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RESEARCH, ADVOCACY AND CAMPAIGN

Partners:

TREE AID

Urbanet Gh
Sustainable Livelihoods for all.

TRAINING GUIDE
2020

Title: Research, Advocacy and Campaign: Training Manual

Year: 2020

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Acknowledgements: We acknowledge the development of this training guide and technical support of Marina Tota (MEL and Research coordinator, ActionAid Denmark) and Edmund Nibeneeh Aalangdong (Head of Planning and Policy Unit, National Council for Tertiary Education), the valuable contributions of John Nkaw (Head of Programmes, Campaigns and Innovation, ActionAid Ghana), Sumaila Abdul-Rahman (Country Director, ActionAid Ghana), Prince Osei-Agyekum (Head of Fundraising, Action Aid Ghana), Jonathan Naaba (Country Director of TreeAid Ghana), Zakaria Abdul-Rashid (Executive Director of Urbanet), Ayuba Abukari (NGIDP Project Manager, AAG) and Dorcas Adjeley Yobo (Global Platform Manager and Training Developer, AAG) for their input and feedback.

Finally, we wish to acknowledge the European Union for funding this project and the development of the manual. We are most grateful for this partnership to bring sustainable changes in the lives of people. Special mention must be made of Susana Martins and Mary Tobbin of the Project's Technical Assistance Team, for your continuous support in the project implementation.

N:B: Global Platform Ghana is the Training and Youth division of ActionAid Ghana(AAG). AAG is part of ActionAid Global movement of people fighting for women's rights, Social Justice and an end to Poverty.

Background

Among the key determining factor for a consolidated democracy there is the provision of adequate and efficient public services to most vulnerable persons living in deprived communities. Ensuring provision of adequate public services and opportunities to vulnerable communities require Civil Society Organizations (CSOs) and social movements to become drivers for change in systems, policies and structures. CSOs, social movements and groups need to be provided with the necessary skills and knowledge to effectively work and engage with a cross-section of change-makers and duty bearers for increased access to social and economic opportunities, especially for marginalized women and Persons Living with Disabilities (PLWDs).

In an attempt to realise this, ActionAid Ghana together with URBANET and TreeAid has secured funding from the European Commission to implement the Northern Ghana Integrated Development Project (NGIDP). NGIDP is a four-year project aimed at strengthening the capacity of local CSOs to become drivers of innovation in research-based climate-resilient sustainable agriculture, related social enterprises and responsive social protection. This is in recognition of the crucial role that CSOs and social movements play in the provision of services, especially in rural areas, as well as their power to influence local and national level.

ActionAid Ghana developed this training guide based on the learning needs of CSOs and social movements in Ghana to equip them with knowledge, skills and attitudes to plan and conduct research, advocacy and campaign for Sustainable Agriculture, Decent Work and Social Protection.

Overall aim

To equip participants with knowledge, skills and attitudes to research, advocate and campaign for Sustainable Agriculture, Decent Work and Social Protection.

Target group

Members of CSOs focused on women and youth from rural communities in the northern regions, few of them with formal education, literacy and numeracy skills.

Objectives

Knowledge

Describe research, advocacy and campaigns
Identify research, advocacy and campaign methods and tools
Identify spaces and opportunities for advocacy at local level.

Skills

Plan and carry out research and advocacy capaigs
Generate and analyse data
Use research findings for advocacy and campaigns and to participate in local governance processes.

Attitude

Pro-actively seek information
Critically analyse information
Confidently advocate
Actively participate in decision-making processes with duty bearers at the local level.

