form a circle, leaving enough space between the chairs for a person to step between them.
- Explain that we will be playing musical chairs to help us identify which issues should be a priority for the coalition.
- ➤ Make the following KEY POINTS:
 - ★ Keep in mind that we are identifying priority issues that are key to the mission of the coalition as a whole—your coalition's priority issues may differ from each individual organization's priority issues.
 - ★ This exercise is meant to give us a snapshot of what might be important to your coalition. You won't be tied to any issue you choose in this exercise.
- Ask for a volunteer and take his or her chair away.

- The volunteer will start by reading the first issue on the flip chart. If you personally agree that this is an important issue for the coalition to prioritize, quickly stand up, look for a new chair, and sit down. If you're neutral or opposed on an issue, don't move.
- The person without a chair will read the next issue on the list, and we will repeat the process of musical chairs.
- While you are standing up and moving around, facilitators will tally how many people thought the particular issue was important. The facilitator will also ask the volunteer who read the issue to say whether the issue is important to them, and if so, his/her vote will be added to the count.
- ➤ Have the volunteer read the first issue on the flip chart. Continue playing musical chairs until all the issues have been read.
- Add the remaining chair to the circle and ask everyone to sit down.
- Read the final vote count for each issue.
- Ask the group to assign each issue based on the votes to one of the prepared Priority or Potential flip charts. Priority issues might be clear or obvious vote winners—usually the top three or four issues. Potential issues are those with fewer votes.
- For each priority issue, ask the group if it meets the criteria they developed earlier (the criteria written on their flip chart, e.g., acceptable level of risk, relevant to coalition's main purpose and advocacy agenda, something that the coalition has significant expertise or experience with).
- ➤ Briefly discuss if any of the potential issues should be a priority. If there is not complete agreement to do so, the issue remains on the Potential list.
- Ask the group to choose the top three or four priority issues for which they will develop advocacy goals.

Probe for agreement by show of hands or nodding. Continue discussing and refining until the group agrees on its three or four priority issues.

Facilitator Tip

The specificity of a coalition's priority issues will largely depend on how broad or narrow the mission of the coalition is. For example, a coalition that focuses on maternal, newborn, and child health (MNCH) will likely have more general priority issues than a coalition that focuses narrowly on reducing maternal mortality. If you feel that participants are stuck on granular issues that don't speak to their broader mission, summarize larger themes that are emerging from the discussion for the coalition to consider. Even if the coalition chooses broader priority issues, they will have a chance to get more specific and targeted when we discuss advocacy goals. For instance, an MNCH coalition may select maternal, newborn, and child health as priority issues, and then craft advocacy goals that more narrowly focus on strengthening policies on postnatal care (newborn health) and increasing availability of medicines that prevent postpartum hemorrhage (maternal health).

Make the following KEY POINTS:

- ★ Keep in mind that your coalition is not permanently tied to the priority issues you've just chosen. This exercise gave us some insight into what issues are important to your coalition.
- ★ On a practical note, this exercise allows us to move forward to the next session and develop advocacy goals based on these priority issues.

STEP 4. Identify problematic issues for the coalition

25 minutes

- > Now it's important to identify issues that might be problematic to work on as a group.
- Make the following KEY POINTS:
 - ★ Problematic issues are issues that are somewhat related to your coalition's mandate but that the coalition decides are "off limits." It is important for members to have an honest conversation about what issues, if any, are problematic so there is clarity and alignment among members.
 - ★ Not every advocacy coalition will have such issues. Many will have none or only one or two issues that the coalition cannot pursue.
 - ★ These are not issues that are low priority or lacking information—these are issues that are deal breakers in coalition membership/participation.
- Distribute a notecard to each person.
- Instruct participants to write down any issues that their own individual organizations could not support or that they believe should be "off-limits" for the coalition. Remind them to reference their pre-workshop survey results on issues that their organizations can't support, as this may be relevant to the broader coalition. Emphasize that is OK if participants feel there are not many or any "off-limit" issues.
- After 5 minutes, collect all of the notecards.



As you read each aloud, ask a co-facilitator or volunteer to record them on the Problematic flip chart. Note which issues are mentioned most frequently and if any overlap with the Potential issues brainstormed earlier.

- Explore whether each issue should really be off-limits for the coalition or recognized as a point of tension between some members and the overall coalition.
 - Is this issue a no-go for the coalition?
 - If it is a potential issue for advocacy, how will the coalition manage this tension between the individual member(s) and the group as whole?
 - How can you work with a member who can't openly advocate on this issue, realizing their organization's sensitivities?

- Ask for agreement on the issues that are "out" by show of hands, or continue discussing and refining if needed. If time is running short, consider placing this discussion on the Parking Lot flip chart.
- **▶** Make the following KEY POINTS:
 - ★ Even if a coalition has decided NOT to advocate on a particular issue, a member organization could still do so independently, outside of the coalition.
 - ★ It is important to revisit these categories of issues every 1 to 2 years, depending on donors, government support, and changes in the advocacy landscape.
- Fell participants to take 2 to 5 minutes to write the coalition's priority, potential, and problematic issues on the *Coalition Charter Worksheet*.
- > Ask the volunteer recorder to note any follow-up issues or decisions on the To Do List flip chart.
- Participants can return to their original seating arrangement.

STEP 5. MOVING AHEAD!

Explain that the next step of our planning after lunch is to develop our advocacy goals based on these priority issues.



Session Objective

After this session participants will be able to:

• Identify the coalition's advocacy goals.



14:00-17:00

2 hours, 45 minutes (plus 15-minute break)

Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Handout: Sample Advocacy Goal Statements
- Handout: Coalition Charter Worksheet
- Handout: Advocacy Coalition Case Studies

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- ✓ Load the slides.
- ✓ Distribute three color dots to each participant.

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

- Now that your coalition has identified the issues you want to work on, you are ready to identify your advocacy goals. In other words, you will choose the strategic focus that will guide your coalition's advocacy activities.
- State the session objective:
 - Identify the coalition's advocacy goals.

Describe an advocacy goal from the slide.

- An advocacy goal guides your advocacy strategy. It specifies the <u>concrete</u> change your coalition wants to accomplish. It should be specific and clear so that you know when change happens.
- Advocacy goals focus on actions taken by decision-makers, such as changing or
 implementing policies or mobilizing resources. Advocacy goals <u>do not</u> focus on the actions
 your coalition will take. Actions taken by your coalition, such as issuing a press release, are
 called *activities*.
- Your goal should be reasonably achievable in 3 to 5 years.

Describe the main components of an advocacy goal from the slide.

- WHO: the decision-making institution with the power to make the change.
 e.g., ministry of health, parliament, council of chiefs
- WHAT: the change that your coalition wants to see.
 - e.g., standardized treatment guidelines, adolescent access to family planning
- HOW: the specific action that a decision-making institution will take to make the desired change a reality.
 - e.g., passing a law, signing a decree

Show examples of advocacy goal statements.

- The Ministry of Education will include family planning education in the mandatory national secondary curriculum.
- The Ministry of Health will remove the restrictions in the Health Insurance Reform Policy that prevent non-citizens from obtaining national health insurance.
- The Ministry of Health will deliver on committments to increase resources for maternal, newborn, and child health.

Facilitate a brief discussion about each example:

- What is the decision-making institution and what is the change? How will that decision-maker make the change (what action will be taken)?
- Are these goals specific and clear?
- Are these goals achievable in 3 to 5 years?
- Before we begin developing goals, it's helpful to have an idea of potential decision-making institutions or types of leaders as well as different kinds of policies.



Ask the group to brainstorm the decision-making institutions they may engage. Responses could include:

- Executive leaders, such as presidents and vice presidents
- Ministers of finance, health, education, and gender and women's affairs
- **Parliamentarians**
- Division heads
- County/provincial governors
- County/provincial assembly members
- Chief administrative officers
- Local council members
- District health management team members



Next, ask participants to brainstorm broad categories of policies and flip-chart their answers, which may include:

- Laws/legislation
- Plans
- Strategies
- Agendas
- Frameworks
- **Protocols**
- Procedures
- Guidelines
- Regulations
- Budgets/line items
- Government training curricula
- Administrative orders Procurement tenders
- **Treaties**
- International conventions or declarations
- Circulars
- Government work plans
- Essential medicines/devices lists

STEP 4. Develop potential advocacy goals

45 minutes

- Explain that we will now identify and come to consensus on three advocacy goals for your coalition to pursue (or more if there are several priority issues). Your coalition can perfect the precise wording of your advocacy goals after the workshop.
- > Break the participants into groups and assign each group a priority issue. Give each a piece of flip chart paper and assign them one of the priority issues (decide with participants if they should be divided into groups by interest, expertise, or randomly).
- Give the groups about 20 minutes to write one or two advocacy goals related to their assigned **issue(s).** Encourage them to consider the following questions:
 - What is your coalition's mission?
 - What are some solutions you want decision-makers to pursue to address these issues?
 - What is a policy, programmatic, or budgetary change related to this issue that could make a difference?

Display the slide on components of an advocacy goal for reference during group work.

Instruct groups to write their goals on the flip chart and to post when finished.



Ask each group to present its goals. After each presentation, invite participants to ask clarifying questions.

- After each group has had a chance to present, discuss proposed advocacy goals as a full group, prompting with the following questions:
 - Are there any goals that need more clarity?
 - Which of these goals stand out as particularly important?
 - Do all of these goals actually address a root problem/issue you want to solve?
 - Are there any goals that spark concern?
 - Are there any goals that are similar or cut across all of the issues?
 - Could you combine or blend similar goals into one?

Facilitator Tip

An easy way to identify commonality in the goals is to underline similar words/phrases.

- ➤ Help the group to rewrite any goals the group wishes to combine and cross off any goals that are repeated.
- Explain that after the break we will come to consensus on our final list of priority advocacy goals.



BREAK 15:15-15:30 (15 minutes)

Facilitate discussions and group consensus on advocacy goals.

- Facilitate discussion to reach consensus on final advocacy goals using the steps below:
 - 1. Clarify the decision to be made (advocacy goals).
 - 2. Develop proposals/options (see previous step).
 - 3. Evaluate the ideas.
 - 4. Summarize common ground and points of disagreement.
 - 5. Synthesize.
 - 6. Finalize the decision.
- Ask participants to take 2 to 5 minutes to record the final advocacy goals to the Coalition Charter Worksheet.

Ideas for facilitation

- Ask participants to come to the flip charts and place a color dot sticker next to one goal for each priority issue they feel is most important for the coalition to pursue right now. For example, if there are three issues, each person will place three dots.
- After everyone has voted, read the three favorites out loud. Determine if there is consensus on these three advocacy goals for action planning. If not, continue to discuss, combine, and revise the goals to achieve consensus.
- Record topics still in debate (if any) on the Parking Lot flip chart.
- Ask the volunteer recorder to note any follow-up issues or decisions on the To Do List flip chart.
- Summarize with the following KEY POINTS:
 - ★ Advocacy goals are usually designed for a 3 to 5 year period. They are not static and they often change over time. Your coalition can use these advocacy goals as a starting point and refine/revisit them as needed.
 - ★ Later in the workshop, you will revisit these clear, strategic advocacy goals and consider what types of actions the coalition will take to achieve these goals.

STEP 6. MOVING AHEAD!

- Explain that tomorrow we will begin making decisions about membership and how the coalition should be structured.
- > Refer to the handout: Advocacy Coalition Charters.
- Explain that this document compiles the charter/bylaws/terms of reference for each advocacy coalition featured in the case studies. Please read through this document before the next session, and notice how coalitions are similar or different in terms of membership criteria structure, leadership structure, and ways of operating. See if any options appeal to you. We will discuss these examples in more detail later.

- ➤ Remind everyone that they do not need to adopt any particular model here, unless it really seems like a good fit for their own coalition. Otherwise, simply use these examples to generate your own ideas.
- > Answer any final questions.

Facilitator Tip

Be sure to consult the Parking Lot flip chart frequently and think ahead as to how and when you might address any matters on the list. You may want to leave a few minutes at the end of each day to revisit the flip chart as a group to assure participants that these items have not been forgotten. This may also be a good time to solicit their ideas on how to best tackle these issues.

After this session participants will be able to:

- Summarize the day's topics and achievements.
- Provide feedback about the workshop so far.



17:00–17:15 15 minutes

Materials

Index cards

FACILITATING THE SESSION

STEP 1. Summarize the day

5 minutes

- > Congratulate and thank participants for their enthusiasm and hard work.
- > Quickly review the main topics and group accomplishments from the day.
- Ask participants for any final questions or comments about the day.

STEP 2. ACTIVITY: FEEDBACK

10 minutes

- ➤ Distribute index cards for participant feedback about the day. Ask them to draw a "+" on one side and write one thing they learned/liked today. On the other side, draw a "−" and write one thing they would like to see changed.
- Attend to any remaining logistics and close the day.

AFTER THE DAY:

- 1. Review participant feedback. Prepare a summary for the following morning.
- **2.** Review today's progress and tomorrow's agenda. Adjust the content and timing as needed based on participant feedback.
- 3. Rearrange flip charts that are no longer needed and prepare flip charts for the next day.

DAY 3 FACILITATION INSTRUCTIONS

This morning we take a short break from coalition planning to explore issues around coalition friction. Although we discuss some basic theory about conflict in groups, the real emphasis is on developing skills to prevent disagreements from growing into larger and more fractious conflict.

Afterward, we return to coalition planning to discuss what the coalition will look like: the coalition's membership and its structure. There are many details to cover in this session and some may need to be completed after the workshop. Remind participants to keep good notes on their planning worksheets and use the To Do List flip charts.

Today's Schedule

Opening Session	9:00–9:30
Coalition Friction	9:30-11:00
Break	11:00–11:15
Membership	11:15–13:00
Lunch	13:00–14:00
Membership (continued)	14:00-14:30
Coalition Structure	14:30–16:00
Break	16:00–16:15
Coalition Structure (continued)	16:15–17:15
Daily Summary and Closing	17:15–17:30

Today's Materials

- Laptop, LCD projector
- Screen, power cords
- PowerPoint slide set
- Flip charts, easels, tape
- Colored markers
- Index cards
- Name tags
- Agenda
- Color dot stickers

- Extra colored markers and scissors for tables
- Handouts:
 - Eyeglasses
 - Coalition Charter Worksheet
 - Advocacy Coalition Charters
 - Leadership, Coordination, and Work Groups
- Activity Guides:
 - o Friction Tolerance
 - I Understand (2 copies)

After this session participants will be able to:

- Recollect the key points from the previous day.
- Outline objectives for the day.

9:00-9:

9:00–9:30 30 minutes

Materials

- Flip chart paper, easels, markers, tape
- Colored markers and scissors for each table
- Agenda
- Handout: Eyeglasses

GETTING PREPARED

- ✓ Write today's agenda on a flip chart and post.
- ✓ Set out colored markers and scissors on each table.

FACILITATING THE SESSION

STEP 1. Welcome and Day 2 feedback

10 minutes

- Welcome participants.
- Briefly summarize the participant feedback from yesterday and describe any adjustments planned for today.
- Ask participants to list what they think were the main accomplishments or outcomes from yesterday. Responses may include:
 - Advocacy issues and advocacy goals.
 - Greater group cohesion and cooperation.

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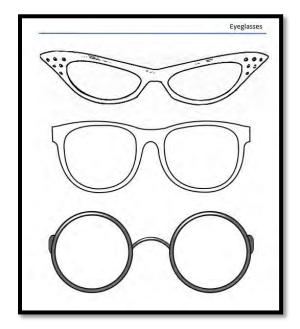
DAY 3

- Refer participants to their agendas.
- Review the main topics and activities planned for the day.
- Mention that this morning we'll step away from our charter planning for a bit and start discussing the topic of friction in groups. We will explore ways to prevent friction in coalition work and how to intervene at early signs of trouble. We'll have a chance to apply some of these concepts in the afternoon while we draft the remaining sections of the charter.
- > Remind everyone of the Working Together flip chart.
- Ask for questions.



This is a quick way to activate participants, create a fun atmosphere, and spark curiosity about upcoming sessions.

- Refer to the handout: Eyeglasses.
- Explain that each person will now create his/her own unique pair of eyeglasses. First choose a style from the handout. Then use colored markers to design your glasses any way you wish. Be creative and make them unique. Then cut them out and keep your eyeglasses nearby. We will use them a bit later.
- Allow participants 10 minutes to complete their artwork and clean up materials.



After this session participants will be able to:

- Describe how disagreement escalates into conflict.
- Identify the various sources of friction within coalitions.
- Use empathetic listening to more deeply understand other people's points of view.

9:30–11:00 1 hour, 30 minutes

Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Activity Guide: Friction Tolerance
- Activity Guide: I Understand (2 copies)

GETTING PREPARED

✓ Load the slides.

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

- > Explain that friction within coalitions can take many forms and can prompt a range of reactions from its members. In this session we'll look at how friction manifests inside coalitions.
- > State the session objectives:
 - Describe how disagreement escalates into conflict.
 - Identify the various sources of friction within coalitions.
 - Use empathetic listening to more deeply understand other people's points of view.

STEP 2. Compare terms

10 minutes

Ask participants to consider the words "disagreement," "friction," and "conflict." Ask for opinions on how these words are similar or different.

Facilitator's Guide DA

Define disagreement, friction, and conflict from the three slides.

- Disagreement is simply a difference of opinion based on values, needs, interests, or intentions. Focus is on the issue.
- Friction is when the disagreement starts to become frustrating, annoying, and personal (i.e., an "irritated disagreement" or personality clash). Focus moves from the issue to the other person's behavior or style.
- Conflict is a serious, protracted dispute where resistance builds up and communication and productivity often break down.
- Display the examples and ask participants which one is disagreement, friction, or conflict and why (answers are provided below).
 - Victor feels strongly that their coalition should not pursue a particular grant. Mary thinks they should. (disagreement—two opinions, no emotions)
 - Victor thinks Mary rambles on too much at meetings, and he regularly interrupts her. Mary finds Victor to be rude and impatient. (friction—personal feelings getting involved)
 - Victor ignores Mary's requests to see the last financial report so she won't have the
 information for her grant proposal. Mary sends an email to another coalition member to
 complain that Victor is always trying to control the coalition. (conflict—action and
 communication breakdown)

Make the following KEY POINTS:

- ★ Disagreement can be healthy and productive. When we disagree and can clearly explain our ideas without becoming personally involved, we are more likely to think critically and come up with new ideas and better ways of doing things.
- ★ Coalition members can disagree and still feel unified as a team.
- ★ Individuals and organizations have different preferences, histories, outlooks, and patterns of communication and decision-making. Friction often occurs as these differences emerge.
- ★ As coalition members we need to anticipate, actively monitor, and quickly respond to friction, especially in the early stages of the coalition. The goal is to intervene early so conflict and dysfunction don't develop.

STEP 3. Discuss roots of friction

10 minutes

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Ask participants to brainstorm symptoms or clues of friction (i.e., what might signal that friction could be present?) Flip-chart their responses, which could include:

- Not completing work on time or to quality standard
- Not returning phone calls or emails
- Hoarding information that should be shared
- Finger pointing, blaming

- Not attending required meetings
- Gossig
- Defensive posture (arms crossed, hands on hips)
- Yelling, raising voice
- Rolling eyes
- Looking away
- Giving in but complaining about it later

Facilitator Tip

You may want to ask how their responses might vary by culture, especially if the group itself is culturally diverse.

➢ Make the following KEY POINTS:

- ★ The signs of friction can be nonverbal (rolling eyes, arms crossed), verbal (gossip), and action-oriented (hoarding information, boycotting meetings).
- ★ We'll focus this session on friction because it is a common dynamic in groups; effective intervention, however, can prevent greater conflict.



Now ask the group to brainstorm situations or issues that might cause friction among coalition members. Flip-chart their responses and prompt with the following if needed:

- Personality clashes
- How to share/divide money
- Different styles of communication or lack thereof
- Some people do all of the work and others do nothing
- Leader makes decisions without consulting other members
- Meeting times/locations are not convenient for some members
- Setting priorities for advocacy goals and activities
- Some members dominate the meetings
- Unequal power dynamics (e.g., organizations with resources have more power)
- Lack of clarity on coalition structure and decision-making processes

Make the following KEY POINTS:

- ★ In coalitions, the causes of friction are usually rooted in issues of fairness and equity among members (sharing power and resources), confusion about how the coalition is functioning, or lack of communication.
- ★ Many of these potential friction points can be mitigated proactively by having a detailed coalition charter that outlines processes and structures that have broad buy-in from members.
- ★ It can also help to understand how we personally react to disagreement and friction. Do we avoid it at all costs or do we love a good fight? These differences can also influence how disagreement or friction might escalate.



This exercise helps participants measure their comfort levels with different intensities of disagreement and friction.