TRAINING OVERVIEW

MODULES

Module 1: Policy and advocacy opportunities

- Introduction and teambuilding
- Experience sharing on advocating on community issues
- Policy and advocacy opportunities
- Introduction to advocacy and campaigning

Module 2: Research

- Planning an advocacy campaign
- Research for advocacy
- Practice research
- Debriefing data collection and organising data
- Data analysis and reporting
- Present research findings

Module 3: Advocacy and campaigning

- Spaces for advocacy in local governance
- Analysing stakeholders and power
- Advocacy campaign tactics
- Advocacy messages
- Practicing lobbying in local governance space and debriefing
- Debriefing and action plans
- Sharing action plans
- Campaign M&E and Evaluation

PREPARATION

Recruit participants and assess their knowledge and experience on research, advocacy and campaign; review training guide and handouts, print learning materials, prepare and practice facilitating sessions with a timer, based on participants list prepare groups of 5-8 for groupwork with at least one literate person in each, procure training materials (flipcharts post-its, markers, tape, flichart stand, A4 sheet, white and different colors, pens and notebooks for participants), prepare flipcharts with key concepts for the training. Arrange a visit a a relevant local authority during Day 4 of the training (afternoon) and prepare relevant transportation and logistics.

DAY1
SESSION FLOW

Session 1: Introduction and teambuilding - 1 hour

Session 2: Experience sharing on advocacy - 1 hour 30 mins

Session 3: Policy and advocacy opportunities - 1 hour 30 mins

Session 4: Introduction to advocacy and campaigning - 1 hour

PREPARATION

- Set up training room, projector, speakers
- Make all printout available
- Prepare training materials (write/draw flipcharts with key concepts)

MATERIALS

- Flipchart
- Markers in different colors
- Post-its
- Projector and speakers
- Notepad and pens
- A4 sheets white/colored, scissors, glue

1. INTRODUCTION AND TEAM BUILDING

1hour 30minutes |

Objectives: Introduce the training and build the team of participants

1. Introduction (10 mins):

Facilitators introduce themselves and welcome participants to the course and the overall aim.

2. Introductions and expectations (45 mins):

Participants are put in pairs and they have to interview each other for 5-10 mins (name, what they do, expectations) and then we take a round of sharing where each participant has to introduce the person they have interviewed. The facilitator keeps track of time. After the sharing the facilitator addressed the expectations on the course.

3. Training and methodology (15 mins):

The facilitator introduce the aims and objectives of the course. Present the flow and structure of the course by going through the schedule. Point out that this is a very practical course that will be using participatory methods that require participation and experience sharing from participants.

4. Team building game (20 mins):

Facilitate a team building game for the group to get to know each other and break the ice – for example, stand in circle and sing a song/clap, one by one participant goes in the middle and dance and all the others have to copy the one in the middle. Close the session by responding to possible questions and presenting practicalities and logistics.

✔ DO

- When showing the group an example, state your name confidently.
- Invite others to do so as well
- Try to quickly learn as many names as possible

✖ Don't

Don't point to people using a pointing finger, invite them with a decisive movement of your open palm and a smile

Discuss

- Participant's expectations of the training and questions they may have.

2. EXPERIENCE SHARING ON ADVOCACY

1hour 30minutes |

Objective: Share experiences on research and advocacy and decide on key advocacy issues

1. Introduction (15 mins):

Introduce the theme of the training and that we want to start from their experience first. Ask participants to share what they know from their experience on research or advocacy. What is research? What is advocacy?

2. Experience sharing (20 mins):

Ask participants to form groups and discuss their experience with advocating on community issues. One person per group should note down the experiences and present after.

- What issue did you advocate on? What did you do?
- What information did you have or needed on the issue?
- What were the results? Did you achieve what you wanted? Why?

3. Sharing experience (45 mins):

Each group shares their experience in plenary and the facilitator concludes the session by highlighting the common issues from all the groups.

4. Selecting a community issue (15 mins):

The facilitator helps them select one or two community issues to focus on for the training for the purpose of practicing research and advocacy. Help them formulate the issue in one sentence that summarizes the issue.

DO

- Encourage full participation
- Give participanst time translate to each other if some of them do not undertsnad english
- let partciapants select an issue

Don't

- Do not put particpants on the spot to share their expreinces if they are not comfortable especially on the first day
- Do not select an issue for particpants but allow participants to decide

Discuss

- Advocay
- Importance of advocacy.

3. POLICY AND ADVOCACY OPPORTUNITIES

1hour 30minutes |

Objective: Identify policies relevant to community issues and advocacy opportunities

1. Introduction and presentation (30 mins):

Linking community issues with policies, instructions and opportunities. Presentation on the relevant policies, institutions, and opportunities for advocacy: (Refer to handouts on Sustainable Agriculture, Decent Work and Social Protection)

2. Questions and answers (15 mins):

Share questions in plenary and how it relates to issues that have been selected in communities.

3. Group work (15 mins).

Form groups and ask participants to discuss (1) experiences with applying and benefited from public policies, programmes or funds on sustainable agriculture, decent work and social protection and (2) what opportunities they see for advocacy on policies/programmes relevant to the issues in their community.

4. Sharing (30 mins):

Each group presents what policy opportunities they see and the facilitator helps them choose one aspect of the policy/ programme to focus on.

✔ DO

- Make presenation more participatory.
- share the handouts with the particpants after the close of the session
- check on them to ensure full particpation during group discussions

✖ Don't

- Present all the three areas (sustainable agriculture, decent work and social protection), but focus on one that is most relevant to participants
- Spend too much time on the presentations

Discuss

- Experiences with applying and benefited from public policies, programmes or funds on sustainable agriculture, decent work and social protection
- Opportunities for advocacy in their communities

4. INTRODUCTION TO ADVOCACY AND CAMPAIGNING

1hour 30minutes |

Objective: Describe advocacy and campaigning, develop campaign objective

1. Introduction (10 mins):

Introduce the session and ask participants what is advocacy and campaigning to them? How would they describe it? Why do we need it to address our local issues?

2. Presentation on advocacy and campaigning (20 mins):

Introduce the concepts of advocacy and campaigning trying to relate it to the experiences shared in the previous sessions. Introduce the first step of advocating: analyse a campaign issue. (Refer to handouts on advocacy and campaigning)

3. Group work on campaign isues (20 mins):

Form groups and ask participants to analyse the campaign issue they want to advocate on. What are the causes? What are the effects? The group should develop one sentence that describes that issue, on the issue they have selected they want to advocate on.

4. Presentation on campaign issue (30 mins):

Each group presents their analysis of their campaign issue, causes and effects. Facilitate discussion where the group agrees on the formulation of the issues and the main causes and effects.

✔ DO

- Link the presentation to local examples that participants are familiar with
- Highlight the importace of agreeing on what is the problem the campaign wants to address

✖ Don't

- Ignore the local and contextual experiences participants may have with advocacy and campaigning.

Discuss

- Campains and advocay
- Imporatance of objectives

DAY2
SESSION FLOW

Session 5: Planning and Advocacy Campaign - 1 hour 30 mins

Session 6: Research for Advocacy - 1 hour 30 mins

Session 7: Practice research - 1 hour 30 mins

Session 8: Debriefing and organising data - 1 hour 30 mins

PREPARATION

- Set up training room, projector, speakers
- Make all printout available
- Prepare training materials (write/draw flipcharts with key concepts)

MATERIALS

- Flipchart
- Markers in different colors
- Post-its
- Projector and speakers
- Notepad and pens
- A4 sheets white/colored, scissors, glue

5. PLANNING AN ADVOCACY CAMPAIGN

1hour 30minutes |

Objective: Plan and develop campaign objectives

1. Introduction (15 mins):

Start with a check-in and energiser and an overview of the day. Ask if there are questions from the day before. Asking when you need to advocate on an issue, how do you go about it? Tease out the steps for campaigning.