- Move to an open space in the room and invite participants to stand up and cluster closely around you.
- > Give the following instructions:
 - Imagine that you and I are coalition colleagues.
 - I will read a few scenarios that take place between us. After each scenario, think about how
 comfortable you might be handling this situation and move closer or farther away from me
 to indicate your comfort level in dealing with this situation. Close means you could easily
 have respectful discussion about the situation. Far away means you would likely have an
 angry, heated confrontation or want to avoid any confrontation at all.
 - Don't overthink your response. Move as quickly as possible based on your gut reaction.
- **Read each scenario from the Activity Guide:** *Friction Tolerance.* Note how participants move back and forth.
- > After the last scenario, gather everyone around and debrief with the following questions:
 - What did you see happen?
 - What insights can we draw from these results?
 - How are our responses to friction influenced by personality type, culture, gender, social or professional status, power balance, etc.?
 - How does the use of email influence how we prevent, create, or resolve friction?
 - What implications does this have for friction that might occur in our own coalition?
 - What role does a leader play in helping members resolve conflict?
- > Thank participants and invite them to return to their seats.
- Summarize with the following KEY POINTS:
 - ★ We all respond to disagreement, friction, and conflict in different ways. Some people are comfortable with respectful confrontation and debate, while others choose to disengage.
 - ★ When you have a weaker tolerance for friction, you may be easily angered or choose to passively avoid debating an important issue.
 - ★ When you have a stronger tolerance for disagreement and friction, you remain willing to contribute your own ideas and debate with others who have opposing views. And you're more likely to remain engaged and to address any friction directly, even if it gets personal.
 - ★ To increase our tolerance with friction, it helps to strengthen key communication and relationship skills.

Ask participants what they think of this statement displayed on the slide:

"Most people do not listen with the intent to understand; they listen with the intent to reply." —Stephen Covey

➤ Make the following KEY POINT:

★ Disagreements often escalate into friction and conflict because we jump right into reacting. These reactions are often based on snap judgments we make about others' motives or beliefs. Often these judgments are too shallow or even completely inaccurate.

Discuss empathetic listening as a tool in disagreements.

- Empathetic listening means listening with the desire to truly understand another's perspective.
- We attempt to see the situation as the other person does, not how we "assume" he/she sees it.
- We listen to statements and watch behaviors for clues about the other person's feelings, needs, values, beliefs, and motivations—signs of what's really important to that person.
- Ask participants why listening with empathy might be a useful tool to use in disagreements. Be sure the following are included in the discussion:
 - Removes the feeling of competition or "you versus me." People feel less defensive if they feel sincerely heard.
 - Helps you connect, understand each other, and potentially find more things in common.
 - Prevents arguments over things that don't really matter.
 - Gives you more accurate data than your own assumptions and emotional reaction.
 - Opens the door to "respectful disagreement."

Make the following KEY POINT:

★ Expressing empathy does not mean you agree with the other person's view of the facts or feelings about the issues. It simply acknowledges those views and feelings and displays respect.





ACTIVITY LUNDERSTAND

40 minutes

This activity allows participants to practice some basic empathetic listening skills. Two volunteers will first read a short role play to model the skill. Then participants form pairs to practice listening and responding with empathy.

Explain that after we listen with empathy, we then need to express our understanding and share what we've heard (or think we've heard). One example may be a statement like, "I can see how frustrated you feel about this situation."

Facilitator's Guide DAY 3

H	Ask partic	ipants to brainstorm other statements that can be used to express empathy. Flip-chart onses and be sure they include sentence stems such as:				
 It seems like you are feeling (feelings) 						
	•	I can understand why is important to you. (values)				
	•	It sounds like would be helpful to you. (needs)				

> Ask for two volunteers to read a demonstration role play.

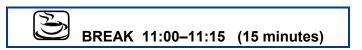
• It's clear that you want to _____. (motivation)

- ➤ Give them each a copy of the Activity Guide: *I Understand* and assign each volunteer to a role (Colleague A or B). Ask them to read Role Play #1 out loud.
- > Quickly debrief with the audience:
 - How empathetic does Colleague B appear in this role play?
 - What do we know so far about Colleague A's feelings or needs?
 - What did we see happen in this conversation? (Colleague B immediately got defensive and Colleague A has shut down and given up. The gap has widened.)
- Now ask the volunteers to read Role Play #2 out loud.
- Quickly debrief with the audience again:
 - What did we see happen in this conversation with Colleague B?
 - Listened rather than getting defensive.
 - Acknowledged how Colleague A felt.
 - o Made sure his/her interpretations were accurate.
 - Gave Colleague A space to talk.
 - Responded in a solution-oriented manner.
 - What did we see happen in this conversation with <u>Colleague A</u>?
 - Stayed engaged rather than threatening to quit the coalition.
 - Felt appreciated for being heard.
 - o Revealed a lot more about his/her feelings (mistrust) and values (fairness).
 - What did we notice about the conversation overall?
 - Both colleagues are still talking with each other. They are focused on solutions rather than debating who's right and wrong.
 - Both colleagues were using empathetic listening.
- > Ask Colleague A what phrases Colleague B used to express understanding?
 - You're such a strong advocate for the local NGOs in our coalition who really want to be seen and treated as equals.
 - You seem particularly frustrated and ignored....
 - It sounds like an issue of trust.... Would you agree?
- > Explain that we will now practice listening and responding with empathy.

- Ask participants to form pairs. Instruct Partner A to talk for about 5 minutes about a conflict he/she has recently had or is having right now (or even a fictitous conflict). Partner B will listen carefully and try some empathy statements to reflect back any feelings, values, motivations, or needs they hear.
- After a few minutes ask partners to switch roles and repeat the practice.
- Debrief with the following questions:
 - How easy or difficult was it to sense what was going on and why?
 - How easy or difficult was it for you to respond in an empathatic way?
 - How did you feel as the speaker when your partner listened with empathy?
- > Ask remaining participants if they have any additional observations.
- > Ask for any questions.
- Instruct everyone to now find the eyeglasses they made earlier.
- Explain that these eyeglasses are actually special "empathy glasses." These very unique glasses have the power to help you see a situation from someone else's point of view.
- Explain to participants that we'll use our empathy glasses with each other during the rest of the workshop. If at any time during the remaining discussions you feel you are not being heard or understood, raise up your glasses. Also raise your glasses anytime you think a colleague is being misunderstood or we need to pause to better understand a colleague's point of view. We will then take a moment to look more carefully at what is going on with the individual(s) involved.

STEP 7. MOVING AHEAD!

Mention that we will now return to charter planning to talk about membership.



After this session participants will be able to:

- Detail the criteria and process for coalition membership.
- Outline roles and responsibilities for members.



11:15–14:30 2 hours, 15 minutes (plus 1-hour lunch break)

Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Color dot stickers
- Handout: Coalition Charter Worksheet
- Handout: Advocacy Coalition Charters

GETTING PREPARED

- ✓ Load the slides.
- ✓ Create the following flip chart and cover until needed.

Agreement List

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

> State the session objectives:

- Detail the criteria and process for coalition membership.
- Outline roles and responsibilities for members.

Refer to the Coalition Charter Worksheet and the section on membership. If the coalition brought an existing charter or terms of reference, ask them to take it out now.

	ı	

Display the list of membership issues to discuss and decide.

- There are several issues to consider and decide regarding membership:
 - Who can be a member? Levels of membership.
 - Process of becoming a member (and dues).
 - Benefits and expectations of all members (e.g., attendance, participation standards).
 - Circumstances in which membership ends.

STEP 2. Review topics on becoming a member

15 minutes



Ask participants to brainstorm the different types of members they might invite to join (not specific organizations or people). Remind them of their advocacy goals from yesterday. Flip-chart their responses and prompt with the following if needed:

- Individuals
- Local authorities
- Government bodies
- United Nations agencies
- Local nonprofits
- National organizations
- International NGOs
- International organizations

- Bilateral agencies
- Youth
- Academic institutions/think tanks
- Health associations
- Health care providers or clinics
- Researchers
- Private sector
- Religious leaders

Make the following KEY POINTS:

- ★ Any of these members could be valuable. As you begin to consider the composition of your membership, keep in mind the status, skills, and resources each type of member might bring, as well as how they might hamper efforts.
- ★ There is no ideal membership size for advocacy coalitions. Any size can work. It's more important to have the right quality of members rather than a set quantity.

Review the slide on member eligibility.

- Regardless of whether your members are organizations or individuals, you will need to specify what makes a member eligible to join. Examples of different membership requirements include:
 - Membership open to:
 - o Organizations only, or both individuals and organizations.
 - Nonprofits only, or both nonprofit and for-profit companies.

Facilitator's Guide DAY3

Potential members must:

- o Support the coalition's mission and advocacy goals.
- o Have a history of action related to the coalition's mission.
- Work on the same issues as the coalition and share some of the same advocacy goals.
- Agree in writing to be actively engaged in the roles and responsibilities of membership.
- Mention that some coalitions have different categories of membership for different types of organizations or individuals. Sometimes these categories even have different level of benefits, dues, voting rights, and coalition tasks.



Ask the group to also list potential categories of membership they have seen used in other coalitions or partnerships. Flip-chart their ideas and prompt with these ideas if needed:

- Individual vs. organization members
- Non-voting members (honorary members or technical experts who may share their opinions, but not vote)
- Endorsers (organizations who are "in solidarity" with the coalition even if they don't lend time or expertise)
- Core members (active and decision-making) vs. peripheral members (informed, opportunity to be active)
- Student membership
- Ask participants to brainstorm reasons to have membership categories (e.g., promotes diversity and inclusiveness, can make level of effort more equitable, possible funding).

Review the slide on the process to become a member.

 Once you decide who can become a member, you will need to decide how they can become a member. Some issues to consider include:

Topic	Ideas
Recruitment	Open applications
Recruitment	Invite specific organizations
	Questionnaire, written application with signed agreement
Application	to charter
process	References/letter of support, organizational letter of
	commitment
Review/vetting	Who: membership committee, panel of rotating members
process	How: application review, interview
Approval	Voting by whole coalition or just membership committee?

• For small and informal coalitions, a verbal invitation and agreement may be enough. For more formal coalitions, potential members might submit an application and pay dues.

> Briefly discuss what participants might do if a group wants to join the coalition but it doesn't strategically align or share similar values. Some options include: talking it through with the group, putting them on a waitlist, using a "values" questionnaire, and voting with coalition members.

STEP 3. Discuss benefits and expectations of membership

Mention that many coalitions choose to highlight the benefits of membership in their charters and promotional materials.



Ask the group to brainstorm a list of potential benefits for its members. Flip-chart their ideas, which might include:

- Access to information and resources
- Name recognition on coalition materials
- Opportunity to network
- Limited per diems for travel
- Increased access to decision-makers
- Power in numbers
- Bigger platform for your advocacy issue
- Skills-building

Review the slide on expectations.

- Once you are a member, what are you expected to do?
- Most coalitions expect members to:
 - Endorse the mission of the coalition.
 - Accept and respect charter or bylaws documents.
 - Organize or participate in joint activities.
 - Maintain a certain level of attendance/participation in coalition meetings.
 - Share information.
 - Join and endorse letters and statements.
- Some coalitions require members to:
 - o Sign commitments on conduct if they are registering for meetings under the coalition umbrella or receiving funding.
 - Pay annual subscriptions or dues.
- Remind participants to refer to the sample charters in the Advocacy Coalition Charters handout for examples of membership eligibility, application process, and expectations.
- **▶** Make the following KEY POINTS:
 - ★ As you saw in these examples, most coalition charters contain some language on what is expected of members (e.g., all members should respect these policies and participate to the best of their ability). Other topics include attendance and participation expectations.

Facilitator's Guide DAY 3

- ★ As you consider policies on membership, be fair in what you expect members to do. You'll need to consider the size and resources of different members.
- ★ Conversely, you may also consider whether membership can be revoked for any reason. For example, consider whether you have absolute "non-negotiables" for acceptable member conduct or participation; if so, include specific guidelines in your coalition charter on what circumstances will prompt the termination of membership. Similarly, you may want to consider what you should do if a member wants to leave the coalition.



1 hour, 45 minutes

Facilitate discussions and group consensus on membership. Note that you have 1 hour, 45 minutes, for discussion and decision-making. At an appropriate time in the session, please break for lunch (one hour).

Display the list of decisions to be made.

DECISION CHECKLIST



- Who can be a member? Levels of membership.
- Process to become a member, member dues.
- Benefits and expectations of all members (attendance, participation, etc.).
- Circumstances in which membership can end.
- Ask the group if they want to make decisions about all of the items on this list or just certain ones. Are there other important issues that need to be added to this list?
- > Tell participants that they have slightly over one hour before lunch and 30 minutes after lunch to come to consensus on these membership decisions.
- ➤ Based on timing and their priorities, decide how best to divide tasks and assign time. Options, which can be chosen by the facilitator or the group, include:

- Divide participants into small teams and assign one or two of the topics from the final list to each team. Give teams 30 to 45 minutes to discuss ideas for their assigned topic and then make recommendations to the full group, which will approve the final version for the charter. If two groups will tackle two topics apiece, suggest the following pairings:
 - Group 1: Who can be a member/levels of membership and benefits and expectations of all members?
 - Group 2: Process to become a member/member dues and circumstances in which membership can end.

Facilitator Tip

These are not the only options for decision-making. Each group will have its own dynamics and needs, so be creative and flexible. Keep in mind that small group work can demonstrate the benefits of empowering a select number of coalition members to make certain decisions on behalf of the whole coalition.

- 2. **Reach consensus one topic at a time.** Within each decision point, write the specific decision that is needed (e.g., what kind of organization may join?). Record each decision made on an Agreement List flip chart. Then do a final consensus check on the complete list of decisions to be sure there is agreement on the full package of membership decisions. If the coalition chooses to work through all four membership topics, there will only be about 25 minutes to work through each topic and achieve consensus. You may need to focus on just a couple of topics and put the remaining topics on the To Do List flip chart.
- Remind participants of the following KEY POINTS:
 - ★ When discussing who can be a member, stay focused on broad categories of membership and not specific members.
 - ★ Don't worry about the number of members for now. Ideal coalition size often depends on your advocacy agenda and can be determined later.
- When you begin the discussion and consensus process, remind participants of what they learned in the earlier session about disagreement and friction. Also encourage them to raise their empathy glasses anytime in the upcoming discussion when they don't feel understood by others or when we need to stop to better listen to and understand someone else.



- After lunch, continue to facilitate and wrap up discussion to reach consensus on the chosen membership issues using the steps below.
 - 1. Clarify the decision to be made.
 - 2. Develop proposals/options.
 - 3. Evaluate the ideas.
 - 4. Summarize common ground and points of disagreement.
 - 5. Synthesize.
 - 6. Finalize the decision.
- ➤ Give participants 2 to 5 minutes to fill in the membership box on the *Coalition Charter* Worksheet.
- Record topics still in debate, if any, on the Parking Lot flip chart.
- Ask the volunteer recorder to note any follow-up issues or decisions on the To Do List flip chart.

STEP 5. MOVING AHEAD!

> Explain that now we know who might be in the coalition, we are ready to determine how the coalition should be structured to organize the work of those members.

After this session participants will be able to:

- Determine an organizational framework for the coalition.
- Select leadership and coordination structures for the coalition.
- Decide an optimal way to distribute work among members.



14:30-17:15

2 hours, 30 minutes (plus 15-minute break)

Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Color dot stickers
- Handout: Coalition Charter Worksheet
- Handout: Leadership, Coordination, and Work Groups

GETTING PREPARED

✓ Load the slides.

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

- Explain that a coalition structure is simply how the organization is organized and operates.
- > State the session objectives:
 - Determine an organizational framework for the coalition.
 - Select leadership and coordination structures for the coalition.
 - Decide an optimal way to distribute work among members.

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DAY 3

Review the slide on ways to structure a coalition.

 Coalitions can organize themselves and operate in a variety of ways. These are some examples of different levels of structure.

Loosely structured:

Simple network that's open to any interested organization. Members meet occasionally and form working groups for special projects as needed.

Moderately structured:

Coalition has a mission statement, basic charter, some advocacy goals, a few committees, and maybe sporadic funds. One agency coordinates meetings and communication but has no dominant role.

Highly structured:

Coalition has detailed bylaws, membership criteria, an official membership application process, and elected officers. It may also have paid staff, a secretariat, membership dues, independent funding, and registration as a separate legal entity.



Ask participants to brainstorm factors that might influence how much structure they want in their coalition. Flip-chart responses and prompt/supplement with the following:

- The breadth of its advocacy issues and goals.
- How action-oriented you want to be.
- Who its members are and what they value.
- Age and experience of the coalition.
- Current political, economic, legal, and social realities.
- Existing efforts and groups that are already working on related issues.
- Availability of human and financial resources.
- How long you want to exist as an alliance.

➤ Make the following KEY POINT:

★ Ultimately the structure you choose should help you achieve your advocacy goals and allow members to contribute meaningfully to the work.

Review the slide on legal entities.

- Some local or national laws actually require some sort of legal registration, especially if the coalition will receive funding. If so, you may be required to have a certain structure. Do your research to be sure to comply with all laws.
- Lead a facilitated discussion on the value of legal registration, prompting with the following questions:
 - Is there a strategic reason to register? Is registration required?
 - What difference would registration make?
 - How would registration happen? What research do you need to do, or what questions do you need to answer?
 - Will registration guidelines require a particular type of governance?

Facilitator Tip

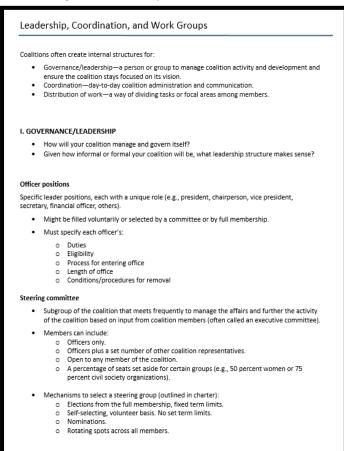
The technicalities of legal registration vary widely by country. For now, simply raise the issue of legal registration and the group can research this topic later.

Make the following KEY POINTS:

- ★ Groups often feel lured into organizing legal entities by the chance to raise funds (beyond each group's own limited funding). This can be useful if you're working on a long-term goal that needs sustained donor support.
- ★ Many issues, however, can be addressed more effectively by a looser, more agile coalition. Weigh the needed resources with the potential benefits to see if legal registration makes sense.

Review the slide on organizational units.

- Coalitions often create internal structures for:
 - o <u>Leadership</u>: a person or group that helps lead the coalition.
 - Coordination: day-to-day coalition administration and communication.
 - <u>Distribution of work</u>: a way of dividing tasks or focal areas among members.
- **Refer to the handout:** *Leadership, Coordination, and Work Groups.* Tell participants they can follow this handout as a guide throughout the slide presentation.



- Explain that coalitions usually have some type of leadership position or process to manage coalition activity and development, ensure the coalition stays focused on its vision, give strategic guidance, and help resolve friction. These are often viewed as leadership functions.
- Ask participants to describe different types of leadership structures they have seen in other coalitions or remember from the case studies. Explain that we will now review two types of leadership structures that are commonly used by coalitions.

Review slide on officers.

- Some coalitions choose to have specific leadership positions, each with a unique role and title (e.g., president, chairperson, vice president, secretary, financial officer, and others).
- In the beginning, these positions might be filled voluntarily or organically based on individual preference or skill. Later as the coalition grows in size, they may be selected by a committee or election by full membership.
- If you want specific leaders, you should identify their:
 - Duties
 - Eligibility
 - o Process for entering office
 - Length of office
 - Conditions/procedures for removal

➤ Make the following KEY POINT:

★ Officer roles may not be necessary for small coalitions. But they may become a more practical, efficient choice for larger or more complex coalitions.

Review slide on steering committees.

- Another common leadership option is a steering committee (sometimes called an executive committee), which is a subgroup of the coalition. It meets frequently to manage the affairs and further the activity of the coalition, based on input from coalition members.
- The steering committee often starts as the group that developed the coalition (e.g., generated charter/bylaws, recruited members).
- If a coalition has specific leadership positions (i.e., officers), these individuals usually sit on the steering committee, and they often lead the steering committee itself.
- Coalition members often look to the steering committee for guidance and to resolve tensions.
- Should represent the breadth of a coalition's members and stakeholders.
- Often formed with an odd number of members to help break ties when voting.

Facilitator's Guide DAY 3

Review slide on steering committee membership.

- Steering committees can include:
 - Officers only.
 - o Officers plus a set number of other coalition representatives.
 - o Any member of the coalition.
 - A percentage of seats set aside for certain groups (e.g., 50 percent women or 75 percent civil society organizations).
- Ways to select a steering committee (outlined in charter):
 - Elections from the full membership.
 - Self-selecting, volunteer basis.
 - o Nominations.
 - Rotating spots across all members.



Ask participants if they can think of other leadership options that their coalition might want to consider. If anyone has additions, ask them to describe. Write ideas on a flip chart for consideration during the decision-making process.

- Summarize with the following KEY POINT:
 - ★ Whatever structures are adopted, it is important to strike the right balance. Too much leadership can limit the sense of ownership among members. Conversely, too little leadership (for fear of being too hierarchical) can cause the coalition to lose focus or momentum.
- Ask for questions or comments.

STEP 4. Discuss coalition coordination

10 minutes

Explain that the second area of coalition structure to decide is coordination. While leadership sets the agenda and makes decisions, the coordination mechanism pushes the coalition activity forward.