2. Presenting campaign planning (20 mins):

Starting from input from participants, present how to plan campaigns and develop smart campaign objectives.(See handout on advocacy and campaign)

3. Group work on campaign objectives (20 mins):

In groups based on the issue identified, participants develop one or few campaign objectives on the issue they have selected they want to advocate onto focus on for the week.

4. Presenting campaign objectives (30 mins):

Each group presents in plenary the campaign objectives and the facilitator gives feedback. The ideas are discussed and the group agrees and formulates one or two overall objectives of the advocacy campaign in the week.

DO

- Give participanst enough time to work through in thier groups
- Encourage feedback from all participants during presentations

Don't

- During presenations do not interupt presentors, allow them to finsh before opening to comments.

Discuss

- How to develop SMART campaign objectives and plan a campaign.

6. RESEARCH FOR ADVOCACY

1hour 30minutes |

Objective: Participants will be able to identify suitable research methods

1. Introduction (10 mins):

The facilitator introduces the session, and asks participants What is research? Give me some examples? How can it help us achieve what we want? Take some inputs from participants.

2. Presentation: Research for advocacy (20 mins):

Presents what is research, and how it can help advocacy. Introduce the steps for planning a basic research and common research methods (online, interview, observation, focus group, photos - see handout below). Remember to give concrete examples of research methods.

3. Group work on planning research for advocacy (30 mins):

Form research teams based on their CSO and community with whom they will work throughout the course. Ask participants to form groups and develop a basic research plan - What information they need to achieve their campaign objective? What questions do they need to respond to? (research questions) how will they find the answers? (methods and from whom) How will they use the information to achieve their campaign objective? .

4. Presentations and sum up (30 mins):

In plenary participants present the basic plan of their research and get feedback from the participants. The facilitator explains that in the next session they will practice going out to collect data for their research, so they should prepare for it (eg. print their questions, bring their notebooks, arrange transportation to the venue)

DO

- Define reseach in a simple and easily comprehensible manner and give local examples
- Encourage participants to share their thoughts and experience

Don't

- Give a very long and theatretical explanation of the concepts that might confuse participants

Discuss

- Why reserach is impaotant for advocay campaigns

7. PRACTICE RESEARCH

1hour 30minutes

Objective: Participants will be able to undertake basic data collection

1. Prepare for research practice (15 mins):

Form groups (based on their common interest) to prepare for the research. Depending on the type of research, the facilitator will arrange logistics:

- Online research: Prepare computers and internet connection.
- Interviews: Print interview sheet, recorder, arrange transport to the venue, arrange meetings with possible interviewees.
- Observations and photos: Arrange transportation to the field to be observed, provide equipment like camera, phone, and measuring tools (e.g. to measure land).

2. Tips for data collection (15 mins):

The facilitator presents tips to conduct interviews, observations and how to record the data and observations in the notes (see handout).

3. Research practice (60 mins):

Teams will go out and conduct data generation, facilitators observe them when possible. If the research is online, they will stay at the training venue.

DO

- Tailor the presentations and session based on the type of data collection participants will conduct.
- Arrange logistics and provide partcipants with materials they need for data collection (paper, pen, camera,phone, recorders)

Don't

- Facilitate this session without proper preparation of the fieldwork logistics and equipment.

Discuss

- Data collection methods
- Research ethics, informed consent, confidentiality and image rights

8. DEBRIEFING AND ORGANISING DATA

1hour 30minutes |

Objective: Participants will be able to organise data collected from the field

1. Debriefing on the process (30 mins):

Participants come back to the training room and are given some time to organise their data. In a circle they share. How did it go? What worked? What did not work? What data were you able to get? What data could you not get? What did you learn?

2. Organising and analysing data (30 mins):

The facilitator explains that data needs to be saved in a safe and organized way in order to be used for analysis later. The facilitator shares how to organise the data they have collected and for analysis:

- Data: Data should contain the date,location where they were collected, name of who collected the information, and a code.
- Notes: Notes should be reviewed and organised, possibly taking a picture of the notes or typing them on a phone or computer, adding additional reflections before they are forgotten.
- Recordings should be listened to and written down in the form of summaries or transcripts.
- Pictures should be saved in a folder with date, location, title/brief description of the photo.
- List of contacts of people you collected information from should be stored safely.
- All data could be stored in google drive.