Ask participants to brainstorm a list of what needs to be coordinated in a coalition. Flip-chart their responses and prompt with the following if needed:

- Day-to-day administrative tasks:
 - Calling coalition meetings.
 - Maintaining and updating email lists.
 - Circulating meeting minutes and agendas.
- As-needed support or backfill:
 - Logistics (e.g., finding a venue for the annual meeting)
 - Finances (e.g., maintaining dues roster)
 - Communication (e.g., updating website, issuing a press release)

Facilitator's Guide DAY 3

Describe options for coordination.

- There are several ways coalitions choose to coordinate these activities.
- Rotated coordination among members: Members assume designated roles for set periods of time. Shares the burden of work equitably.
- Assigned task of a designated officer or co-chair: Coordination tasks could be assigned to a particular office (e.g., vice president) or a chair of a certain committee.
- Lead agency: The lead agency convenes the coalition and assumes significant responsibility for its operation. Lead agency "serves" the coalition but it does not control the coalition's decisions. Can also be called a secretariat.
- Paid coordinator: Paid staff or secretariat working on behalf of the coalition (or staff from member organization with dedicated time to the coalition).

➤ Make the following KEY POINT:

- ★ Keep in mind that while coordination is a different function than governance, some coordination tasks might be allocated to specific leadership roles. For example, the secretary might call meetings or take notes. The vice president might handle correspondence with the coalition.
- Ask participants for comments or questions about coordination options.



1 hour

Facilitate discussions and group consensus on coalition structure and coordination.

Display the list of decisions to be made.

DECISION CHECKLIST

- Leadership structures
- Coordination



- Clarify that we will only determine the general structure and not which organizations or individuals will fill specific positions. That can be decided later or after this workshop.
- > Remind participants to raise their empathy glasses anytime in the upcoming discussion when they don't feel understood by others or when we need to stop to better listen to and understand someone else.
- > Based on timing and their priorities, decide how best to divide tasks and assign time. Options, which can be chosen by the facilitator or the group, include:

Facilitator's Guide DAY 3

- 1. **Divide participants into two teams and assign each of them one topic from the decision checklist.** Give teams 25 to 30 minutes to discuss ideas for their assigned topic and then make recommendations to the full group, who will come to consensus on the final version for the charter.
- 2. **Reach consensus one topic at a time.** Within each decision point, write the specific decision that is needed (e.g., how should our coalition be governed?). Lead the group through the consensus process, allowing 30 minutes for each topic.
- Facilitate discussion to reach consensus on governance and coordination structure using the steps below:
 - 1. Clarify the decision to be made.
 - 2. Develop proposals/options.
 - 3. Evaluate the ideas.
 - 4. Summarize common ground and points of disagreement.
 - 5. Synthesize.
 - 6. Finalize the decision.
- Give participants 5 minutes to complete the legal registration, leadership structure, and coordination structure boxes on the Coalition Charter Worksheet.

Ideas for facilitation

- Remind participants that they can blend different types of leadership and coordination structures together for their own unique governance structure.
- The following questions may help stimulate discussion:

Leadership

- How will your coalition manage and govern itself?
- Given how informal or formal your coalition will be, what leadership structure makes sense?

Coordination

- Will your coalition need a lot of coordination support? What type of coordination activities do you anticipate?
- Do you need to hire coalition staff or appoint a secretariat for coordination purposes?



BREAK 16:00-16:15 (15 minutes)

➤ Make the following KEY POINTS:

- ★ Coalitions also need a way to distribute the workload and give members an opportunity (and expectation) to participate. The most common way to do this is through small work groups.
- ★ These structures have many names, such as committees, task forces, and working groups. The terms are less important than how they actually work together.

Review slide on work groups.

- Work groups can be organized based on:
 - o <u>Type of member organization</u> (e.g., INGOs, donors, civil society members).
 - o Tasks that need to be completed:
 - Ongoing tasks, such as grassroots engagement, budget advocacy, media and communication, and resource development.
 - Specialized "as needed" tasks that emerge from an unanticipated event or opportunity. When the task is completed, the group is disbanded (e.g., developing a policy brief for a parliamentary event).
 - o <u>Issue area or advocacy goal</u> (e.g., maternal health, newborn health).
 - o Region or country where members are from.
- Work groups are usually planned for and defined in bylaws or charters and headed by a committee chair (or co-chair).



Ask participants if they know of any other ways to organize work groups that their coalition might want to consider. If anyone has additions, ask them to describe. Write ideas on a flip chart for consideration during the decision-making process.

Show an example of an organization chart.

An organization chart is a diagram of a coalition's structure that shows how different leaders
and work groups within the coalition relate to each other. Once your coalition decides on
your leadership, coordination, and working group structures, it may be helpful to draw an
organization chart to show how structures will interact with one another.

Make the following KEY POINTS:

- ★ What really binds these structures is the process of communication. Are the individuals within these structures able to communicate in a timely, easy manner in order to keep the coalition "in action?" Or does the structure slow down momentum and make coalition work feel sluggish?
- ★ Over time, work group structures may need to change in response to the external context, resources, and need.

Ask for comments or questions.

Facilitate discussions and group consensus on structures to distribute work.

Display the list of decisions to be made.

DECISION CHECKLIST

Distribution of work



Remind participants to raise their empathy glasses anytime in the upcoming discussion when they don't feel understood by others or when we need to

stop to better listen to and understand someone else.

- Clarify that we will only determine the general distribution of work and not which organizations or individuals will be responsible for this work or comprise a certain working group. That can be decided later or after this workshop.
- Facilitate discussion to reach consensus on distribution of work using the steps below:
 - 1. Clarify the decision to be made.
 - 2. Develop proposals/options.
 - 3. Evaluate the ideas.
 - 4. Summarize common ground and points of disagreement.
 - 5. Synthesize.
 - 6. Finalize the decision.
- Give participants 5 minutes to complete the distribution of work box on the Coalition Charter

Worksheet. Ask that they also draw an organization chart to show how leadership structures, coordinating bodies, and work groups will relate to each other.

- Address topics still in debate from the Parking Lot flip chart, if any.
- Ask the volunteer recorder to note any follow-up issues or decisions on the To Do List flip chart.
- > Ask for any final questions.

Facilitator Tip

Some coalitions build working groups around advocacy goals or related topics—other coalitions choose to structure working groups around activities. Let participants know that they can revisit working groups when we discuss the coalition action plan and activities if necessary.

Ideas for facilitation

The following questions may help stimulate discussion:

- What are the categories of work your coalition will do?
- What kinds of groups need to be formed to do the work (i.e., what are the roles and responsibilities of each group or committee)?
- Are any of these tasks done by leadership or coordinators? (Remember not to duplicate tasks.)



> Explain that this is a draft that can be revised and changed. We will have time tomorrow to look back at today's work and make any changes based on fresh ideas.

A Reminder for Facilitators

Be sure to consult the Parking Lot flip chart frequently and think ahead as to how and when you might address any matters on the list. You may want to leave a few minutes at the end of each day to revisit the flip chart as a group to assure participants that these issues have not been forgotten. This may also be a good time to solicit their ideas on how to best tackle these issues.

After this session participants will be able to:

- Summarize the day's topics and achievements.
- Provide feedback about the workshop so far.



17:15-17:30

15 minutes

Materials

Index cards

FACILITATING THE SESSION

STEP 1. Summarize the day

5 minutes

- Congratulate and thank participants for their enthusiasm and hard work.
- Quickly review the main topics and group accomplishments from the day.
- Ask participants for any final questions or comments about the day.

STEP 2.



10 minutes

- ➤ Distribute index cards for participant feedback about the day. Ask them to draw a "+" on one side and write one thing they learned/liked today. On the other side, draw a "-" and write one thing they would like to see changed.
- > Attend to any remaining logistics and close the day.

AFTER THE DAY:

- 1. Review participant feedback. Prepare a summary for the following morning.
- **2.** Review today's progress and tomorrow's agenda. Adjust the content and timing as needed based on participant feedback.
- 3. Rearrange flip charts that are no longer needed and prepare flip charts for the next day.

DAY 4 FACILITATION INSTRUCTIONS

The goal today is to get the group ready for action!

Yesterday we focused on the framework of the coalition—what the coalition will look like. This morning we focus on how the coalition will actually function—the processes and procedures it will adopt to do its work. There are also a few group exercises throughout the morning to further explore topics related to coalition friction and conflict.

In the afternoon, the coalition will create a preliminary advocacy work plan to meet the goals that were outlined on Day 2. The coalition will then round out the workshop by developing a strategy for fundraising. By the end of today, the group should have a clear path forward with assigned tasks, timelines, and a fresh commitment to bring their coalition into fruition.

Today's Schedule

Opening Session	9:00–9:30
Charter Planning	9:30–11:10
Break	11:10–11:25
Charter Planning (continued)	11:25–13:00
Lunch	13:00–14:00
Advocacy Action Planning	14:00–15:30
Break	15:30–15:45
Fundraising Strategy	15:45–16:45
Advocacy and Coalition Evaluation	16:45–17:30
Closing Session	17:30–18:00

Today's Materials

- Laptop, LCD projector
- Screen, power cords
- PowerPoint slide set
- Flip charts, easels, tape
- Colored markers
- Agenda
- Color dot stickers

- Handouts:
 - Coalition Charter Worksheet
 - Advocacy Coalition Charters
 - Advocacy Action Plan
 - Fundraising Strategy
 - Plan to Measure Success
 - Coalition Member Satisfaction Survey
 - Final Evaluation

After this session participants will be able to:

- Recollect the key points from the previous day.
- Outline objectives for the day.



9:00–9:30 30 minutes

Materials

- Flip chart paper, easels, markers, tape
- Agenda

GETTING PREPARED

✓ Write today's agenda on a flip chart and post.

FACILITATING THE SESSION

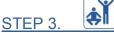
STEP 1. Welcome and Day 3 feedback

10 minutes

- Welcome participants.
- > Briefly summarize the participant feedback from yesterday and describe any adjustments planned for today.
- Ask participants to list the main accomplishments or outcomes from yesterday. Responses may include:
 - Membership guidelines
 - Coalition structure
 - Leadership framework
 - Better understanding of conflict in coalitions

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- Refer participants to their agendas.
- Review the main topics and activities planned for the day.
- Explain that yesterday we focused on the framework of the coalition—what the coalition will look like. Today we focus on how the coalition will actually function—the processes and procedures it will adopt to do its work.
- Remind everyone of the guidelines on the Working Together flip chart.
- Also encourage everyone to find their empathy glasses and to use them throughout the day. If the glasses were used yesterday, highlight any positive outcomes from that experience.
- > Ask for questions.



ACTIVITY: THE USUAL SUSPECTS⁴

15 minutes

This is a fun exercise where participants experience how different perspectives can lead to accusations and how disagreement and blaming are often a "group effort."

Round 1

- Have everyone stand in one big circle.
- Begin by pointing at someone across the circle and saying, "Hey, you." Keep pointing.
- Ask that person to now point to someone across the circle and say, "Hey, you," and keep pointing. Continue the "Hey, you" until everyone in the group is pointing to someone else. The last participant points back at the facilitator with a final "Hey, you" to complete the cycle. Before everyone drops their hands, explain that the person you're pointing to is now your "point person."

Round 2

- Start again with a "Hey, you" to your point person, but instead of pointing, simply stare at the point person and hold your stare.
- Ask that person to now say, "Hey, you," and stare at his or her point person, and so on until the cycle comes back to you. By now, everyone should have their eyes focused on their point person.

Round 3

Explain to the group that their objective is to keep their eyes fixed on their point person and copy that person's every move.

-

DAY 4

⁴ Adapted from *The Big Book of Conflict Resolution Games*. Scannel M. McGraw-Hill, 2010.

- Ask the team to stand completely still for the duration of the activity. No one is allowed to move unless his or her point person moves. But whatever movements the point person makes must be copied exactly by the person fixed on him or her. No other movements are allowed.
- Start the game and let it go until there are some obvious movements. Then say, "Hey, wait a minute, who is moving? We are supposed to stand still. Let's try that again."
- Begin the game again and let it go until the movements take over. Repeat again if time allows.
- Ask everyone to now relax and facilitate a brief discussion with the following questions.
 - What happened to the idea of standing still? Who moved?
 - Do we all have the same perspective of the situation?
 - How common is it to assign blame? Why?
 - How does the "blame game" contribute to friction or conflict?
 - Does this ever happen in coalitions? What can we do instead?
 - What lessons did this exercise teach you? What are you taking away?
- Summarize with the following KEY POINTS:
 - ★ Friction and conflict rarely stay isolated to just two people. We can easily see how more members—and perhaps the entire coalition—can get pulled into conflict. So everyone in the group should be monitoring for conflict and address it before blame and misunderstanding spread.
 - ★ This exercise also shows how important it is to watch our assumptions about people's behavior and to make an effort to understand one another's perspectives. Resist the urge to jump quickly to blame.
 - ★ As we continue our discussions and decisions today, please continue to use your empathy glasses and listen to each other with the intent of understanding.
- > Thank everyone as they return to their seats.

After this session participants will be able to:

- Agree upon processes for meeting and making decisions in coalition work.
- Designate how the charter can be amended and when the coalition will dissolve.



9:30-13:00 3 hours, 15 minutes (plus 15-minute break)

Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Color dot stickers
- Handout: Coalition Charter Worksheet Handout: Advocacy Coalition Charters

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✓ Load the slides.

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

Explain that our objectives for this session are to:

- Agree upon processes for meeting and making decisions in coalition work.
- Designate how the charter can be amended.
- Discuss if, when, and how the coalition might dissolve (although there may not be enough time to make decisions about that today).

Briefly review a list of meeting topics for discussion (these also appear on the *Coalition Charter Worksheet*).

- These are the primary issues to resolve regarding meetings:
 - 1. Who needs to meet (full membership, coalition leadership, coordination groups, work groups)?
 - 2. What are the meeting guidelines?
 - How often/when will meetings be held?
 - Who will call the meeting and notify members?
 - Who establishes the agenda?
 - Is a quorum needed for the meeting to move forward?
 - What number or percentage of attendees constitutes a quorum?
 - Who will facilitate?
 - Who will record meeting notes and how will they be distributed?
 - How will members communicate between meetings?
- ➤ Make the following KEY POINT:
 - ★ There are countless ways to manage meetings. The best way for your coalition depends on your advocacy activities, members, structure, and budget.
- Ask if there are other essential meeting guidelines the group wants to discuss. Flip-chart any additional suggestions.



ACTIVITY: DECISION-MAKING

1 hour, 30 minutes

Facilitate discussions and group consensus on meeting guidelines.

Display the list of decisions to be made.

DECISION CHECKLIST



Meeting guidelines.

Explain that we first need to determine what groups need to meet on a regular basis (e.g., full membership, coalition leadership, and work groups).

Facilitator's Guide DAY 4



Refer participants to the leadership, coordination, and work group structures they agreed on yesterday. Keeping these structures (as well as full membership) in mind, which groups need to have regular meetings? Write the answers on a flip chart.

Divide participants into teams and assign each one a group that **needs to meet regularly.** Each team will discuss meeting guidelines for their assigned group, starting with how often and when the group should meet. Then instruct groups to focus on answering at least two to three additional questions from the "what are the meeting guidelines" list. This list is on the Coalition Charter Worksheet, in the meeting guidelines box.

Facilitator Tip

If participants list several groups that need to meet regularly, focus the next decision-making exercise on the three or four groups who will be meeting the most or whose meetings are most critical.

- Explain that each group will be making recommendations to the full group for consensus.
- Encourage teams to refer to the Advocacy Coalition Charters handout for ideas. Remind everyone that any meeting details not completed today can be decided after the workshop.
- Give teams about 25 to 30 minutes to develop their recommendations. With 10 minutes remaining, hand out flip chart paper and ask teams to write down their main decision points.
- After hanging the flip charts on the wall, gather participants around and ask each team to present their recommendations. Give participants a chance to ask clarifying questions after each presentation.
- > Return teams to their seats, and facilitate a discussion to reach consensus on the meeting guidelines for each group.
 - 1. Clarify the decision to be made.
 - 2. Develop proposals/options.
 - Refer participants to the flip charts that each team presented with meeting guideline recommendations.
 - Evaluate the ideas.
 - 4. Summarize common ground and points of disagreement.
 - 5. Synthesize.
 - 6. Finalize the decision.

Facilitator Tip

As you begin the consensus discussion, remind participants to raise their empathy glasses when they don't feel understood by others or when we need to better listen to and understand someone else.

- > Give participants 2 to 5 minutes to complete the meeting guidelines box on the Coalition Charter Worksheet.
- Record topics still in debate, if any, on the Parking Lot flip chart.
- Ask the volunteer recorder to note any follow-up issues or decisions on the To Do List flip chart.

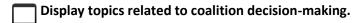
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STEP 4. Discuss coalition decisions

1 hour

- Mention that the next area of coalition planning concerns the decisions your coalition will need to make, and who has the authority or responsibility to make those decisions.
- There are a countless number of choices that coalitions must make—about budget, coalition policies, leadership positions, the work plan, communication, and others. For example, your coalition will likely need to determine who makes budgetary decisions. You might also determine who has the authority to set the coalition's advocacy goals, or who approves press releases and other communication material.



- When considering all of these decisions, coalitions face two main questions:
 - 1. Who in our coalition will have the role/authority to make each of these decisions?
 - Should all members be involved in all decisions?
 - Should different decisions be delegated to certain members, leaders, or working groups to maximize efficiency?
 - 2. How will they make these decisions (what process should be used)?
 - Majority voting vs. consensus
 - Need for quorum
- Explain that we will focus on the first question now.
- Ask participants to get into the same teams they were in before the break, and remember the structure they were assigned. Give each team a blank flip chart, and ask them to hang it somewhere in the room.



Instruct teams to brainstorm a list of the decisions their assigned structure should be responsible **for.** For example, decisions for an executive committee might include:

- Set forth annual plans and budget
- Approval of press releases
- Revising the charter
- Approval of advocacy activities (decision-making on when to act/prioritization)
- General supervision of secretariat
- Approval of membership (after recommendation from smaller group)
- Determining advocacy goals
- Approval of resource mobilization plans
- Disciplinary measures/expulsion
- Call emergency or ad hoc meetings

➤ After 10 to 15 minutes, reconvene as a full group. Spend a few minutes reviewing the list on each flip chart. Note where the lists seem to complement or overlap with each other. Discourage any lengthy debate about how the lists should be altered or place those topics on the Parking Lot flip chart.

➤ Make the following KEY POINTS:

- ★ Remember that these lists are just a start. Many decision-making roles and responsibilities will become evident as your coalition further develops.
- ★ Your coalition can debate and refine these lists as you finalize your coalition charter. It is important, however, to note any areas of disagreement now so you can discuss and synchronize these lists after the workshop and build final decisions into your charter.
- Ask participants to raise their hands if they are generally comfortable using these lists as a starting point for discussion when finalizing their charter as a coalition. If anyone has significant reservations to share, make note of it on the Parking Lot flip chart.
- Give participants 2 to 5 minutes to complete the decision-making box on the Coalition Charter Worksheet.

	Again, dis	play topics	related to	coalition	decision-	-making
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- 1. Who in our coalition will have the role/authority to make each of these decisions?
 - Should all members be involved in all decisions?
 - Should different decisions be delegated to certain members, officers, or committees to maximize efficiency?
- How will they make these decisions (what process should be used)?
 - Majority voting vs. consensus
 - Need for quorum
- Remind participants that we just generally agreed on who has the responsibility or authority to make certain decisions. After this workshop, your coalition will need to discuss how those decisions should be made.

Make the following KEY POINTS:

- ★ Throughout this workshop, we have been using a combination of voting (e.g., dot voting) and consensus, and each person has been involved in the decision-making. But there are many ways a group can make decisions that may involve everyone or just certain individuals.
- ★ The best decision-making process for your coalition depends on factors such as your size, activities, and coalition values about inclusion and power-sharing. Strive for a process that is inclusive and transparent yet moves things ahead efficiently.
- ★ You will also need to consider how you will clearly communicate major decision points and outcomes to coalition members if not all members are involved in the decision-making process.

Facilitator's Guide DAY 4

Charter Planning

Briefly review a list of decision-making topics to discuss (these also appear on the *Coalition Charter Worksheet*).

- What is the process for making decisions in full membership and among subgroups (i.e., leadership team, committees)? Consensus, majority vote, or a combination of methods?
- If voting is selected, who can vote and what determines a "yes" vote?
- How will decisions be communicated to other coalition members?
- Ask the coalition if they can commit to discussing these decision-making topics after the workshop. If so, ask the volunteer recorder to note this topic on the To Do List flip chart.

STEP 5. Discuss charter amendments and coalition dissolution

20 minutes

- ➤ Make the following KEY POINT:
 - ★ Coalitions are living entities, and they naturally evolve over time. Therefore, it is likely that the structures and processes you establish today may need to change in the future. Designating a process for revising your charter ensures that it will be done thoughtfully and inclusively, and members will not be taken by surprise.

Briefly review topics related to charter amendments (these also appear on the *Coalition Charter Worksheet*).

- These are some key questions related to charter amendments:
 - What is the process of revising/changing your charter?
 - O Who should be involved in proposing and approving the charter?
 - When should revisions happen (and how often)?



Facilitate a brief discussion on the topics from the slide. Solicit ideas and flip chart suggestions.

- As time permits, circle suggestions where there seems to be full agreement. Indicate suggestions where more discussion will be needed after the workshop.
- Give participants 2 to 3 minutes to complete the charter amendment box on the Coalition Charter Worksheet.
- > Ask the volunteer recorder to note any follow-up issues or decisions on the To Do List flip chart.

Facilitator Tip

If there is not enough time to facilitate consensus on these decisions, encourage participants to make these important decisions after the workshop.

Facilitator's Guide DAY 4
Charter Planning

- Make the following KEY POINTS:
 - ★ All coalitions have a natural lifespan. Often this lifespan is shaped by funding, but it may also be dictated by the timeframe or completion of the coalition's goals.
 - ★ After the workshop it is important for your coalition to consider cases in which it might dissolve. For example, you may agree to discuss dissolution if member organizations' priorities have shifted and are no longer able to carry the advocacy agenda forward. Alternatively, your coalition's lifespan might be tied to an achievable and time-bound advocacy goal.
 - ★ Whatever the reason, it is critical that you have a plan for dissolution discussions; you can include guidance in your coalition charter if necessary.
- > Ask the volunteer recorder to add discussion of dissolution to the To Do List flip chart.
- > Ask for any final questions.

STEP 6. Discuss charter "next steps"

15 minutes

- Facilitate a brief discussion on the steps the group wants to take to complete their charter after this workshop. Offer the following suggestions to the actions they list:
 - 1. Meet as a small group to complete any items on the To Do List flip chart.
 - 2. Meet as a full group to discuss the proposed charter (and reconcile with existing charter if necessary).
 - Is it fair and democratic?
 - Does it distribute the power fairly?
 - Does it allow members enough of a voice in how the coalition is run?
 - 3. Complete and approve the final draft.
 - 4. Give copies to all officers and members or make them easily available.
 - 5. Use your charter! Have a copy at all meetings.
 - 6. From time to time review your charter to see if it still reflects the direction of the coalition and revise if necessary.
- Encourage the group to write down due dates for each step and who will be responsible for taking that action.

STEP 7. MOVING AHEAD!

➤ Congratulate the group on completing these lengthy and detailed discussions on their charter.

Mention that this afternoon we will complete our advocacy work plan and fundraising strategy, as well as discuss monitoring and evaluation of our advocacy efforts and coalition processes.

Facilitator's Guide DAY 4

LUNCH 13:00–14:00 (1 hour)

Session Objectives

After this session participants will be able to:

- Identify advocacy activities with which the coalition has expertise.
- Develop a preliminary advocacy work plan.



14:00–15:30 1 hour, 30 minutes

Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Handout: Advocacy Action Plan

GETTING PREPARED

- ✓ Load the slides.
- ✓ Create the following two flip charts and hang together on a wall.

<u>Assets</u>

Gaps

FACILITATING THE SESSION

- You laid the foundation for your coalition's advocacy work plan on Day 2 when you identified priority advocacy issues and your advocacy goals. Now we will begin to develop a concrete, six-month work plan to make progress toward those goals.
- State the session objective:
 - Develop a preliminary advocacy work plan.

STEP 2. Define advocacy activities

5 minutes

- **Explain from the slide that an advocacy activity refers to how you will accomplish your advocacy goals.** Activities include policy landscaping, generating evidence, grassroots mobilization, public awareness campaigns, demonstrations, media outreach, educating policymakers, hosting advocacy events, producing advocacy materials like policy briefs and reports, and monitoring and evaluating advocacy.
- Ask participants what factors the coalition might consider when determining which activities you will plan. Responses could include:
 - Likelihood the activity will achieve the advocacy goal
 - Impact or influence on key decision-makers and influencers
 - Coalition expertise/experience with the activity
- Make the following KEY POINTS:
 - ★ Your coalition will likely plan a variety of activities to achieve an advocacy goal. It's important to know where your coalition is strong so that you can most efficiently use your talents.
 - ★ Likewise, it helps to know where you have less expertise so you can work to fill any gaps that are important for reaching your advocacy goal.



ACTIVITY: T

ACTIVITY: TALKING WALL

20 minutes

Leading this activity with participants gathered at the wall sparks interaction and really gets the group thinking creatively. Be sure to elicit ideas from everyone, especially those standing on the sides or in the back of the group.

> Ask participants to refer to their pre-workshop survey and to gather again in front of the flip charts.



Begin at the Assets flip chart. Spend about 5 minutes asking each participant to identify the top three areas of advocacy expertise that her/his organization most often uses to successfully reach advocacy goals. Probe with the following questions, if necessary:

- What are the strongest areas of advocacy expertise for your coalition?
- How might this influence the activities you pursue?
- Record answers and place a check mark next to responses that are mentioned multiple times. If any responses are unique, ask the participant to explain the area of expertise. Make sure that everyone has a chance to contribute.



Move to the Gaps flip chart. Next, ask the group where they see any advocacy expertise gaps or weaknesses for the coalition. Probe with the following questions:

- In what areas do you have little advocacy experience or expertise?
- Are there any advocacy activities that might be problematic or off-limits for the coalition (e.g., some organizations cannot directly lobby)?

Facilitate a brief discussion with the following questions:

- Which advocacy activities do you think will be most important to help achieve your specific advocacy goals? Does your coalition have experience in carrying out these advocacy activities?
- What skills seem to be lacking in terms of carrying out specific advocacy activities? How does this influence your thoughts about coalition member recruitment?

Make the following KEY POINT:

★ You now have a better sense of your coalition's assets and gaps when it comes to advocacy activities. Keep these foremost in your mind as we now move to develop an advocacy action plan.

Participants draft their coalition's plan for advocacy activities.

- Explain that we will now work in teams to create a work plan for each of our advocacy goals.
- > Divide participants into small teams and assign one advocacy goal to each team.
- Refer to the handout: Advocacy Action Plan.

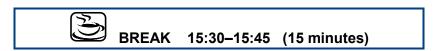
	e of your advocacy goals. For each g e specific person and partners who			
DVOCACY GOAL #1				
A. Activity	B. Responsible party	C. Partner(s)	D. Cost	E. Timeline

- Activity: What types of activities will your coalition pursue to achieve your advocacy goal?
- Responsible party: Which coalition member will be responsible for leading or organizing the activities? Does this organization have the staff time and expertise needed?
- Members/Partners: Which coalition members or external partners will lend their staff time or expertise if needed to successfully implement activities?
- <u>Costs</u>: What are the costs associated with these activities (e.g., salaries, transport, meeting costs, printing, consultant fees)?
- <u>Timeline</u>: When should the activities be conducted? How long will they take?

- Ask teams to write their assigned goal in the top row of the worksheet. Then instruct them to complete the columns: activities, responsible party, members/partners, cost, and timeline.
- Offer the following suggestions for completing the worksheet:
 - Remember that activities are the steps or actions you will take to reach your goal. Make sure each activity logically connects to the other activities and ultimately to the goal.
 - Concentrate on planning activities over the next 6 months. Within this period, make sure your timelines are realistic. Also consider other relevant timelines (e.g., legislative sessions) and other platforms or events (e.g., world health days) you can leverage.
 - It is OK if you do not know the exact costs involved with a particular activity. At this point, just list what expenses might be involved with the activity (e.g., printing, rental fees).
- Ask for any questions.
- Allow teams about 20 minutes to complete an action plan for their goal.
- With the remaining 30 minutes, ask each team to share its work with the rest of the group. Solicit comments and questions from the full group. Ask clarifying questions to the presenting groups, and probe with questions such as:
 - What costs are associated with this activity (especially "hidden" costs like transport and staff time)?
 - Can you see a logical connection between these advocacy activities and the goal?
 - Does your coalition have expertise in this advocacy activity?

STEP 5. MOVING AHEAD!

Mention that we have now created a plan for the coalition's advocacy efforts. Next we will craft a fundraising strategy so that the coalition can execute its plan.



Session Objectives

After this session participants will be able to:

- Identify potential sources of funding.
- Design and implement a fundraising strategy.



15:45–16:45 1 hour

Materials

- Flip chart paper, easels, markers, tape
- Handout: Fundraising Strategy

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No preparation needed for this section.

FACILITATING THE SESSION

STEP 1. Introduce the session⁵

5 minutes

- Mention that coalitions almost always need funds. While some advocacy coalitions are able to get a lot done with "in-kind" contributions from their members (such as staff time, meeting space), a coalition often needs dedicated funding to effectively deliver on its advocacy agenda and carry out advocacy activities.
- State the session objectives:
 - Identify potential sources of funding.
 - Design and implement a fundraising strategy.

international, 1999.

⁵ Adapted from *Networking for Policy Change: An Advocacy Training Manual*. The Policy Project, Futures Group International, 1999.



Ask participants to brainstorm a list of possible sources of financial support that could make coalition work possible. Encourage participants to think broadly (not on specific donors) to include sources such as:

- In-kind donations (office space, web support)
- Grants from private donors, bi- and multi-lateral donor agencies
- Government grants or contracts
- Individual donations
- Membership dues
- Commercial sponsorship, corporate social responsibility schemes
- Fees for services (trainings, workshops)
- Fundraiser/charity event
- Founding member contributions

Make the following KEY POINT:

★ Keep in mind that some funders will only fund direct advocacy activities, not coalition development or capacity. Do your research to see if any funders will support your advocacy efforts AND your coalition capacity-building.



Ask participants to select the three sources most likely to support the coalition (this could be done with dot voting).



Participants draft a fundraising strategy.

- Divide participants into three teams (could be random or based on personal interests or connections). Assign one funding source (or a combination of sources) to each team.
- Refer to the handout: Fundraising Strategy.

elopment or advo	urce of potential financial suppor cacy work. Then summarize wha cific next steps to take to solicit tl	your coalition's fundraising	"ask" might be. Finally, list ho	
Funding Source	Funder's Potential Interest	Coalition's "Ask"	Coalition Approach	Coalition Next Steps
International Child Health Foundation	Currently interested in supporting grassroots mobilization	Support our grassroots campaign to increase national budget for child health.	Send letter of introduction and concept paper. If foundation shows interest, follow up with a proposal.	Anya to lead effort. Michael to notify his contact at foundation to expect letter. Moil by 01 March to meet foundation's funding cycle deadline.

- Instruct the teams to consider their assigned funding sources and answer the following questions:
 - Why would this source be interested in supporting our coalition's advocacy goals and/or our coalition development?
 - What concise reasons or "story" do we tell to persuade your assigned source to fund us? What are we asking the funder to support? Approximately how much are we asking for? How will we approach/contact the funder?
 - What are the next steps and who will be responsible for them?
- Review the sample strategy on the handout to help guide the teams.
- Allow teams about 15 minutes to complete their strategy.
- > Ask each team to present its strategy and solicit comments or suggestions from the full group.

Facilitate a brief discussion with questions such as:

- How do the three strategies fit together?
- Is there a strategy that is most appealing? One that is most realistic?
- Which strategy or strategies should the coalition pursue first? Are there any strategies that the coalition should drop or put on hold?
- What additional information-gathering could strengthen your fundraising strategy?

> Summarize with the following KEY POINTS:

- ★ It is important to find out what types of organizations a potential donor has funded in the past, how much it typically donated, and its current interests. An annual report, if available, will provide the needed information. Keep in mind that governments usually have stricter rules about what they can fund, whereas the private sector is more flexible.
- ★ Strive for a diverse funding base to avoid dependence on a few sources.
- ★ As in advocacy itself, relationships are central. Invest time and energy in getting to know potential contributors and their interests.
- ★ Laws that govern the giving and receiving of donations vary country by country. Be sure you research laws that govern contributions, especially donations used for advocacy or political action.

STEP 4. MOVING AHEAD!

With your coalition's preliminary advocacy work plan and fundraising strategy in place, the final step is to ensure your coalition factors evaluation into its efforts.

Session Objective



After this session participants will be able to:

• Name ways to measure progress toward the coalition's advocacy goals and to measure coalition performance.

16:45–17:30 45 minutes

Materials

- Flip chart paper, easels, markers, tape
- PowerPoint slides
- Handout: Coalition Member Satisfaction Survey
- Handout: Plan to Measure Success

GETTING PREPARED

- ✓ Load the slides.
- ✓ Create the following flip charts and cover until needed.

<u>Coalition</u> <u>Performance</u> Advocacy Progress

FACILITATING THE SESSION

STEP 1. Introduce the session

5 minutes

Mention that the planning stage is also the time to start thinking about how your coalition will measure its success on two separate levels. First, you can measure your coalition's external progress toward your advocacy goals. At the same time, you can also measure your internal performance or how well the coalition is functioning as a unit.

> State the session objective:

 Name ways to measure progress toward the coalition's advocacy goals and to measure coalition performance.

STEP 2. Role of measurement

10 minutes



Divide participants into two groups and assign to either the Advocacy Progress flip chart or the Coalition Performance flip chart. Give groups 5 minutes to brainstorm the main reasons for measuring performance of their work stream and have them write the reasons on the flip chart.

- Ask one person from each team to present the team's answers, and then hang the flip charts side by side. Note the overlap or key differences in lists. Emphasize these reasons in discussion:
 - Help adjust advocacy strategies or coalition processes during implementation.
 - Respond to changes in wider environment (advocacy).
 - Demonstrate the value that advocacy work or coalition work can add to an issue or cause.
 - Inform the planning of future advocacy or coalition development work.
 - Mobilize additional resources.
 - Demonstrate results to funders.
 - Motivate you to sustain your coalition and advocacy agenda.

STEP 3. Introduce advocacy measurement

15 minutes

- Mention that, while the reasons for measuring progress toward advocacy goals and coalition development may be similar, the indicators and tools for each topic are different.
- > Explain that your progress toward advocacy goals can be expressed as "outputs" and "outcomes."

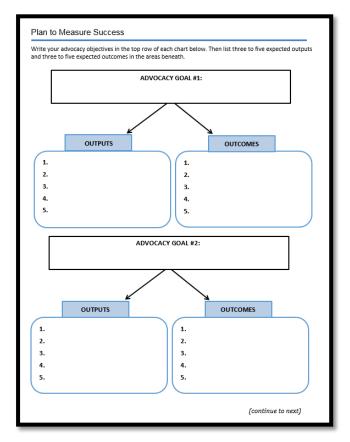


Define advocacy outputs and outcomes from the two slides.

- Outputs show that the activities you planned actually happened.
 - Usually expressed as a number.
 - Measure productivity.
 - Indicator examples: number of meetings with decision-makers, press releases issued, policy briefs disseminated.
- Outcomes measure effects or changes seen as a result of your advocacy.
 - Quantitative or qualitative.
 - o Measures effectiveness, many short-term steps toward the overall goal.
 - o Indicator examples: formation of government task-team, policy draft submitted to the Minister of Health, policymakers making public commitment to increase budget.

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Facilitator's Guide DAY 4

- ➤ Make the following KEY POINTS:
 - ★ In general, outputs are YOUR actions. Outcomes are SOMEONE ELSE'S actions.
 - * Remember that outcomes show progress; you might identify many intermediate outcomes on the way to your overall advocacy goal.
- > Refer to the handout: Plan to Measure Success. Choose one of the coalition's goals.





Ask the group to brainstorm possible outputs and then outcome indicators for this goal. Flip-chart their ideas and prompt thinking with the following questions:

- How do you know that your activity actually took place? (outputs)
- What measureable changes did your advocacy lead to? (outcomes)
- Explain that, even though we will not develop a complete evaluation plan in this workshop, your coalition should take time later to create an advocacy evaluation plan. Use this worksheet to assist those future discussions.

STEP 4. Introduce coalition measurement

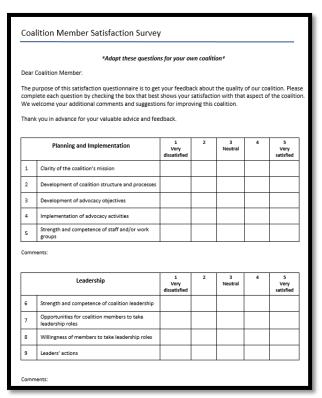
15 minutes

Mention that we usually look at internal processes to measure the functioning of a coalition. Here we are assessing how well the coalition as a whole is performing and functioning (not individual members).



Ask participants: What aspects of your coalition's functioning could you assess to determine whether your coalition is working smoothly? Flip-chart their answers and supplement with the following:

- Planning and implementation
- Leadership
- Membership growth
- Active participation and involvement
- Decision-making
- Communication
- Distribution of work
- Meetings
- Individual experience
- Ask participants to brainstorm the methods or tools they might use to evaluate these internal processes. Prompt with the following ideas if needed:
 - Annual member survey
 - Quick evaluations at the end of meetings for the first year
 - One-on-one conversations between leadership and members
- Facilitate a brief discussion on which of these ideas they might want to implement and how they will do so.
- **Refer to the handout:** *Coalition Member Satisfaction Survey.* Mention that this is a template that can be adapted for annual member surveys.





> Congratulate participants for completing four days of advocacy coalition planning!

Session Objectives

After this session participants will be able to:

- Reflect on the accomplishments for the week.
- Evaluate the workshop.



17:30–18:00 30 minutes

Materials

- Flip chart paper, easels, markers, tape
- Handout: Final Evaluation

GETTING PREPARED

No preparation needed for this section.

FACILITATING THE SESSION

STEP 1. Next steps

15 minutes

- Ask each person to reflect on the workshop by sharing one word that describes how he/she feels about the coalition's direction moving forward.
- > Invite participants to share any additional thoughts or comments.

STEP 2. Final evaluation and closing

15 minutes

- ➤ **Distribute copies of the** *Final Evaluation***.** Allow time for participants to complete it.
- > Invite closing remarks from participants, facilitators, or others and conclude the workshop.
- Thank the participants for their attendance and active participation, and wish them well in their advocacy efforts.

END OF WORKSHOP

Handouts

- Making Decisions by Consensus
- Coalition Charter Worksheet
- Sample Mission Statements
- Advocacy Coalition Case Studies
- Sample Advocacy Goal Statements
- Advocacy Coalition Charters
- Eyeglasses
- Leadership, Coordination and Work Groups
- Advocacy Action Plan
- Fundraising Strategy
- Plan to Measure Success
- Coalition Member Satisfaction Survey

Activity Materials

- Activity Guide: Energizers
- Activity Guide: Friction Tolerance
- Activity Guide: I Understand

Planning and Evaluation

- Facilitator Agenda
- Participant Agenda
- Pre-workshop Organization Survey
- Final Evaluation

Facilitator's Guide DAY 4

To make decisions by consensus, we will follow these general steps.

1. Clarify the decision that needs to be made.

The facilitator clearly states the specific decision needed.

2. Develop proposals/options.

We generate a list of ideas or "proposals" to consider for making the decision. Before we start discussing the ideas in detail, we may take a straw poll to measure initial reactions to the proposals.

3. Evaluate the ideas.

Once we have a list of proposals, we'll discuss what you like about each idea and any concerns you have. We may add new ideas to the list or remove some ideas based on the discussion.

4. Summarize common ground and points of disagreement.

The facilitator then summarizes the discussion to highlight where we seem to agree and where we still disagree. If there's no disagreement, then we'll call for a final decision.

5. Synthesize.

If some concerns still remain, we keep working collaboratively to create a solution that everyone can agree with. This may involve blending ideas or coming up with an entirely new idea. This step is the real work (and reward!) of consensus building.

6. Finalize the decision.

When it appears we may have agreement, the facilitator will raise a final call for consensus and ask each participant to respond in one of three ways:

Levels of Consensus: Voting Options

Thumbs up: I fully support this decision and believe it reflects the wisdom of the group. Thumbs sideways: I can accept this decision even though I have some reservations. Thumbs down: I'm not comfortable with this decision and need to discuss it further.

If all thumbs are up or sideways, then we have reached consensus. If any thumbs are down, we have more discussion and synthesizing to do.

Use this worksheet to record coalition decisions made at the workshop. While some decisions will be final, it is likely that your coalition will not come to agreement on every item on this worksheet. Indicate which decisions and topics need to be finalized or revisited in the "action(s) needed" section.

Coalition name
State your coalition's name:
Action(s) needed:
Mission statement (cause, action, and impact)
Write your coalition's mission statement:
Action(s) needed:
Action(s) needed.