3. Practice organising data (30 mins):

Participants are given some time to organise their data - they can continue the

DO

- Provide enough time to share experinces
- Adress all concerns and questions before moving on

Don't

- Interrup participants whne they are sharing their expereineces

Discuss

- Expereinces of data collection in the field
- Importance of organising data

DAY 3
SESSION FLOW

Session 9: Data analysis and reporting - 1 hour 30 mins

Session 10: Present research findings - 1 hour 30 mins

Session 11: Spaces for advocacy in local governance - 1 hour 30 mins

Session 12: Analysing stakeholders and power - 1 hour 30 mins

PREPARATION

- Set up training room, projector, speakers
- Make all printout available
- Prepare training materials (write/draw flipcharts with key concepts)

MATERIALS

- Flipchart
- Markers in different colors
- Post-its
- Projector and speakers
- Notepad and pens
- A4 sheets white/colored, scissors, glue

9. DATA ANALYSIS AND RESEARCH FINDINGS

1hour 30minutes |

Objective: Participants will be able to analyse and report research findings

1. Introduction (10 mins):

Introduce the session with an energiser and an overview of the day. Ask if there are questions from the day before.

2. Presentation on how to analyse data (20 mins):

Present how to analyse data and go through a basic template to document research findings. Point out that in the process of local governance, each community is expected to develop a brief report (Community Action Plan) about the key issues in the community. Take articnapnts through the the template to present research findings.

3. Group Work on data analysis (60 mins):

In groups participants analyse the data they have gathered and develop key research findings using the template provided.

Check-in - Facilitators pass around the groups to check how it is going and support if needed.

DO

- Explain that research findings can be shared in many ways, not only through reports
- Write the presentation on flipchart paper if you are not using powerpoint

Don't

- Expect that participants will be able to write a research report in one session.

Discuss

- Local governance
- Action plans

10. PRESENT RESEARCH FINDINGS

1hour 30minutes |

Objective: Participants will be able to present research evidence for advocacy

1. Introduction (10 mins):

Each group has 5-10 mins to present their research findings and get feedback from peers and the facilitator.

2. Sharing research findings (60 mins):

Give each group 5-10 mins to present, and 2-3 mins for feedback, depending on the number of groups. After each presentation the facilitator and other participants provide feedback on what could be improved in the analysis. Always ask the question - on the basis of these findings what can we advocaate on?

3. Wrap up (10 mins):

The facilitator facilitates a reflection on how these research findings can be used for advocacy and supports the group to identify a few advocacy areas that emerge from the research findings. The faciitator highlights the key points from the presentations and reflections explaining that this evidence will be used for advocacy in different spaces which will be discussed in

DO

- Give participants enought time to present their findings
- Facilitate the discussion up after participants make thier presentations

Don't

- Loose track of time and focus during the presentations

Discuss

- Research findings and how they can be used for advocacy.

11. SPACES FOR ADVOCACY IN LOCAL GOVERNANCE

1hour 30minutes |

Objective: Participants will be able to identify local governance spaces and opportunities for advocacy

1. Introduction (15 mins):

Introduce the session by explaining that as a CSO, you have various opportunities to influence duty bearers at the local level and there are a number of participatory processes where CSOs are invited to participate and bring forward community issues. Ask them what local government authority they know? Have they ever engaged with them? After a brief discussion.

2. Presentation on local governance spaces, institutions and processes (30 mins):

Present the local spaces, processes and institutions that CSOs can participate in using the handouts. Draw some flipchart using the graphs in the handouts highlighting key governance spaces and processes. Explain how CSOs can make use of participatory governance processes to participate and advocate for their key issues. (See handouts below)

3. Questions and answers (15 mins):

Make space for questions and clarifications on the presentation. If there are none, move to the next part. .