Advocacy issues						
Priority issues:	Potential issues:	Problematic issues:				
Action(s) needed:						
Advocacy goals						
List your coalition's advocacy goals:						
1.						
2.						
2.						
3.						
Action(s) needed:						

Membership
Identify your coalition's membership eligibility criteria:
List different levels/categories of membership (if any):
Describe the process of becoming a member:
Identify member benefits:
Identify member expectations:
List the circumstances in which membership can end:
Action(s) needed:
Legal registration (optional)
List positive and negative aspects of registering as a separate legal entity:
Describe research you need to conduct for more information:
Action(s) needed:

Leadership structures
Describe your coalition's agreed-upon leadership structure (e.g. officers, steering committee, etc.):
Duties:
Eligibility:
Election/appointment process:
Length of term:
Removal conditions and procedures:
Leadership succession:
Other decisions:
Action(s) needed:

Coordination structure
Describe your coalition's agreed-upon coordination structure (e.g. rotated coordination, lead agency, paid coordinator, etc.):
Other decisions:
Action(s) needed:
Distribution of work
Describe how your coalition will divide work (e.g. working groups organized by advocacy goal, working groups organized by specific tasks):
Other decisions:
Action(s) needed:

Organization chart			
Draw an organization chart to show how leadership structures, coordinating bodies, and work groups will relate to each other:			
Action(s) needed:			

Meeting guidelines					
Sub-structures that need to meet (e.g. full membership, leadership, coordinating body, work groups):					
	Structure 1:	Structure 2:	Structure 3:		
How often/when will meetings be held?					
Who will call meetings and notify members?					
Who establishes the agenda?					
Is a quorum needed to move the meeting forward?					
What number/ percentage constitutes a quorum?					
Who will facilitate the meeting?					
How will the coalition record proceedings and distribute notes?					
How will members communicate between meetings?					
Action(s) needed:					

Decision-making					
Write in sub-structures from exercise above:					
	Structure 1:	Structure 2:	Structure 3:		
What decisions does this structure have the authority to make?					
What is the process for making decisions?					
How will decisions be communicated to other coalition members?					
Action(s) needed:					

Amending the charter			
Describe the process for amending the charter:			
Identify who should propose edits/amendments:			
Identify who should approve edits/amendments:			
Identify how often revisions should take place:			
Other decisions:			
Action(s) needed:			
Coalition dissolution			
Determine when and how the coalition will disband (if needed):			
Other decisions:			
Action(s) needed:			

The following are mission statements from different types of advocacy coalitions of which PATH is a member. Notice the range of styles and descriptions.

- 1. Through advocacy, coordination, and education, the Zambia Alliance for Maternal, Neonatal, and Child Health (MNCH Alliance) works to improve health outcomes for adolescents, mothers, newborns, and under five children in Zambia.
- 2. To value and consolidate the power within communities throughout Africa to end the injustice of TB, a curable disease from which millions of our people suffer and die each year. We enable infected and affected communities to advocate for universal access to TB services by enhancing advocacy skills, knowledge tools and opportunities to contribute to and hold all stakeholders accountable for achieving a TB-free Africa (Africa Coalition on Tuberculosis, ACT!).
- 3. To bring together a diversity of partners and mobilize their collective strengths to increase access to a full range of affordable, quality reproductive health supplies in low- and middle-income countries (Reproductive Health Supplies Coalition).
- 4. The Global Health Technologies Coalition advocates for research and development of tools to prevent, diagnose, and treat global diseases so health solutions are available when we need them.
- 5. To make female condoms universally accessible, affordable and available to all by broadening and strengthening the support base for female condoms, sharing knowledge and expertise among actors and by jointly advocating for female condoms (International Advocacy Platform for Female Condoms).

CASE 1: South African Maternal, Newborn, and Child Health Advocacy Coalition

Background

On the eve of a national Maternal, Newborn, and Child Health (MNCH) forum in South Africa in 2014, three international nongovernmental organizations (NGOs) hosted a pre-forum event where 14 civil society organizations (CSOs) signed a pledge committing to joint campaigning and advocacy. Afterwards, these three core NGOs formed a Steering Committee, drafted a charter, and formed the South African MNCH Advocacy Coalition with civil society partners.

Mission

The South African MNCH Advocacy Coalition does not have an official mission statement. Its stated purpose is to:

Increase public and relevant sectors' awareness on child and maternal health issues; raise the profile and political attention given to child and maternal health; influence relevant policies, legal, political and social changes to improve child and maternal health; and hold government, health providers, and others to account for the commitments made to women and children.

Membership

Any local, national, or international CSO or nonprofit organization (e.g., research institutions, professional associations) working on health-focused interventions and operating in South Africa may become a member.

Structure, leadership, and decision-making

The coalition is loosely structured and has not registered as a legal entity. A Steering Committee comprised of the three founding NGOs guides the operation and activities of the coalition. The Steering Committee is chaired by one member who rotates quarterly. Decisions are made by coalition members at meetings, and meetings occur as needed. The coalition has a draft charter, but there are no officers, formal meetings, voting guidelines, or official committees.

Advocacy goals and activities

The specific advocacy goals of the coalition are to:

- Build and promote engagement of CSOs in policy and governance discussions, and create a platform to influence relevant policies and social changes to improve child and maternal health.
- Establish mechanisms to harness information and best practices to align advocacy campaigning.
- Leverage key moments, such as World Breastfeeding Week, to increase public awareness of and demand for health services.

Initially the coalition had planned to carry out joint advocacy campaigns, media campaigns, or special events two or three times a year. Without funding, however, the coalition now mainly serves as a networking channel through which members email each other with program updates, requests, announcements, and invitations.

Funding

At first there was modest funding for a contract coordinator to support the Steering Committee, coordinate meetings, communicate with members, and manage day-to-day coalition activities. That funding has since expired, and coordination of activities and meetings has weakened. The coalition hopes to develop a fundraising strategy that may include contributions from individual members and external funding opportunities.

CASE 2: Zambia Alliance for Maternal, Neonatal, and Child Health

Background

The Zambia Alliance for Maternal, Neonatal, and Child Health (MNCH Alliance) was founded in 2013 as a mechanism to advance action on recent international commitments made by the Zambia government toward saving mothers and newborns. The Alliance is supported by the Zambia Ministry of Health (MOH) in partnership with the United Nations Children's Fund (UNICEF).

Mission

Through advocacy, coordination, and education, the Zambia Alliance for Maternal, Neonatal, and Child Health (MNCH Alliance) works to improve health outcomes for adolescents, mothers, newborns, and under five children in Zambia.

Membership

The MNCH Alliance includes civil society organizations, community-based organizations, faith-based organizations, and international nongovernmental organizations working across Zambia on MNCH issues. Members are expected to prioritize their membership, commit their time, and contribute their knowledge and expertise to policy direction and strategic interventions for the MNCH Alliance.

Structure, leadership, and decision-making

The MNCH Alliance is a moderately structured coalition; it is informal in some ways and formal in others. The MNCH Alliance has not applied for legal registration, but is considering it. The coalition has a formal governance and coordination structure made of the following:

- Executive Committee: The primary governance body composed of seven members, including the chairperson, vice chairperson, secretary, treasurer, and three additional coalition members. The Executive Committee provides leadership on coalition policy and strategy.
- *Chairperson*: The head/spokesperson for the MNCH Alliance. A chairperson is elected for a two-year term.
- *Secretariat:* The Secretariat coordinates the administrative matters of the MNCH Alliance; the role rotates among coalition members.
- Working groups: Working groups are subgroups of MNCH Alliance members that implement coalition activities according to its goals.

The Executive Committee meets quarterly, working groups meet on an ad-hoc basis, and the full membership meets on an annual basis through its Annual General Membership meeting. All decision-making is done through consensus.

Advocacy goals and activities

The MNCH Alliance works with local partners to make progress on Zambia's MNCH commitments, including the MNCH Road Map, the Family Planning 2020 initiative, and the 1,000 Days Program to improve nutrition for mothers and children.

In 2015, the MNCH Alliance developed a new set of advocacy goals that have been tentatively agreed upon:

 The Ministry of Finance and MOH increase funding for MNCH in the national budget (with a focus on health staff, commodities, and equipment).

- The Registrar of Births gives the MOH authority at health facility level to register children and newborns.
- Chiefs and traditional leaders create bylaws that will encourage women to attend antenatal care four times and deliver at health centers.

Examples of coalition advocacy activities include:

- Provide technical advice to decision-makers on new MNCH policies, strategies, budgets, and programs.
- Implement joint advocacy initiatives at the district, national, and international levels.
- Conduct social mobilization and host community events, including an Urban Mothers Walk, held in August 2015 to demonstrate the plight of rural mothers and the distances they have to walk to deliver.
- Demand accountability and increased MNCH resources from government.

Funding

Each member of the MNCH Alliance is expected to fundraise and contribute financial and in-kind resources toward the approved budget and work plan.

CASE 3: Africa Coalition on Tuberculosis (ACT!)

Background

Leading tuberculosis (TB) advocates—all former TB patients—launched the Africa Coalition on Tuberculosis (ACT!) on World TB Day 2012 in order to link activists and synergize advocacy across southern Africa. ACT! is active in Kenya, Nigeria, Swaziland, Uganda, Zambia, Malawi, and Zimbabwe.

Mission

To value and consolidate the power within communities throughout Africa to end the injustice of TB, a curable disease from which millions of our people suffer and die each year. We enable infected and affected communities to advocate for universal access to TB services by enhancing advocacy skills, knowledge tools and opportunities to contribute to and hold all stakeholders accountable for achieving a TB-free Africa.

Membership

Civil society groups working on HIV or TB in countries with national chapters are eligible for ACT! At present, however, ACT! is not accepting new members beyond those already in the Task Force until its framework and activities are more established. In the meantime, interested parties can submit an expression of interest on ACT!'s website, and they will be contacted when membership is open.

Structure, leadership, and decision-making

ACT! is a highly structured coalition. Several national ACT! chapters have registered as legal, civil society entities in their countries so that they can receive funds. ACT! has a detailed coalition charter, especially regarding governance and leadership.

Task force

The main governing body of ACT! is the Task Force, which was established by founding members to develop the coalition and implement priority activities. The Task Force is responsible for developing organizational guidance, work planning, making membership decisions, and electing officers to sit on a Steering Committee within the Task Force. Together, the Task Force and Steering Committee oversee strategic direction, resource mobilization, and public relations.

The Task Force maintains an odd number of members (11, 13, or 15) who must commit eight hours per week to coalition work. Membership criteria for the Task Force are very specific. At least half of the Task Force must be female, and members must be an African living and working in Africa; have TB, have undergone TB treatment, and/or been directly affected by TB; and have 2-3 years of experience in community advocacy for TB, among other requirements.

Steering committee

In addition to the above tasks jointly undertaken with the Task Force, the Steering Committee provides day-to-day coalition coordination, communicates with stakeholders, and makes decisions regarding the coalition's development, finances, and operations. The Steering Committee is comprised of five elected officers (president, vice president, treasurer, secretary, and vice secretary), plus one additional member. The charter outlines very detailed responsibilities for each officer and guidelines for their election, replacement, and term limits.

Working groups

The Task Force identifies working groups as needed to implement coalition activities. Task Force members serve as working group leads.

Advisory board

Individuals who want to contribute skills to ACT! but do not meet the criteria for Task Force membership may be asked to join an Advisory Board that advises the Steering Committee on strategic and technical matters.

Advocacy goals and activities

ACT!'s priority advocacy goals at global, regional, and national levels include:

- Continue pressure for funding for community work under Global Fund grants.
- Eliminate TB drug stockouts.
- Increase access to diagnosis and treatment of drug-resistant TB.
- Bring attention to pediatric TB.

The first formal activity of ACT! was to develop and present a Civil Society Declaration on TB in Africa, which included the coalition's advocacy goals, to the executive secretary of the Stop TB Alliance. Through other coalition activities, ACT! has worked to raise awareness for TB and strengthen the voices of civil society organizations working on TB-related issues. The coalition has:

- Chaired panel discussions at global and regional TB events to advocate for better engagement of civil society in future conference planning.
- Worked with the Union World Conference on Lung Health Board to form a civil society commission and to allocate 100 free conference registrations for affected communities to participate in the 2013 conference.
- Participated in and facilitated sessions at advocacy, communication, and social mobilization trainings and advocacy strategy development workshops in various countries.
- Facilitated joint planning between ministries of health, national TB control programs, and civil society to ensure the community voice is represented.

Funding

The Steering Committee and Task Force are jointly responsible for fundraising, though the Steering Committee makes financial decisions. Initially, the coalition had bilateral funding for start-up activities and advocacy trainings. ACT! no longer has a formal budget, but the Steering Committee is developing a fundraising strategy and planning to seek funding.

CASE 4: Reproductive Health Supplies Coalition

Background

The Reproductive Health Supplies Coalition (RHSC) was launched in 2004 to lead international efforts to ensure the availability and accessibility of reproductive health supplies in low- and middle-income countries. Working through its diverse membership, the RHSC seeks to increase resources, strengthen systems, and build partnerships in support of affordable, high-quality contraceptives and other reproductive health supplies.

Mission

To bring together a diversity of partners and mobilize their collective strengths to increase access to a full range of affordable, quality reproductive health supplies in low- and middle-income countries.

Membership

RHSC membership includes more than 300 multilateral organizations, bilateral and private donors, country governments, civil society organizations, and nongovernmental organizations. Any legally-registered organization or company with a programmatic or financial stake in reproductive health commodity security and a committment to the coalition's mission is able to apply for membership.

To apply, organizations must acknowledge, in writing, their adherance to the RHSC mission and goals and declare any conflicts of interest. Membership is approved by the Secretariat, and the Executive Committee can rescind membership if an organization does not adhere to membership criteria.

Structure, leadership, and decision-making

RHSC is a highly structured coalition with a detailed leadership and decison-making structure laid out in the coalition's charter. The coalition is not registered as a legal entity, but operates under a legally-registered Managing Institution, which also seves as the Secretariat.

Exectutive Committee

The Executive Committee is the RHSC's governing body, providing guidance, oversight, and approval of key coalition decisions and activities. The Committee meets twice annually and includes the RHSC chair, RHSC director (who leads the Secretariat), and 13 additional representatives from member organizations who serve on a rotating basis.

Secretariat

The Secretariat provides cohesion and direction for the RHSC, including communication with members, managing all aspects of meetings, facilitating the membership process, and administration. The Secretariat is comprised of a full-time director, who provides overall leadership for the RHSC, and program and support staff. PATH, an international health organization, serves as the permanent Secretariat, and all staff are employeed by PATH.

Implementing Mechanisms

The RHSC operates through implementing mechanisms (IMs)—working groups, regional forums, and caucuses—that are formed by a group of RHSC members working toward an agreed-upon objective.

• Working groups are the most formal; they are part of the official operating structure of the RHSC, and working group chairs hold a seat on the Executive Committee.

- Regional forums are geographically and linguistically based platforms that address reproductive health supply issues.
- Caucuses are less formalized structures that form to address a common challenge related to specific categories of reproductive health supplies.

Each IM meets as needed, submits a work plan, and carries out activities.

Advocacy goals and activities

Through its members and working groups, RHSC engages in information and resource sharing, small-grant funding, collective advocacy, and technical assistance. The Advocacy and Accountability Working Group determines advocacy goals, which include:

- Promote the fulfillment of commitments to reproductive health commodity security at the national and global levels.
- Increase awareness among global, regional, and local entities of the impact of reproductive health commodity stockouts and prioritize a conducive financial and policy environment to address the issue.
- Ensure country governments implement World Health Organization guidelines on task-sharing for family planning methods, in order to remove bottlenecks in access to commodities.

The RHSC's advocacy activities include:

- Develop a national family planning budget monitoring tool for advocates to pilot for advocacy and accountability purposes.
- Convene global- and country-level partners to ensure country engagement in global processes.
- Communicate through advocacy tools the reasons for stockouts and the human impact stockouts have.
- Co-host a blog series about increasing access to maternal and reproductive health supplies.

Funding

The RHSC is funded by donor contributions—those that are made to the Managing Institution and those that are awarded to its members for work under the RHSC. The Executive Committee is responsible for facilitating fundraising and works with the director to develop funding proposals. Working groups may submit internal proposals for RHSC funds to carry out activities not covered by member organizations.

CASE 5: Global Health Technologies Coalition

Background

The Global Health Technologies Coalition (GHTC) is group of nongovernmental organizations (NGOs) formed to increase awareness for the need for new global health technologies that can save lives in the developing world and to improve policies and investments to accelerate the development and delivery of these technologies.

Mission

The Global Health Technologies Coalition advocates for research and development of tools to prevent, diagnose, and treat global diseases so health solutions are available when we need them.

Membership

The GHTC is currently comprised of about 25 NGOs ranging from advocacy groups, to think tanks, to product development partnerships. Only nonprofit organizations committed to GHTC's mission and advocacy goals are eligible for membership, and interested organizations must fill out an application form and meet with the coalition director. The coalition is assessing alternate, formal partnerships with for-profit entities, as this sector is seen as important in global health research and development (R&D) policy discussions. Their involvement, however, will likely be separated from coalition decision-making and policy stances.

Some members are extremely active in GHTC's activities, while other members participate largely for information sharing purposes. The only expected commitment is that members attend full coalition meetings (either in-person or over the phone) at least quarterly.

Structure, leadership, and decision-making

The GHTC is a highly structured coalition. Though it is not registered as its own legal entity, the GHTC has a clearly defined leadership and coordination process, made up of a Secretariat, Steering Committee, and many working groups.

Secretariat

The GHTC has a permanent Secretariat that sits at PATH, an international health organization. The Secretariat chairs full coalition meetings and works with the coalition Steering Committee to facilitate the sharing of information among members, assure adherence to membership principles and operations, and provide general administrative support to the coalition and its members.

The secretariat is staffed by five employees, including a coalition director, who oversees and is responsible for the functioning of the coalition. All secretariat staff are employed by PATH.

Steering Committee

The GHTC is governed by a Steering Committee that provides guidance to coalition staff and members on major coalition decisions, including advocacy priorities, membership, positioning, and strategy. The Steering Committee consists of the coalition director, four elected members, a representative from the Secretariat, and working group chairs. The Steering Committee meets at least quarterly.

Working Groups

Action-oriented subgroups exist within the GHTC, and each advocates for specific policy mechanisms or goals related to global health R&D. Working groups can change as advocacy areas of focus shift, but currently, GHTC has two working groups: the Public Financing Working Group and the Regulatory Pathways Working Group.

Working groups are led by members of the coalition with expertise in the working group's topical area of focus, and participants in these working groups are expected to actively engage and support group activities.

Decision-making

The Steering Committee makes decisions on the overall direction of the coalition, by voting or consensus. When it comes to the coalition's position on specific policy issues, the GHTC often makes decisions through a consensus process, in which the Secretariat poses several possible policy options to members (and may make a recommendation)—then the full coalition decides on a course of action. When there is not consensus on an issue, the GHTC may choose to either remain silent on that topic or act only as a convener/information-sharer in that area.

Advocacy goals and activities

The coalition advocates for increased and effective use of public resources and incentives to encourage private investment, as well as streamlined regulatory systems. Specific advocacy goals include:

- Call for increased financing, coordination, and strategic investments by the US government in global health R&D.
- Support the adoption of new market-based incentives to encourage private-industry investments in global health R&D.
- Advocate for streamlined regulatory processes to accelerate licensing of safe and effective global health technologies.

The GHTC's advocacy activities include:

- Conduct policy analysis to inform, develop, and pursue a strategic advocacy agenda.
- Educate and inform policymakers, including hosting meetings with US legislators to ensure that global health R&D funding is sustained or increased in each fiscal year.
- Convene stakeholders and share information at policy briefings, panel discussions, and other events.
- Publish an annual report that includes policy recommendations related to global health R&D funding in the United States.

Funding

The GHTC is funded by contributions from donors, including private foundations, as well as annual member dues. Member dues have a tiered structure so that organizations with smaller budgets pay less than organizations with larger budgets.

CASE 6: International Advocacy Platform for Female Condoms

Background

The International Advocacy Platform for Female Condoms (the Platform) was formed by the Universal Access to Female Condoms (UAFC) Joint Programme—a consortium of Dutch organizations, including Rutgers, Oxfam Novib, i+solutions, and the Netherlands Ministry of Foreign Affairs—in order to mobilize key stakeholders to advocate for the accessibility of female condoms for all.

Mission

To make female condoms universally accessible, affordable, and available to all by broadening and strengthening the support base for female condoms, sharing knowledge and expertise among actors, and by jointly advocating for female condoms.

Membership

Current members of the Platform include key players from within the field of sexual and reproductive health and rights (SRHR) and HIV/AIDS, representatives from donor agencies, and experts in the field of reproductive health supplies.

Both individuals and organizations can be considered for membership and are selected based on a set of criteria, including position within the field of HIV/AIDS and SRHR; the influence of the organization or individual; knowledge about female condoms; and previous experience that is valuable for future female condom programming and advocacy. Members of the Platform should be active in the field of female condom advocacy and committed to participate in meetings and joint advocacy activities. Members must also be willing to share information, knowledge, and experience relevant to the Platform's mission and goals.

Structure, leadership, and decision-making

The Platform is a moderately structured coalition that functions for the purposes of information sharing and advocacy collaboration. It is not registered as a legal entity.

Steering committee

While the Platform does not have its own steering committee, the International Steering Group for the UAFC Joint Programme provides strategic guidance to the Platform, including on issues like sustainability.

Secretariat

The Secretariat function is housed within Rutgers, an international NGO focused on SRHR. The Secretariat updates Platform members on female condom developments at the global and country levels and provides information about advocacy opportunities. The Secretariat also facilitates communication within the platform by organizing phone calls and meetings.

Working groups

The Platform does not have formal working groups, though informal working groups are set up to address specific issues or activities. Members are invited to becoming active in working groups as they like.

Members communicate via email, teleconferences, and webinars; the Platform aims to have an in-

person meeting once every other year. The Platform makes decisions by consensus and during inperson meetings when possible.

Advocacy goals and activities

The Platform's main goals are to:

- Generate maximum attention for female condoms at all levels.
- Achieve synergy by sharing know-how, experience, and lessons learned.
- Achieve optimal coordination of international female condom advocacy efforts.
- Give credibility and power of numbers to advocacy efforts.
- Provide support to female condom advocacy at the national level.

The Platform's advocacy activities include:

- Organizing creative international advocacy initiatives, including a paper doll campaign to collect messages from female condom supporters around the world.
- Leading and coordinating policy change and budget advocacy efforts, such as sign-on letters targeting policymakers and donors to expand access to female condoms.
- Bringing attention to female condoms during major mobilizing moments like Global Female Condom Day and international HIV/AIDS, family planning, and SRHR conferences.
- Hosting knowledge-building and information-sharing events. For example, the Platform has sponsored webinar sessions on the cost-effectiveness of female condoms and on World Health Organization Pregualification of the Cupid female condoms.

Funding

The Platform, as part of the UAFC Joint Programme, receives funding through UAFC's main donors, namely the Netherlands Ministry of Foreign Affairs and the Swedish Agency for Development Coordination. In addition, individual Platform members contribute their time, and a number of members pay their own costs to participate in in-person Platform meetings.

Sample Advocacy Goal Statements

1.	The Ministry of Education will include family planning education in the mandatory national
	secondary curriculum.

- 2. The Ministry of Health will remove the restrictions in the Health Insurance Reform Policy that prevent non-citizens from obtaining national health insurance.
- 3. The Ministry of Health will deliver on committments to increase resources for maternal, newborn, and child health.

Advocacy Coalition Charters

The charters included in this document are from actual advocacy coalitions. These include:

- South African Maternal, Newborn, and Child Health Advocacy Coalition
- Africa Coalition on Tuberculosis (ACT!)
- Reproductive Health Supplies Coalition
- Global Health Technologies Coalition
- International Advocacy Platform for Female Condoms

South African Maternal, Newborn and Child Health Advocacy Coalition

1. Background: Child and Maternal Health In South Africa

Despite progress in saving mother and children's lives, child and maternal mortality rates in South Africa are still unacceptably high. There are a number of civil society organizations, institutions and individuals working on child and maternal health who have the potential to positively influence policies and programs to address child and maternal health in South Africa and to raise awareness amongst key target audiences. In order to bring about large scale, systemic change, a unified strategic effort from all these actors and a push for action is essential. One important step forward would be the establishment of a national civil society platform to effectively advocate and campaign together on child and maternal survival in South Africa. This currently does not exist.

In the run up to the Partnership for Maternal, Newborn and Child Health Partners' Forum which took place in Johannesburg from the 30th June to 1st July a number of CSO and Professional associations came together to campaign on newborn survival. This culminated in a high-level event on the eve of the Partners Forum at which the Minister of Health Dr Motsoaledi and the Director General of the World Health Organisation spoke. 14 organisations also signed up to a civil society pledge which included a commitment to sustained joint campaigning and advocacy. The next step to ensure these efforts are sustainable is to put in place a coherent structure and strategy for the coalition.

This year is a particularly important opportunity to move this agenda forward given the launch of the South African Countdown report and the Mid-term review of the Maternal, Newborn, Child and Women's Health and Nutrition in South Africa Strategic Plan.

2. Purpose

The main purpose of the Coalition is to increase public and relevant sector's awareness on child and maternal health issues, raise the profile and political attention given to child and maternal health, influence relevant policies, legal, political & social changes to improve child and maternal health and hold government, health providers and others to account for the commitments made to women and children.

3. Objectives

The specific objectives of the Coalition are to:

- 3.1 Build and promote Civil Society Organizations (CSOs) engagement in policy and governance discussions and create a platform to influence relevant policies, legal, political & social changes to improve child and maternal health.
- 3.2 Establish mechanisms for gathering and sharing information and best practices in order to improve alignment and support coherent campaigning.
- 3.3 Increase awareness of and demand for health services from the public focusing on key moments such as World Breastfeeding Week.

4. Membership: Benefits, Commitment and Criteria

Benefits of Membership

The Coalition allows members to share information, ideas, and resources with other organizations as well as to share risks and responsibilities of campaigning among the members. More specifically, the Coalition ensures the following benefits to its members:

Increased access to information and decision makers.

- Improved credibility and visibility at national and international level.
- Opportunities to broaden public support and to strengthen civil society in South Africa as a whole.

Commitment

- The Coalition will identify specific moments in each year to carry out joint advocacy/ campaigns activities. This may take a variety of forms—for example, an event, a social media campaign or media activity or may be an activity such as mapping of the key stakeholders on MNCH. We will aim to identify around 2-3 moments each year.
- The Coalition will meet frequently enough to keep all members informed, involved, and motivated and expects all members to commit to attending regular meetings and events.
- The Coalition will have reasonable expectations of work and responsibilities from its members. It will, thus, spread responsibilities across all members to reduce workload.

Membership Criteria

Membership of the CSO group will be open to local, national and international civil society
organizations and other non-profit organizations (for example research institutions and
professional associations) working on health focussed interventions and operating in South
Africa.

5. Decision Making and Structure

- The Coalition's decision-making process will be built on the principles of equality and mutual respect and includes methods for delegating tasks, and a scheduled rotation of leadership responsibilities.
- A small core group will be established to guide the operation and activities of the Coalition chaired by one member to be rotated on a quarterly basis. A coordinator will assist in the day to day activities of the Coalition and support the functioning of the steering committee.
 However, the structure can change over time to meet the evolving needs of the Coalition.
- A funding mechanism will need to be established. Possibilities for funding include contributions from individual members and exploring external funding opportunities.
- The Coalition will promote participatory planning and decision making and fosters a culture of trust and collaboration among members.

6. Communication

- Communication will be primarily through email and a dedicated email group in order to exchange information and ideas quickly and efficiently and to minimise meetings.
- Records of all meeting agendas, minutes, and decisions made and actions taken will be collated by the coordinator and made available to members.
- The Coalition will select a spokesperson and create a communication plan for critical events and crisis situations.

Africa Coalition on Tuberculosis (ACT!)

Vision

A TB-free Africa through community action.

Mission

The Africa Coalition on TB (ACT!) values and consolidates the power within communities throughout Africa to end the injustice of TB, a curable disease from which millions of our people suffer and die each year. We enable infected and affected communities to advocate for universal access to TB services by developing and enhancing advocacy skills, knowledge, tools, and opportunities to contribute to and hold all stakeholders accountable for achieving a TB-free Africa.

ACT!'s success will be defined as the following:

- o Political commitment to Abuja Declaration.
- Everyone in community made aware of and contributed in TB control/elimination.
- o Community has actively demanded services and advocated for their rights.
- Affected communities have actively participated in decision-making at every level (through diverse representation).
- o Full implementation of the patients' charter.
- o All children have access to appropriate diagnosis and treatment.
- Childhood TB is recognized by the health system.
- o All MDR-TB patients are diagnosed and cured.
- National government commits substantial (adequate) funding to eradicate TB.
- o Drugs for treatment are available 100% of the time for all patients.
- o TB prevention programs are available that include IPT, CPT, and infection control.
- Stigma reduction/elimination.
- o TB and HIV services are truly integrated on the ground.

ACT! Structure

• The Coalition's interim structure during this start-up period is proposed as the organigram on the final page of this Annex. It will include a Steering Committee within a larger Task Force, both of which will have roles in guiding organizational development, and creating and implementing action plans for Coalition priorities. The structure and functions of these units are described below, and will be further refined in ongoing discussions with Task Force members. In addition, the ACT! structure will include Working Groups, Regional Focal Points, Country Focal Points, and Communities. ACT! will be supported by an Advisory Group and Technical Support Organizations.

Task Force

- The Task Force will be in place for a period of two years to act as the core group driving the
 development of the organization and responsible for implementing priority activities. At that time,
 the Task Force will cease to operate and will be replaced by a Core Group elected by the
 membership through a transparent and democratic process. (This process will be developed by the
 Task Force as part of its work.)
- The Task Force will be composed of 11, 13, or 15 members. The Task Force will include members
 present at the Tirano meeting, as well as additional members from Nigeria, Kenya, and Zimbabwe.
 South Africa is a priority addition when the Coalition is functioning smoothly.

- To increase the current Task Force membership to the desired level, the Steering Committee will
 identify individuals from the above-named countries and invite them to submit an application to
 join the Task Force. The Steering Committee will evaluate these applications and decide on
 additional members.
- Task Force membership criteria are as follows:
 - Belongs to a group that does works with TB or TB/HIV.
 - Has evidence of support from his/her organization to devote a percentage of time and resources to ACT! work (e.g., organizational commitment letter).
 - Has 2-3 years of experience in community advocacy for TB.
 - Has skills, experience, and/or knowledge to strengthen the capacity of the others.
 - Has passion and commitment to the vision and mission of ACT!
 - Has had TB/undergone TB treatment and/or has been directly affected by TB.
 - Has skills to contribute to Task Force responsibilities and activities.
 - o Is an African living and working in Africa.
- The group will focus on expanding to strengthen the gender balance, though the Task Force should always be at least 50% female.
- The Task Force will identify working groups needed to fulfill organizational activities and their mandate. Task Force members will serve as working group leads. The Task Force will identify and appoint Regional Focal Points.
- Task Force responsibilities will include the following:
 - Elect officers
 - Work planning
 - Monitoring and evaluation
 - Develop organizational guidance
 - o Decide on membership
 - Inform membership
 - o Represent member opinions
 - Represent Coalition at other gatherings
 - Serve as Working Group Chairs
- Along with the Steering Committee, the Task Force will contribute to:
 - Coalition management
 - Strategic direction
 - o Resource mobilization
 - Public relations
 - Forging partnerships
 - Reporting

Steering Committee

- There will be a Steering Committee composed of Task Force members, one from each country represented in the Task Force: Kenya, Malawi, Nigeria, Uganda, Zambia, Zimbabwe.
- The Task Force members will elect five officers for the Steering Committee and one additional member: President, Vice President, Treasurer, Secretary, and Vice Secretary.
 - o For now, the provisional elected officers from DC (Carol, Chibuike, and Dorothy) will remain officers.
 - Responsibilities of the elected officers are as follows:
 - President
 - Act as official voice of the Coalition

- Supervise the Task Force
- Chair meetings
- Keep other SC members informed of all matters relating to Task Force
- Such other duties as are delegated to the President
- Vice President
 - Support President, serve in roles when absent
- Treasurer
 - Report financial position to the SC
 - Responsible for legal documents and contracts
 - Audits and audit reports
 - Annual budget
- Secretary
 - Take and prepare minutes of SC meetings
 - Assemble SC meeting packets as needed
 - Website maintenance
 - Maintain communications list of members
- Vice Secretary
 - Support the Secretary as needed
- Other positions on the Steering Committee (e.g., Communications Officer) may be created as needed
- For the first set of Steering Committee members, half will serve an extended three-year term to
 ensure the entire group is not replaced at the same time. This extended term will only apply for
 part of the first set of Steering Committee members.
- The maximum number of terms one individual can serve on the Steering Committee is two.
- The Steering Committee (and, if created, the Nominating Committee) will replace members of the Task Force as necessary for poor performance or when a Task Force member resigns voluntarily (e.g., for personal reasons, because s/he cannot devote the time necessary).
- The SC members will have a Terms of Reference document explaining their duties and commitments. If necessary, the other SC members will evaluate performance and based on a majority vote, dismiss poor performing Steering Committee members.
- If an SC member departs the Committee, a new representative from the appropriate country Task Force delegation will be selected by the Steering Committee.
- The Steering Committee has the following responsibilities:
 - o Make decisions regarding the organization's development, finances, and operations.
 - o Inform Task Force of relevant decisions pertaining to Task Force activities.
 - Manage day to day work of Coalition.
 - Manage finances.
 - o Ensure that resources are available and distributed for the activities of the organization.
 - Support/direct Coalition activities.
 - Convene and conduct Task Force meetings.
 - Conduct Task Force capacity needs assessment.
 - Ensure timely reporting to members and donors.
 - Manage communications with stakeholders.
- Eight hours a week is the minimum commitment required for the Task Force and Steering Committee members.

Advisory Group

There are a number of individuals who have skills and experience to contribute to the Coalition, but may not meet the criteria established for Task Force membership (e.g., are not from infected or affected communities, are from countries outside the initial list, or are from countries where representation on the Task Force has already been decided). Those individuals may be asked to join an Advisory Board that will serve to advise the Steering Committee on strategic and technical matters. For instance, members of the Community Task Force from focus countries may be invited to join the Advisory Board or to serve other support roles during this initial Coalition phase. A Terms of Reference for the Advisory Board will be developed and the Steering Committee will invite mutually agreed upon candidates to join the Advisory Board.

Membership

More discussion is needed within the Task Force to determine the criteria for membership in the Coalition. At present, membership will not be expanded beyond the Task Force so that structures can be put in place to effectively serve members and carry out activities. In the interim, it was agreed that the website will include an opportunity for interested parties to submit an expression of interest. This information will be kept in a database so that when membership is opened, those individuals and organizations can be contacted.

ACT! will use the website on the ACSM Community of Practice for the time being, until they can devote resources to the creation of a separate website.

Reproductive Health Supplies Coalition

(Note: Some introductory language has been omitted.)

RHSC Vision, Mission, Guiding Principles, Goals and Objectives

- 6. *The RHSC's* **vision** is that all people in low and middle-income (LMI) countries can access and use affordable, high-quality supplies, including a broad choice of contraceptives, to ensure their better reproductive health.
- 7. The RHSC's *mission* is to ensure that every person is able to obtain and use RH supplies.
- 8. As *guiding principles* the RHSC commits itself to achieving a sustained supply of affordable, quality reproductive health supplies in low- and middle-income countries. To this end, the RHSC:
 - Understands that achieving its vision requires: (i) public and private resources to optimally serve people's needs for RH supplies, especially needs of the poorest; and (ii) utilizing a multi-stakeholder approach to improve RH behaviors. RHSC's membership includes multilateral organizations, bilateral and private foundation donors, low- and moderateincome country governments, civil society, intergovernmental organizations and NGOs, and the private sector.
 - Acknowledges that to be effective the RHSC must complement the actions of its individual
 members; it will therefore (i) concentrate on areas where no one partner can work
 effectively alone to leverage their different comparative strengths; (ii) commit to
 strengthening harmonization and coordination of partner activities; (iii) implement a
 cooperative, problem-solving approach for developing solutions; (iv) work by consensus
 toward common goals.
 - Believes that increased country ownership is fundamental for reproductive health supplies; therefore, it will work through national governments to develop supportive policies, plans, resource commitments, and capacities.
 - Recognizes the role of both industrialized and developing-country manufacturers for planning, providing, and delivering quality RH supplies.
 - Strives to ensure greater equity and improve access to RH supplies for those who are poor and marginalized.
 - Recognizes that the needs of RH service clients are very diverse and will vary significantly during their reproductive life cycles. These varying needs, from contraception to safe delivery and treatment of STIs, require that clients have access to a range of products during their reproductive lives. The RHSC will ensure that efforts to secure RH supplies are informed by the demands and needs of those at the receiving end. It will, among other things, draw attention to underused RH options and the research needed to fill RH diagnostic, drug, and contraceptive method gaps.
 - Recognizes that RH commodity security is undermined by the low priority given to reproductive health generally, which derives in no small part from women's low status, limited resources, and little power in decision-making.

- 9. To achieve its mission, the RHSC's goals are to:
 - Increase the availability, predictability, and sustainability of financing for RH supplies.
 - Strengthen the capacity of health systems to deliver RH supplies in a sustainable manner.
 - Assure the added value of the RHSC as a productive and sustainable global partnership through support for efficiency, advocacy, and innovation.
- 10. Interest in developing an ongoing and effective RHSC for collaborative strategic thinking and action, joint problem solving, and information sharing is rooted in a set of key assumptions and principles:
 - The RHSC is based upon a foundation of shared trust and joint commitment to RH supply security at the country level.
 - Member organizations bring different strengths and comparative advantages to the table; this diversity provides the basis for collaboration to advance efforts across organizations.
 - Member organizations recognize the importance and value of sharing organizational priorities and perspectives on RH commodities.
 - Members recognize that to gain value from the RHSC they must participate in the development of useful meeting content and discussion and be willing to commit the resources necessary to work together on follow-up activities. Within each member organization, senior staff are actively supportive of the RHSC and committed to the joint work initiated through the RHSC. Member representatives come to meetings fully briefed and prepared, are able to speak for their organizations on agenda topics, and can commit to short- and immediate-term activities undertaken by the RHSC as a whole or by one or more RHSC organizations.
 - Member organizations support their own participation through commitment and energy, and with their own funds; and member organizations commit resources (financial, staff, and technical) to achieve RHSC objectives, including resources necessary to support a coordinating secretariat.
- 11. The RHSC adds value to the work of its member organizations by helping them to accomplish more, collectively, than they could otherwise do on their own. The RHSC provides members with a forum for technical collaboration and problem-solving, serves as a "brain trust" of relevant expertise and experience, and promotes greater efficiency through improved coordination and harmonization. It increases global awareness of supply issues through strengthened advocacy. It supports the development of total markets for RH supplies and it seeks out resources for innovative ideas and research.

III. RHSC Operations

Functions of the RHSC

12. The RHSC is an international, voluntary partnership dedicated to ensuring that people in low

and middle-income (LMI) countries can obtain and use high-quality reproductive health (RH) supplies, including a broad range of contraceptive methods. The RHSC provides a forum for members: (i) to share information, publications, data, and research findings to advance RHSC strategic priorities; (ii) to constructively raise, discuss, and seek resolution to problems that impede progress toward RH supply security at the country level; and (iii) to formulate a set of strategic priorities and work in concert to achieve them through agreed-upon activities, the implementation of which is member-sponsored through financial, in-kind, and technical commitments.

13. The RHSC will endeavor: (i) to be participant driven in its strategy, implementation, and governance; (ii) to be committed to working collaboratively and effectively to use new and existing resources and expertise to resolve supply problems and ensure long-term RH supply; (iii) to foster and strengthen, as appropriate, broader constituency participation in activities designed to secure the strategic objectives of the RHSC; and (iv) to objectively measure the success of the alliance as well as of its specific activities.

Membership

- 14. The RHSC's success depends on the knowledge, experience, and involvement of its member organizations. It is from these organizations that the RHSC fills its key governance posts, creates Working Groups, and identifies and implements key recommendations. Membership in the RHSC is open to any legally-registered organization with a significant programmatic and/or financial stake in RH supply security. This includes multilateral organizations, bilateral and private foundation donors, governments, civil society, inter-governmental organizations and non-governmental organizations (NGOs), and the private sector. Membership is not open to "subsidiaries" of RHSC members, where the subsidiaries maintain no legal status independent of the parent organization. Typical of this category would be regional representatives of international federations, local offices of bilateral and multilateral development agencies, or development projects managed and/or implemented by a single member organization. Development projects comprising more than one organization (even if the constituent organizations already belong to the RHSC) are eligible for membership. Individuals are not eligible for membership.
- 15. The Secretariat is empowered to approve the membership of any eligible institution that 1) acknowledges, in writing, its adherence to the RHSC's vision, strategic goals, Terms of Reference, and core values; 2) allows its name to be listed publicly as a RHSC member; and 3) declares any conflicts of interest that may arise as a result of its membership. In cases of uncertainty or dispute, the Secretariat may refer applications to the Executive Committee for decision.
- 16. The Executive Committee reserves the right to rescind membership of any organization that is deemed to be no longer adhering to the criteria for membership.
- 17. Except in instances that could lead to conflicts of interest, member organizations have access to all RHSC tools, resources, and web-based information. Members are entitled to Secretariat support in networking with other RHSC members and affiliates.
- 18. Member organizations may join and participate in any of the RHSC's working groups and propose topics for follow-up by the working groups, the Executive Committee, and/or the Secretariat. Members are also entitled to a key governance role in the RHSC. They may vote for

and serve as the Head of any Working Group in which they are involved; and serve as a member of the Executive Committee, including the role of Chair. RHSC members are expected to cover the costs of their participation at all RHSC-related events, including membership meetings and working group sessions.