4. Discussion in plenary (30 mins):

What spaces and processes would you like to focus on to advocate on your community issue? Facilitate a discussion where they agree on the governance institutions they will visit during the training.

DO

- Present the local government structure in a simple way with examples.
- Draw on the experience in the room.

Don't

- Make the presentation too technical and complicated.

Discuss

- Local governance insitutions, processes and how to participate in them.

12. ANALYSING STAKEHOLDERS AND POWER

1hour 30minutes |

Objective: Participants will be able to analyse stakeholders and power on local issues

1. Introduction to analysing stakeholders and power (20 mins):

Introduce why we need to analyse stakeholder and power - to identify who to target with our advocacy to get what we want. Draw three circles on a flipchart and explain that this is a tool to map stakeholders. Each circle says: (1) Who has power on the issue (2) Who is affected by the issue (3) Who is our ally in advocating on the issue.

2. Individual brainstorming (15 mins):

In pairs ask participants to brainstorm and map the stakeholders related to the issue they would like to campaign on, and categorise them based on are their levell of power and relation to the issue. They should write one stakehoder per post it.

3. Plenary discussion on stakeholders (30 mins):

In plenary ask participants to share the stakeholders they have mapped on post and place them on the graph on the flipchart. One post per stakeholder. Facilitate a discussion where they they decide would like to focus on for the campaign during the training .

4. Engagement strategy (20 mins):

Participants discuss how they would like to engage and influence the selected stakeholder.

✔ DO

- Facilitate the process of participants to selecting which stakeholder to target.

✖ Don't

- Ask to brainstorm on stakeholders without clearly explaining the model and the criteria.

Discuss

- Map and identify the stakeholders that would be strategic to engage during the campaign.

DAY 4
SESSION FLOW

Session 13: Advocacy campaign tactics - 1 hour 30 mins

Session 14: Advocacy messages - 1 hour 30 mins

Session 15-16: Practicing lobbying in local governance space - 3 hours

PREPARATION

- Set up training room, projector, speakers
- Make all printout available
- Prepare training materials (write/draw flip-charts with key concepts)

MATERIALS

- Flipchart
- Markers in different colors
- Post-its
- Projector and speakers
- Notepad and pens
- A4 sheets white/colored, scissors, glue

13. CAMPAIGN TACTICS

1hour 30minutes |

Objective: Participants will be able to identify and select appropriate campaign tactics

1. Introduction (10 mins):

Introduce the objectives of the session and ask participants what campaign tactics they have used or they know of. Get some of their points and write them on a flipchart (e.g. protest, petition, radio etc...).

2. Presentation on advocacy campaign tactics (20 mins):

Present some of the campaign tacticsthey could use for advocacy at the local level using the handout (Letter to duty bearer, Lobby meetings with duty bearer, Petitions, Presenting research findings and recommendations, Community Mobilisation). Explain that there are many more tools, but for this course we will focus on these.

3. Group Work: Select your advocacy campaign tactic (30 mins):

In groups participants discuss and select the campagn tactic they would like to practice during the training, remind them that in each tactics they have to use the evidence they collected with research.

4. Presenting advocacy campaign tactic (30 mins):

Each group presents the campaign tactics they have chosen to practice and why. The facilitator gives them feedback and wraps up the session.

✔ DO

- Make room for participants to share their experience and feedback on campaign tactics that worked in the context.
- Encourage creative ideas for campaigns tactics.

✖ Don't

- Present the campaign tactics at a theoretical level without giving contextualised examples.

Discuss

- CWhat campaign tactics would be suitable to the context, the target and the issue

14. ADVOCACY MESSAGES

1hour 30minutes |

Objective: Participants will be able to develop and deliver advocacy messages.