RHSC Chair

- 19. Representatives of any member organization may stand as a candidate for the post of Chair. Eligibility is not limited to current members of the Executive Committee.
- 20. The Chair serves a two-year term, with the option to extend for up to an additional two years, with approval of the Executive Committee. The annual RHSC membership meeting shall be organized to coincide with the expiry of the Chair's term.
- 21. To ensure transparency and minimize any potential conflicts of interest, recruitment for the post of Chair will be overseen by a Nomination Committee. The Committee comprises a representative of the Executive Committee elected by members of the Executive Committee, the RHSC Director, and the three working group leaders. No later than nine months before the term of the Chair is to expire, the Nomination Committee, together with the Secretariat will invite members to nominate a new Chair. Nominees must: (i) be a member of the RHSC; (ii) be willing to fulfill the commitments of the Chair, including its representative role; (iii) devote time and effort to enhance the RHSC; and (iv) have good oral and written communication skills, including fluency in English.
- 22. Six months prior to the end of the Chair's term, the Nomination Committee will forward to the Executive Committee the names of all eligible nominees for the post of incoming Chair. The Executive Committee will elect the incoming Chair six months prior to the general membership meeting, when the term of the new Chair officially begins.
- 23. In the event of more than one candidate, the Nomination Committee will announce a vote to select a Chair on the basis of one vote for each Executive Committee member. The vote will be conducted by secret ballot. Executive Committee members unable to attend may notify the Chair of their vote in writing or through a proxy. The vote must be received in advance of the election. The Secretariat will oversee the voting process, provide facilitation as necessary, and advise the RHSC members of the outcome of the selection.
- 24. The Executive Committee will, by straight majority (at least 7 votes) of those in favor, elect the Chair.
- 25. If no one nomination secures more than 6 votes then the nomination with the lowest votes will be excluded and a further vote taken. If a stalemate is reached through abstentions then further nominations maybe sought by the Executive Committee and a further election held.
- 26. The incoming Chair-elect overlaps and works with the existing Chair (who fully completes his/her term) before assuming full responsibilities (approximately six months).
- 27. Functions of the RHSC Chair. The Chair carries out the following responsibilities: (i) convenes and chairs the full RHSC meeting as well as the Executive Committee meetings; (ii) invites new members, upon recommendation of the Executive Committee, and visiting participants to attend meetings; (iii) prior to the meetings, identifies and secures meeting space, with assistance from the Secretariat, and oversees preparation and distribution of summaries of progress on RHSC activities; (iv) during meetings, encourages frank discussion and brings the

- group to consensus-based, action-oriented decisions; and (v) signs off on the full RHSC meeting reports.
- 28. As deemed necessary by the Executive Committee, the Chair will issue press releases on behalf of the RHSC. The Chair will also conduct a brief orientation with the new chair (for the following meeting), especially for any follow-up actions to be taken.

Organization of RHSC Meetings

- 29. General membership meetings will be held annually in late spring or early summer. Members will identify at least one consistent representative to attend RHSC meetings, come to meetings fully briefed and prepared to speak on all agenda topics, and participate in phone conferences as needed. Members will also support the costs of the organization's participation in the RHSC. Developing-country members may request assistance from the Secretariat to help defray the costs of their participation in RHSC meetings.
- 30. Preparation of the meeting agenda and accompanying documentation. The agenda and documentation for the RHSC meetings will be prepared in accordance with the following steps:
 - The Secretariat solicits agenda topics from the RHSC membership eight weeks prior to the meeting, requesting a ten-day response time. With guidance from the Executive Committee, the Secretariat prepares a provisional agenda that is submitted to the RHSC membership for comment no later than five weeks prior to the meeting, with a five-day response time. The Secretariat sends the revised agenda to the Executive Committee for approval three weeks prior to the meeting, requesting a five-day response time. The final agenda is sent to the RHSC membership no later than ten days prior to the meeting.
 - The Secretariat, working with members submitting agenda items, may recommend and provide additional relevant background material as necessary.
 - RHSC members wishing to have materials distributed in advance to meeting participants must present them to the Secretariat no later than ten days prior to the meeting.
- 31. Conduct of the meetings. The Chair oversees RHSC meetings assisted by other RHSC members or an expert facilitator, if needed. The Secretariat documents meetings in the form of meeting minutes and action plans.
- 32. Follow-up of the results of the meetings. RHSC decisions are made on a consensus basis by a group consisting of one lead individual representing each member organization. Decisions by the RHSC are not considered binding upon member organizations and will not override their respective governing bodies.

IV. Executive Committee Operations

Functions of the Executive Committee

33. The RHSC has an Executive Committee to provide broad guidance, oversight, and approval functions to support its operations and enhance decision-making.

- 34. Planning and budgeting. The Executive Committee: (i) guides and approves overall direction of the RHSC's strategic planning, work planning, and budgeting processes; (ii) provides programmatic oversight to RHSC fundraising activities as appropriate; (iii) approves comprehensive work plans of the RHSC and working groups; (iv) reviews the Secretariat's budget and sustainability strategy, and (v) facilitates RHSC fundraising activities.
- 35. Monitoring and evaluation. The Executive Committee: (i) approves monitoring and evaluation plans, (ii) provides periodic priority review of RHSC progress against goals and objectives, and (iii) makes recommendations to the Secretariat.
- 36. Preparation, conduct, and follow-up of RHSC meetings. The Executive Committee: (i) provides guidance to the Chair and Secretariat on preparation of full RHSC meetings and provides final agenda approval; (ii) attends and actively participates in full RHSC meetings, and (iii) acts as a check-in point on how implementation of working group action plans are accomplishing the RHSC mission.
- 37. Governance. The Executive Committee: (i) assists in identifying new members and approves membership recommendations and (ii) provides oversight to help ensure transparency and avoid or resolve conflict of interest.

Membership

- 38. Executive Committee Chair. The RHSC Chair serves as chair of the Executive Committee.
- 39. Members of the Executive Committee occupy the following non-permanent, rotating seats. Terms are for two years and are renewable unless indicated otherwise:
 - a. Chair of the Executive Committee
 - b. Head of the RMA WG
 - c. Head of the Systems Strengthening WG
 - d. Head of the MDA WG
 - e. The UN agency currently mandated to address reproductive health supplies
 - f. The largest bilateral contributor to reproductive health commodities
 - g. A second bilateral agency providing support to reproductive health supply security
 - h. Non-governmental organization with the largest global reproductive health service delivery network (qualification reviewed every 2 years)
 - i. Global South regional body with a focus on reproductive health (incumbent non-renewable)
 - j. The largest philanthropic contributor to the operational costs of the RHSC
- 40. As members of the Executive Committee, working group leaders represent their working groups and its thematic interest, not the organization to which they belong. Furthermore, they cannot concurrently occupy any seat allocated under items 39a or 39e-j above.
- 41. Representation on the Executive Committee of any single organization (working group leaders exempted) is limited to one seat. Should an organization satisfy the requirements for more than one seat (e.g. largest bilateral donor is also the largest contributor to RHSC), Executive Committee will decide whether only one seat is to be filled, or whether the second seat will be filled by the next organization in line to occupy the seat.
- 42. Unless authorized by the Chair in advance, attendance at Executive Committee meetings will be limited to the Executive Committee member only or to his/her replacement in cases of

absence.

Organization of Executive Committee Meetings

- 43. Frequency and attendance. The Committee meets twice a year to review RHSC progress and address emerging issues and in the interim as needed. Members' time and travel costs for participation in meetings are assumed by their institutions.
- 44. Preparation of the meeting agenda and accompanying documentation. The Secretariat prepares meeting agendas and background documents in consultation with the RHSC Chair and with Executive Committee members.
- 45. Conduct of the meetings. The Committee makes decisions by consensus. Two-thirds of full Executive Committee membership is considered a quorum for meetings. The Secretariat prepares minutes of meetings and documentation of decisions and distributes them to the broader RHSC.
- 46. Follow-up of the results of the meetings.

V. Secretariat Operations

Functions of the Secretariat

- 47. The Secretariat provides and maintains overall RHSC focus, direction, and cohesion. It ensures broad member participation in attaining Coalition goals and priorities. It ensures a transparent structure and framework for effective and streamlined Coalition priority setting, decision-making, collaboration, and action. And it develops and implements tools and guidance needed to enable the Coalition to achieve its goals. The Secretariat provides institutional continuity in the following areas:
- 48. Planning and budgeting. The Secretariat: (i) monitors the external environment and makes recommendations to the Executive Committee on RHSC direction; (ii) develops, in collaboration with the working group leaders, for Executive Committee approval, RHSC strategy (including milestones, indicators, etc.) and the comprehensive three-year work plan (Secretariat and working groups); (iii) develops for Executive Committee approval the RHSC internal and external communications plan and funding strategy for transition and sustainability of the Secretariat; (iv) finalizes and disseminates the RHSC strategy; and (v) develops the Secretariat budget for approval by the Executive Committee.
- 49. Monitoring and evaluation. The Secretariat: (i) develops, in collaboration with the working group leaders, for Executive Committee approval, the monitoring and evaluation plan; (ii) regularly monitors progress against strategic priorities and reports to the Executive Committee; (iii) in collaboration with RHSC members and based on the evaluation approach, documents successes arising from the RHSC.
- 50. Preparation, conduct, and follow-up of RHSC meetings. The Secretariat: (i) works with the Chair and Executive Committee to manage all aspects of RHSC meetings, including identification of issues, agenda preparation, and finalizing meeting dates and locations; prepares correspondence with members; retains the meeting facilitator; drafts and disseminates reports of meetings and teleconferences and a brief written progress report on past RHSC decisions for each meeting; and (ii) documents and reports Executive Committee meeting

- outcomes, recommendations, and decisions to the full RHSC.
- 51. Support to the working groups. The Secretariat assists and supports the working groups, as appropriate, in developing and implementing their action plans.
- 52. Representation. The Secretariat: (i) communicates priorities and progress of the RHSC within the larger RH community; (ii) represents the RHSC at relevant international and national forums and with various partners, including the commercial sector; and (iii) manages the RHSC website.
- 53. Membership. The Secretariat is charged with managing the membership process including maintaining an up-to-date membership list and posting it on the RHSC website.
- 54. Administration. The Secretariat: (i) provides overall cohesion to the RHSC and helps ensure the attainment of RHSC priorities, (ii) facilitates internal communications among RHSC members, (iii) facilitates the new member nomination process, and (iv) maintains RHSC archival files.

Organization of the Secretariat

- 55. Staffing. The Secretariat is led by a full-time Director and is staffed by program and support staff. The selection of the Director is subject to approval of the Executive Committee. The Director is responsible for the performance of the Secretariat and supervision of its staff.
- 56. Financing. Secretariat financial support will be provided through an RHSC member-approved funding mechanism based upon recommendations and options presented by the Director and Secretariat. (This may consist of member dues, grant funding, in-kind contributions, or a combination of these and other revenue streams.)

VI. Working Group Operations

Functions of the Working Groups

57. Working groups are the principal vehicles through which RHSC members collaborate on a sustained, formal basis to realize the RHSC's strategic goals. The working groups advise on critical directions and priorities and serve as the implementation and technical arms of the RHSC strategy; as such, they plan, coordinate, implement, and monitor actions, which build on the mandates, interests, resources, and comparative strengths of members, and represent core partnership activities. They will: (i) identify activities in support of the RHSC mission and goals and assign roles and responsibilities within the working group, (ii) coordinate with other working groups to ensure synergy of activities, and (iii) develop basic monitoring and evaluation plans and assume accountability for outcomes.

Organization of the Working Groups

58. Creation and dissolution. Any member of the RHSC, the Executive Committee, or the Secretariat can recommend the establishment of a working group. Recommendations are subject to Executive Committee approval and must be accompanied by a clear articulation of need for the group, technical objectives, and proposed linkages with other working groups' activities. The Executive Committee has the responsibility of determining when/if a working group should be initiated, restructured, or dissolved. Facilitated by the Secretariat, the Executive Committee will carry out an annual review of all working groups, including their progress and continued need.

However, working groups are limited to the term of the RHSC strategy with an automatic sunsetting clause, subject to review of relevance and efficacy for the next strategy.

- 59. Currently the RHSC has three working groups: (i) Resource Mobilization and Awareness, (ii) Systems Strengthening, and (iii) Market Development Approaches.
- 60. The RHSC Chair, Executive Committee, or working groups may also convene task forces for ad hoc tasks or activities that do not require direct and continuous RHSC engagement.

 Participation in task forces is voluntary and the task force is accountable to the convener.
- 61. Membership. Membership in working groups is open to all RHSC members, based on their institutional mandates and interests. This right, however, does not apply to sub-groups or task-forces which may be established for specific reasons, and where extended membership would not be in the interests of the sub-group or facilitate the achievement of its goals. RHSC member institutions may serve on multiple working groups.
- 62. Organization of the work of the working groups. The working groups will: (i) meet as needed and make decisions by consensus and (ii) recommend, as appropriate for specific topics, that external experts be invited to participate in deliberations and provide guidance.
- 63. Leadership of working groups. Among its members, the working group will formally elect a leader who will: (i) convene the working group as needed or agreed and (ii) serve as the focal point and informal secretariat of the group, preparing meeting agendas and minutes and documenting decisions. Members exercise one organizational vote to elect the leader of any working group in which they are active (non-members cannot vote). The term of office of a working group leader is two years.
- 64. The working group leader is responsible for: (i) facilitating the development of a working group work plan to be submitted via the Secretariat to the Executive Committee for review and approval; (ii) identifying the roles and responsibilities of members and ensuring that activities are implemented and regular communication maintained with working group members; (iii) gathering monitoring and evaluation data; and (iv) providing written progress updates (at least twice annually) to the Executive Committee and the full RHSC via the Secretariat on progress, constraints, and assistance required.
- 65. Activities are supported by participating working group organizations or through funds raised by the working group. The Secretariat may allocate modest financial support to working group leaders to cover core expenses, as needed.

Global Health Technologies Coalition

Purpose

The Global Health Technologies Coalition (GHTC) is a group of nongovernmental organizations seeking to improve US policies and investments in order to accelerate the development and delivery of new global health technologies.

Goals and Objectives

The goal of the GHTC is to convene and coordinate an active constituency that will increase awareness and leadership among US policymakers about the need for policies and resources to accelerate development and delivery of global health technologies. The GHTC does not advocate for any specific diseases or devices, but rather for policies and funding that advance the goals of global health research and development (R&D) more broadly. The GHTC's objectives are to:

- Build and support an informed and influential constituency for global health technologies
- Conduct policy analysis to inform, develop, and pursue a strategic advocacy agenda
- Conduct outreach and pursue strategic alliances
- Educate and inform policymakers

Meetings

Full GHTC meetings provide a forum for information sharing, identification of advocacy and public policy synergies, coordination of efforts, and formation of specific advocacy working groups. Advocacy working groups are smaller forums focused specifically on advocacy for a specific policy mechanism or goal.

Membership

Individuals who work for nonprofit entities that have agreed to promote the exploration of the solutions below to determine how they can best help achieve improved health in developing countries and to promote those that prove feasible and effective are active participants (defined as in-person or phone attendance at least quarterly) in full coalition meetings.

Scope of Issues

By becoming full members of the coalition (confirmed by signature), active participants endorse the exploration of the following issues:

- "Push" mechanisms that will reduce the costs of R&D and encourage companies to do more in the field of R&D for diseases that disproportionately impact low-resource settings. Such mechanisms could include tax credits and provisions to foster creation of capital for companies that are focusing on the target diseases (to take effect upon initiation of relevant R&D work), and support for product development public-private partnerships.
- "Pull" mechanisms that will reward success by improving or creating positive market conditions. For example, an advance purchase commitment would encourage investment in R&D by guaranteeing a market for urgently needed but commercially unattractive products. Another example is an advance market commitment to spur competition and lower prices by attracting multiple suppliers of critical products to low-resource countries.
- Measures that will significantly stimulate private-sector interest in R&D for these diseases by focusing on successful market principles: competition, risk, and the potential for reward. Examples of such measures include priority review vouchers now being offered by the US Food and Drug Administration (FDA).

- Measures to provide reasonable protections for both consumers and suppliers of preventive health technologies. Liability provisions are needed to shield health care workers and manufacturers from frivolous litigation, while also providing compensation for injury during the research process.
- Support for the objective of ensuring that at-risk populations in developing countries will have access to health technologies developed for HIV/AIDS, TB, malaria, and other neglected diseases. Measures that accelerate such technologies would be structured so as to support their availability and affordability to low-income populations by requiring commitments on pricing, supply, intellectual property, identification of the most efficient regulatory pathways for new products, and other facets of product distribution.
- Provisions to ensure accountability. Any measures enacted should ensure evaluation of outcomes and accountability in the use of financial resources (including the establishment of appropriate benchmarks and guidelines in a monitoring system).
- Increasing scientific collaboration and innovation. Enhance opportunities for scientific
 collaboration and innovation by exploring creative means to resolve financial, legal, or regulatory
 barriers to collaborative and innovative efforts.
- Recognition of vital role and contributions of all R&D entities. We believe that robust private-sector investments complement the important role of universities and public sector research institutions. We support significant resources for public research institutions involved in R&D for global health technologies, including the NIH, USAID, CDC, FDA, and DOD. It is worth noting that public-private partnerships, especially those focused on product development, can play a critical part in both building bridges between public and private sectors, and demonstrating how innovative approaches in both financing and governance can support the accelerated development of new preventive technologies and global health solutions.

Topic-Specific Advocacy Working Group Participation

Whereas the full coalition meetings are intended to cover a broad range of issues related to global health R&D, several smaller action-oriented subgroups exist within the coalition that advocate for specific policy mechanisms or goals. Participants in these working groups are expected to actively participate in and support their activities. While these groups may change as advocacy areas of focus shift, current advocacy working groups are listed below:

- <u>Public financing</u>: Advocating for increased allocations, transparency, coordination, and strategic investments by US government in global health R&D.
- Regulatory pathways: Advocating for streamlined regulatory processes and pathways to accelerate licensing of safe and effective global health technologies.
- <u>Incentives and innovative financing</u>: Advocating for adoption of new market-based incentives to encourage investments by private industry in global health R&D.

Members of the coalition with expertise in these areas provide leadership of the working groups. Participants in these working groups are expected to actively participate in and support their activities.

Steering Committee

The GHTC is governed by a steering committee that consists of up to seven members and a coalition manager who will meet at least quarterly. The steering committee provides guidance to coalition staff and members on major coalition decisions and direction including priorities, membership, positioning, and strategy.

Secretariat

PATH will serve as the secretariat of the coalition and chair of full coalition meetings. PATH will work with the coalition steering committee and members to facilitate the sharing of information among members, assure adherence to membership principles and operations, and provide general administrative support to the coalition and its members.

GHTC Steering Committee Terms of Reference

ROLES AND responsibilities

The GHTC steering committee provides guidance to coalition staff and members on major coalition decisions and direction including priorities, membership, positioning, and strategy.

The steering committee will meet at least quarterly. Steering committee members agree to attend at least three meeting each year. Steering committee members also agree to attend the majority of full coalition meetings, participating in a minimum of one meeting per quarter either by phone or in person.

Membership

The steering committee shall consist of up to nine total members. The GHTC Coalition Director shall serve as an ex-officio member of the steering committee. As secretariat of the GHTC, PATH will have a permanent seat on the steering committee. Each of three groups shall be represented on the steering committee (reflecting the three primary groups who make up the majority of the membership of the coalition):

- No less than one advocacy group;
- No less than one product development partnership; and
- No less than one organization representing remaining GHTC member groups, including think-tank organizations, donors, multilaterals, and others.

Additionally, one representative from each set of working group co-chairs will represent the working group as ex-officio members of the steering committee. Determination of which co-chair will serve in this role will be determined by co-chairs and the GHTC secretariat.

Tenure

Each steering committee member shall have a term of 2 years, with a rotating structure. Members may be elected for additional terms with approval by a majority of GHTC member votes. Membership shall rotate annually.

Selection of members

New members may be nominated by any member of the coalition during a set nomination period. New members to the steering committee will be elected to this position upon approval by a majority of the coalition members during an election in which at least 50% of GHTC member organizations vote. Only one vote will be accepted per organization. In the event of a tie, the steering committee shall make the final determination. If a steering committee member steps down from his or her position before the end of his or her term, the steering committee may opt to fill the term rather than waiting for the annual nomination/election period.

International Advocacy Platform for Female Condoms

The terms of reference of the International Advocacy Platform for Female Condoms (hereafter: Platform) describes the mission of the Platform, the modalities of the Platform and the responsibilities of its members.

- 1) The mission or goal of the Platform is to make female condoms universally accessible, affordable and available to all by broadening and strengthening the support base for female condoms, sharing knowledge and expertise among actors and by jointly advocating for female condoms.
- 2) The objectives of the Platform are:
 - a. To generate maximum attention for female condoms at all levels.
 - b. To achieve synergy by sharing know-how, experience and lessons learned.
 - c. To achieve optimal coordination of international female condom advocacy efforts.
 - d. To give credibility and power of numbers to advocacy efforts.
 - e. To provide support to female condom advocacy at the national level/in-country female condom advocacy.
- 3) The Platform will work towards its mission/goal and objectives by:
 - a. Offering a portal for centralized communication regarding new developments in the field of female condoms.
 - b. Weighing in as international collective voice for international female condom advocacy.
 - c. Providing technical training/skills building to members.
 - d. Connecting female condom advocates, offering a way for platform members to support each other.
- 4) The Platform communicates via e-mail (including listserves), teleconferences, webinars and aims to have a face-to-face meeting every two years.
- 5) Members of the Platform may be individuals or organizations.
- 6) Members of the Platform are active in the field of female condom advocacy and committed to participate actively in meetings, participate in joint advocacy activities and share information, knowledge and experience which may contribute to the achieving mission and objectives of the Platform.
- 7) It is the joint responsibility of the members of the Platform to work towards the mission/goal and objectives of the Platform.
- 8) The Secretariat of the Platform is with the Universal Access to Female Condoms (UAFC) Joint Programme. The Secretariat updates the Platform on international female condom advocacy opportunities and facilitates communication within the platform by initiating teleconferences, webinars and organizing the face-to-face meetings.



Leadership, Coordination, and Work Groups

Coalitions often create internal structures for:

- Governance/leadership—a person or group to manage coalition activity and development and ensure the coalition stays focused on its vision.
- Coordination—day-to-day coalition administration and communication.
- Distribution of work—a way of dividing tasks or focal areas among members.

I. GOVERNANCE/LEADERSHIP

- How will your coalition manage and govern itself?
- Given how informal or formal your coalition will be, what leadership structure makes sense?

Officer positions

Specific leader positions, each with a unique role (e.g., president, chairperson, vice president, secretary, financial officer, others).

- Might be filled voluntarily or selected by a committee or by full membership.
- Must specify each officer's:
 - Duties
 - Eligibility
 - o Process for entering office
 - Length of office
 - Conditions/procedures for removal

Steering committee

- Subgroup of the coalition that meets frequently to manage the affairs and further the activity of the coalition based on input from coalition members (often called an executive committee).
- Members can include:
 - Officers only.
 - Officers plus a set number of other coalition representatives.
 - Open to any member of the coalition.
 - A percentage of seats set aside for certain groups (e.g., 50 percent women or 75 percent civil society organizations).
- Mechanisms to select a steering group (outlined in charter):
 - Elections from the full membership, fixed term limits.
 - Self-selecting, volunteer basis. No set term limits.
 - Nominations.
 - Rotating spots across all members.

II. COORDINATION

- Will your coalition need a lot of coordination support? What type of coordination activities do you anticipate?
- Do you need to hire coalition staff or appoint a secretariat for coordination purposes?

Day-to-day administrative tasks

- Calling coalition meetings.
- Maintaining and updating email lists.
- Circulating meeting minutes and agendas.

As-needed support or backfill

- Logistics (finding a venue for the annual meeting)
- Finances (maintaining dues roster)
- Communication (updating website, issuing a press release)

Some options for coordination:

- Rotated coordination among members: Members assume designated roles for set periods of time. Shares the burden of work equitably.
- <u>Assigned task of a designated officer or co-chair</u>: Coordination tasks could be assigned to a particular office (e.g., vice president) or to a chair of a certain committee.
- <u>Lead agency</u>: The lead agency convenes the coalition and assumes significant responsibility for its operation. Lead agency "serves" the coalition but it does not control the coalition's decisions. Can also be called a secretariat.
- <u>Paid coordinator</u>. Paid staff or secretariat working on behalf of the coalition (or staff from member organization with dedicated time to the coalition).

III. DISTRIBUTION OF WORK

- What work needs to be done?
- What kinds of groups need to be formed to do this work (i.e., what are the roles and responsibilities of each group or committee)?
- Work groups/committees can be organized based on:
 - <u>Type of member organization</u> (e.g., international nongovernmental organizations, donors, civil society members).
 - Tasks that need to be completed:
 - Ongoing tasks, such as grassroots engagement, budget advocacy, media and communication, and resource development.
 - Specialized "as needed" tasks that emerge from an unanticipated event or opportunity. When the task is completed, the group is disbanded (e.g., developing a policy brief for a legislative event).
 - o <u>Issue area or advocacy goal</u> (e.g., maternal health, newborn health).
 - o Region or country where members are from.

In the top row of each table, list one of your advocacy goals. For each goal, in column A list two to four activities you will conduct to achieve that goal. In columns B and C indicate the specific person and partners who will carry out each activity. In columns D and E estimate the approximate cost and timeline for each activity

A.	В.	С.	D.	E.
Activity	Responsible party	Partner(s)	Cost	Timeline

ADVOCACY GOAL #2

A. Activity	B. Responsible party	C. Partner(s)	D. Cost	E. Timeline

ADVOCACY GOAL #3

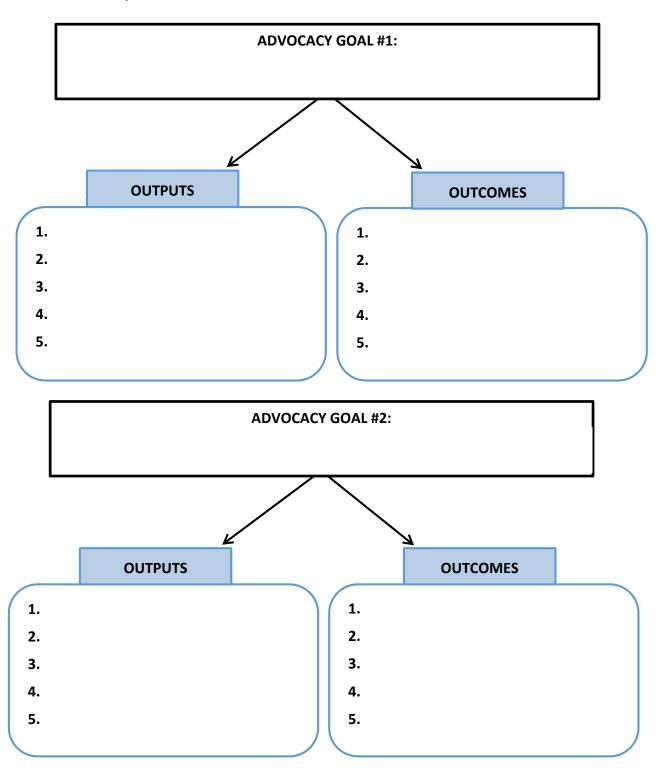
A. Activity	B. Responsible party	C. Partner(s)	D. Cost	E. Timeline

Write the name or source of potential financial support in the first column. Then list why that source might be interested in your coalition development or advocacy work. Then summarize what your coalition's fundraising "ask" might be. Finally, list how you might approach that source and some specific next steps to take to solicit their support. See the example provided.

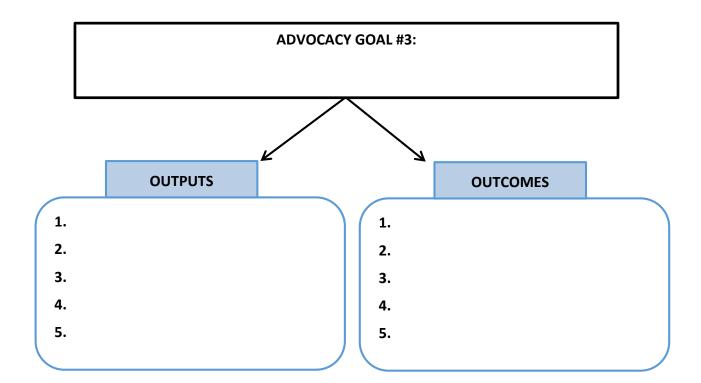
Funding Source	Funder's Potential Interest	Coalition's "Ask"	Coalition Approach	Coalition Next Steps
International Child Health Foundation	Currently interested in supporting grassroots mobilization	Support our grassroots campaign to increase national budget for child health.	Send letter of introduction and concept paper. If foundation shows interest, follow up with a proposal.	Anya to lead effort. Michael to notify his contact at foundation to expect letter. Mail by 01 March to meet foundation's funding cycle deadline.

Adapted from Networking for Policy Change: An Advocacy Training Manual. The Policy Project, Futures Group International, 1999.

Write your advocacy objectives in the top row of each chart below. Then list three to five expected outputs and three to five expected outcomes in the areas beneath.



(continue to next)



Adapt these questions for your own coalition

Dear Coalition Member:

The purpose of this satisfaction questionnaire is to get your feedback about the quality of our coalition. Please complete each question by checking the box that best shows your satisfaction with that aspect of the coalition. We welcome your additional comments and suggestions for improving this coalition.

Thank you in advance for your valuable advice and feedback.

	Planning and Implementation	1 Very dissatisfied	2	3 Neutral	4	5 Very satisfied
1	Clarity of the coalition's mission					
2	Development of coalition structure and processes					
3	Development of advocacy objectives					
4	Implementation of advocacy activities					
5	Strength and competence of staff and/or work groups					

Comments:

	Leadership	1 Very dissatisfied	2	3 Neutral	4	5 Very satisfied
6	Strength and competence of coalition leadership					
7	Opportunities for coalition members to take leadership roles					
8	Willingness of members to take leadership roles					
9	Leaders' actions					

Comments:

	Progress and Outcomes	1 Very dissatisfied	2	3 Neutral	4	5 Very satisfied
10	Progress in meeting the coalition's advocacy objectives					
11	Success in generating resources for the coalition					
12	Productivity and time-efficiency of meetings					
13	Fairness with which funds and opportunities are distributed					
14	Capacity of members to support each other					
15	Capacity of the coalition and its members to advocate effectively					
16	Coalition's contribution to improving health services in the community					

Comments:

Personal Involvement		1 Disagree strongly	2	3 Neutral	4	5 Agree strongly
17	I am given opportunities to use my skills effectively					
18	My role in the coalition is clear					
19	I have a voice in what the coalition decides					
20	I look forward to coalition meetings					

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^{*}Adapted from *CoalitionWorks*

Activity Guide: Energizers

Tips for using energizers:

- Use energizers frequently during a workshop or meeting, whenever people look sleepy or tired or to create a natural break between activities.
- Select games in which everyone can participate (i.e., be sensitive to participants with disabilities, literacy levels).
- Keep energizers short and move on to the next planned activity.

Big Fish Little Fish

Form a circle of participants and stand in the middle. As you face a participant, say "big fish" while holding up your hands in the opposite gesture (little fish). The participant facing you must respond with the opposite words ("little fish") and gesture with hands far apart ("big fish"). Move around the circle randomly, changing frequently from big fish to little fish. As a participant gives the wrong verbal or gesture response, she/he must take one step back from the circle.

Strike a Pose

Form a circle, and tell participants that each person will say a word, and the rest of the group will strike a pose that matches the word. Start the group off with an example (e.g., fish, movie star, peace), and then go around the circle, giving each person the chance to say a word.

Birthday Lineup

Ask the group to line themselves up in the order of their birthday (or height) without speaking.

Spell it Out

Standing in a circle, tell participants that we are going to spell "advocacy" with our hips. The facilitator shouts out each letter, while participants (and the facilitator!) move their hips in the shape of that letter.

Count and Clap

Ask participants to form a circle. Explain that the group needs to count off from one to 50. However, they cannot say "four," any number that has a four in it (e.g., 14), or any number that is a multiple of four (e.g., 28). Instead, they have to clap their hands. The facilitator should start counting at one; the next person says "two," the next person says "three," the next person claps, and so on. If someone says "four" or a multiple of four, the group must start over.

Rainstorm

Everyone sits quietly in a circle, with their eyes closed, waiting for the facilitator's first movement. The facilitator rubs his/her palms together to create the sound of rain. The person to their right makes this sound, and then the next person until everyone in the group is making the same sound. Once everyone is rubbing palms, the facilitator makes the rain sound louder by snapping his/her fingers, and that sound in turn is passed around the circle. Then the facilitator claps both hands together, and that sound is passed around the circle

to create a rainstorm. Then the facilitator slaps his/her thighs, and the group follows. When the facilitator and the group stomp their feet, the rain becomes a hurricane. To indicate the storm is stopping, the facilitator reverses the order, thigh slapping, then hand clapping, finger snapping, and palm rubbing, ending in silence.

Adapted from "100 Ways to Energize Groups." International HIV/AIDS Alliance

Activity Guide: Friction Tolerance

Read each scenario out loud to the group. After each scenario, ask participants to move closer or further away from you based on how comfortable they would feel handling this situation. Close means you could easily have respectful discussion about the situation. Far away means you would likely have an angry, heated confrontation or want to avoid any confrontation at all.

- 1. I think the coalition should apply for a new grant, but you feel the scope of the grant is beyond the coalition's mission.
- 2. You suggest an idea for a new social media campaign. I laugh out loud and say, "There you go with that crazy idea again!"
- 3. We agree to use only the coalition name and logo on PowerPoint slides that we use for presentations to the ministry of health. But I am the one who makes the slides and my organization prints the handouts, so I go ahead and insert my organization's logo on the slides as well.
- 4. During a meeting, I get into a loud argument with another member who I think is making too many decisions for the coalition on his own.
- 5. During a meeting, I start yelling at *you* because I think *you're* making too many decisions for the coalition on your own.
- 6. The coalition must select a member that will receive and manage a large grant on behalf of the coalition. You would like your organization to manage the funds, but so would I.
- 7. You send me an email that you think politely suggests I not raise my voice with other coalition members at meetings. I forward that email to another member to complain how nagging you are but I accidentally include you on the forwarded email as well.

Ask for two volunteers to read each role play.

Role Play #1

Colleague A: I feel like we have this fight all of the time when money comes in. The big international NGO

members like you say they should be lead recipient because they have the infrastructure and expertise to manage the funds. But how are grassroots organizations like mine supposed to

develop our capacity if we aren't given a chance? No one trusts us to be responsible.

Colleague B: We agreed when we applied for this grant that my organization would be lead because we

have the long-standing relationship with the donor. You can't ask to make changes now. It's

too late.

Colleague A: I don't know why we ever joined this coalition if we're never going to be treated like equal

partners. Maybe we should just pull out and do things on our own.

Role Play #2

Colleague A: I feel like we have this fight all of the time when money comes in. The big international NGO

members like you say they should be lead recipient because they have the infrastructure and expertise to manage the funds. But how are grassroots organizations like mine supposed to

develop our capacity if we aren't given a chance? No one trusts us to be responsible.

Colleague B: You're right. We do keep bumping into this issue. You're such a strong advocate for the local

NGOs in our coalition who really want to be seen and treated as equals. You seem particularly

frustrated and ignored in this process, am I right?

Colleague A: Yes, exactly. I know we agreed when we applied for this grant that your organization would be

lead because you have the long-standing relationship with the donor. But I just feel differently about it now. At some point we smaller NGOs need to be given a chance to strengthen our

capacity and take on this role.

Colleague B: I imagine that other members might share your feelings about this. It sounds like an issue of

trust from both sides. The smaller NGOs may not trust the sincerity or intentions of the big NGOs and it seems like the big NGOs may not trust that smaller NGOs have the skills or could

develop them. Would you agree?

Colleague A: Yes, that's exactly how it feels.

Colleague B: I wonder how we can address this before bigger problems develop. Let's bring some other

opinions into this discussion and talk about it at our meeting next week.

Colleague A: Thank you for supporting me in this because it really is something on my mind a lot.

Facilitator Agenda

A workshop curriculum on strengthening advocacy coalitions

The purpose of this workshop is to form action-oriented coalitions that can more strategically engage in advocacy. In this workshop, your participants will:

- Craft an inspirational mission statement.
- Identify the coalition's advocacy objectives.
- Determine membership criteria and a structure for leadership and coordination.
- Develop operational tools and processes to encourage productivity and efficiency.
- Create a preliminary coalition charter, advocacy work plan, and fundraising strategy.

DAY 1		
Time	Session	Facilitator
8:30-9:00	Registration	
9:00-10:45	Welcome and Setting the Stage	
10:45-11:00	Break	
11:00-12:00	Introduction to Advocacy Coalitions	
12:00-13:00	Coalition Vision	
13:00-14:00	Lunch	
14:00-15:30	Coalition Mission and Name	
15:30-15:45	Break	
15:45-17:15	Coalition Mission and Name (continued)	
17:15-17:30	Daily Summary and Closing	

DAY 2		
Time	Session	Facilitator
9:00-9:15	Opening Session	
9:15–10:15	Dynamics of Groups	
10:15-11:00	Coalition Sampler	
11:00–11:15	Break	
11:15-13:00	Advocacy Issues	
13:00-14:00	Lunch	

14:00-15:15	Advocacy Goals	
15:15-15:30	Break	
15:30–17:00	Advocacy Goals (continued)	
17:00–17:15	Daily Summary and Closing	

DAY 3		
Time	Session	Facilitator
9:00–9:30	Opening Session	
9:30-11:00	Coalition Friction	
11:00–11:15	Break	
11:15-13:00	Membership	
13:00–14:00	Lunch	
14:00-14:30	Membership (continued)	
14:30–16:00	Coalition Structure	
16:00–16:15	Break	
16:15–17:15	Coalition Structure (continued)	
17:15–17:30	Daily Summary and Closing	

DAY 4		
Time	Session	Facilitator
9:00–9:30	Opening Session	
9:30-11:10	Charter Planning	
11:10-11:25	Break	
11:25–13:00	Charter Planning (continued)	
13:00-14:00	Lunch	
14:00–15:30	Advocacy Action Planning	
15:30–15:45	Break	
15:45–16:45	Fundraising Strategy	
16:45-17:30	Advocacy and Coalition Evaluation	
17:30–18:00	Closing Session	

Participant Agenda

A workshop curriculum on strengthening advocacy coalitions

The purpose of this workshop is to form action-oriented coalitions that can more strategically engage in advocacy. In this workshop, your coalition will:

- Craft an inspirational mission statement.
- Identify the coalition's advocacy objectives.
- Determine membership criteria and a structure for leadership and coordination.
- Develop operational tools and processes to encourage productivity and efficiency.
- Create a preliminary coalition charter, advocacy work plan, and fundraising strategy.

DAY 1

Session Title	Description			
Welcome and Setting the Stage	Welcome, introductions, workshop objectives, agenda.			
Break				
Introduction to Advocacy Coalitions	What is an advocacy coalition, its opportunities and drawbacks?			
Coalition Vision	What is the change we want to affect as a coalition?			
Lunch				
Coalition Mission and Name	Whom do we serve and why?			
Break	What will we do?			
Coalition Mission and Name (continued)	What impact will we make?			
Summary and Closing	Summary of key points from the day.			

DAY 2

Session Title	Description			
Opening Session	Review key points from Day 1 and agenda for Day 2.			
Dynamics of Groups	How can we work together more effectively?			
Coalition Sampler	What do other coalitions look like?			
Break				
Advocacy Issues	Which issues are a priority for us? Which are off limits?			
Lunch				
Advocacy Goals				
Break	What are clear advocacy goals that we want our coalition			
Advocacy Goals (continued)	to achieve in the next 3 to 5 years?			
Summary and Closing	Summary of key points from the day.			

DAY 3

Session Title	Description			
Opening Session	Review key points from Day 2 and agenda for Day 3.			
Coalition Friction	How can we prevent or ease friction between members?			
Break				
Membership	Miles and the Company of the Company			
Lunch	Who can join our coalition and how? What will we expect members to do?			
Membership (continued)				
Coalition Structure	What leadership structures should we have? Who will coordinate the coalition and how?			
Break				
Coalition Structure (continued)	How will we organize our work and make sure it gets done?			
Summary and Closing	Summary of key points from the day.			

DAY 4

Session Title	Description		
Opening Session	Review key points from Day 3 and agenda for Day 4.		
Charter Planning	How will we communicate with each other?		
Break	What guidelines will we follow for meetings?		
Charter Planning (continued)	How will we make decisions?		
Lunch			
Advocacy Action Planning	What activities will we do to achieve our advocacy goals and when?		
Break			
Fundraising Strategy	What financial resources do we need and how will we get them?		
Advocacy and Coalition Evaluation	How will we measure progress toward our objectives?		
Closing Session	Final evaluation and closing.		

dis qu	ank you for participating in the upcoming advocacy coalition strengthening workshop. To prepare for the cussions, please take time to meet with other members of your organization to reflect on the following estions. Record your responses in writing or electronically and bring them to the workshop. Responses will anonymous.
1.	Why does your organization want to participate in this workshop? What does your organization hope to gain from participating?
2.	How does your organization hope to benefit as a member of this advocacy coalition?
3.	What health issues/topics are most important to your organization's mission? Be as thorough and specific as possible. a b c
4.	Are there any health issues/topics on which your organization will not or cannot work or advocate? Be as thorough and specific as possible. a b

What are the top <u>three</u> areas of advocacy expertise that your organization most often uses to successfully reach advocacy goals? Place an X next to <u>three</u> items below.
[] Policy landscaping/analysis
[] Generating or packaging evidence
[] Community/grassroots mobilization
[] Public awareness campaigns
[] Activism/demonstrations
[] Media outreach
[] Writing advocacy materials
[] Advocacy event planning and execution
[] Educating and influencing policymakers/lobbying
[] Monitoring and evaluating advocacy
b
b c Will your organization bring any funds or opportunities to access new funds? No Yes es, describe:

Stronger Health Advocates, Greater Health Impacts Final Evaluation

Overall content of the workshop Visual aids	Poor	Fair	Good	Very	Excellent
<u> </u>	Poor	Fair	Good	Very	Evcollont
<u> </u>				Good	Excellent
Visual aids					
Worksheets					
Large group discussions and learning exercises					
nments:					
ase list three ideas or lessons you lear	ned in this v	workshop	that you w	ill integrat	e into your
·k.					
at part of this workshop was the mos	t useful for	vour futur	ro work in t	his saalitisa	2
a	ase list three ideas or lessons you lear	ase list one thing the facilitator did well and one to	ase list one thing the facilitator did well and one thing the f	ase list one thing the facilitator did well and one thing the facilitator of the facilita	ase list one thing the facilitator did well and one thing the facilitator could impro

6. Please indicate how strongly you agree or disagree with the following statement
--

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am clear about my role and responsibilities in this coalition.					
I feel confident that our coalition has a strong foundation for action.					
I have the skills to prevent or manage conflict in our coalition.					

7.	Do you think you will have the opportunity to use the skills you've learned during this workshop within the next 3 months?
	Yes No No
	If yes, please briefly describe when and how you might apply these skills. If no, please explain why you will not be able to use these skills within the next 3 months.
8.	What type of support would you need to implement the coalition plan you developed in this workshop?
9.	How could we improve this workshop overall?
10.	Other comments:



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