1. Presentation: Advocacy messages (20 mins):

Introduce a model on how you develop advocacy messages in a way that it creates a story with a problem, causes, effects, solution/call to action, who is responsible to take action, impact (see handout). Also give them tips on how to communicate effectively using a loud voice, eye contact grounding (standing on two feet), using hand gestures, moving on stage, and avoiding distracting elements. Give them a short demonstration of a good speech.

2. Prepare advocacy messages (15 mins):

In small groups participants will have 15 minutes to prepare a 2 minutes speech with the aim to influence a duty bearer – they should use evidence from the research in the speech and select a person to deliver it. They can use the template in the handout as a guide.

3. Deliver speeches and feedback (40 mins):

Before the presentation, explain that other participants will observe and give feedback to each other on the persuasiveness of the key messages and offer suggestions for improvement. Each participant has just 2 minutes for their speech. Stick to this limit. Make sure your timekeeper cuts you off. Each participant has 3 mins to receive feedback in plenary and receive feedback from their peers and facilitator.

4. Debriefing (15 mins):

Ask participants to sit in a circle and: How was it? What worked? What was challenging? What did you learn by practicing this?

✔ DO

- Keep track of time during the speeches.
- Create a safe space and let participants volunteer to give the speech.

✖ Don't

- Allow participants to be forced to speak in public if they are not comfortable with it and non-constructive feedback.

Discuss

- What makes advocacy messages persuasive?

15-16. PRACTICING LOBBYING IN LOCAL GOVERNANCE SPACE

3hours |

Objective: Participants will be able to engage with duty bearers and advocate on community issues using evidence and draw lessons learned

1. Preparing for action (30 mins):

The facilitator makes sure participants have finalized their advocacy messages and know where to go. The facilitator reminds participants to practice engaging with duty bearers and presenting research findings and advocacy messages.

2. Visiting local governance space (15 mins):

Participants travel to a local authority office for a meeting with duty bearers. Participants may be divided in groups and go to different venues. The meeting at the local authorities and transport should be arranged in advance.

3. Action: Engaging duty bearers (2 hours):

Participants go to a local authority office, to ask for information, present a letter and apply their skills with duty bearer. After the meeting, participants return to the training venue.

4. Debriefing (30 mins):

Fhe facilitator facilitates a debriefing in plenary with the following questions (after each question ask each group to respond)

- How do you feel about the action?
- What worked well? What was challenging?
- What were your lessons learned from the experience?

DO

- Its advisible to do the debriefing right after the action when people's minds are still fresh from the experience.

Don't

- Forget to arrange the logistics for this session like booking a meeting at the local authority office and arranging transportation if needed.

Discuss

- What will they do differently next time

DAY 5
SESSION FLOW

Session 17: Debriefing and action plan - 1 hour 30 mins

Session 18: Presenting action plans - 1 hour 30 mins

Session 19: Campaign M&E and evaluation - 1 hour 30 mins

PREPARATION

- Set up training room, projector, speakers
- Make all printout available
- Prepare training materials (write/draw flip-charts with key concepts)

MATERIALS

- Flipchart
- Markers in different colors
- Post-its
- Projector and speakers
- Notepad and pens
- A4 sheets white/colored, scissors, glue

17. DEBRIEFING AND ACTION PLAN

1hour 30minutes |

OObjective: Participants will be able to reflect and draw lessons learned from the experience

1. Introduction and debriefing in groups (15 mins):

Introduce the day and the session. If it was not possible to do a debreifing of the action the previous day, faciliate a debreifing in this session. Ask participants to reflect in group about the experience from the previous and discuss what worked well? What was challenging? What they learned?

2. Debriefing in plenary (45):

In plenary the facilitator facilitates a debriefing with the following questions (after each question ask each group to respond)

- How do you feel about the action?
- What worked well? What was challenging
- What did you learn by practicing this?

3. Action plans (30):

Introduce the concept of applying what they have learned to issues in their communities and that for that they will be developing action plans. Form groups for each CSO/community with at least one literate person per group. They should decide what issue they want to campaign on, who they need to influence and what evidence they need to advocate effectively on it and how they are going to go about it. They should draft a mini campaign plan using the template.

✔ DO

- Print the action plan templates before the session
- Empahsis that project officers will be following up on the action plans
- Debrief the previous day's action and highlight lessons learned

✖ Don't

- Skip the debriefing and forget to link what they have learned in the excercise with the action plan of what they want to do in their communities.

Discuss

- Debrief the previous day's action and highlight lessons learned

18. PRESENTING ACTION PLANS

1hour 30minutes |

Objective: Participants will be able to develop research and advocacy action plans and identify ways to monitor and evaluate them.

1. Finalise action plans (15 mins):

Give participants some time to finalise their action plans.

2. Presenting action plans (60 mins):

The facilitator introduces the presentation of the action plans. Each group has 5-10 mins to present their action plan. Participants will get feedback from the facilitators and peers, particularly on the research, advocacy and campaign strategies used.

3. Feedback and next steps (15 mins):

After each action plan, the facilitator gives some feedback to ensure they are applying what they learned, discusses the next steps with participants and takes note for follow ups.

✔ DO

- Calculate time of each presentation based on the number of groups
- Give feedback and suggestions on the action plans

✖ Don't

- Give too much time to some groups to present to the point that there is no enough time for everyone to present.

Discuss

- How do the action plans apply the knowledge and skills learned during the training?

19. CAMPAIGN M&E AND EVALUATION

1hour 30minutes |

Objective: Evaluate the training, share lessons learned·

1. Introduction to campaign M&E (20 mins):

Linking to the action plans that have been presented, the facilitator introduces ways to monitor and evaluat their advocacy campaigns to know if they are being successful, and to improbe them. Use the template in the handout and use one of the action plans as an example.

2. Evaluation in trios: (15 mins):

The facilitator asks to form groups of three and to discuss the training and agree on 2-3 things: what worked, what can be improved next time, what needs to be dropped.

3. Evaluation in plenary (30 mins):

Participants sit in a circle and each group shares the key points and the facilitator takes notes on what to keep, what to improve, and what to drop next time.

4. Closure (15 mins):

The facilitator closes the course by highlighting what will happen afte the course, doing a closing game, and handing over the certificates to participants.

✔ DO

- Ideally, trainers can leave the room while they evaluate he workshop

✖ Don't

- Forget to give a closure to the training by appreciating participants for their time and participation.

Discuss

- Ask part of the evaluation, discuss suggestions on how the course could be improved next time.

LIST OF HANDOUTS

Module 1: Policy and advocacy opportunities

Handouts	Sessions
1. Course Schedule	1: Introduction
3a. Sustainable Agriculture policies, programmes and funds 3b. Decent Work policies, programmes and funds 3c. Social Protection policies, programmes and funds	3: Policy and advocacy opportunities
4. Advocacy and campaigns	4. Introduction to advocacy and campaigns

Module 2: Research

Handouts	Sessions
5a. Campaign planning: SMART objectives 5b. Campaign planning template	5: Planning an advocacy campaign
6. Research for advocacy	6: Research for advocacy
7. Research methods	7: Practice research
8. Organising and analysing data	8: Organising data
9. Research findings	9. Data analysis and reporting

Module 3: Advocacy and campaigning

Handouts	Sessions
11a. Spaces for advocacy in local governance 11b. Participatory planning 11c. Participatory budgeting 11d. Participatory monitoring and evaluation 11e. Community Action Plan	11. Spaces for advocacy in local governance
12. Analysing stakeholders and power	12. Analysing stakeholders and power
13. Advocacy campaign tactics	13. Advocacy campaign tactics
14. Advocacy messages	14. Advocacy messages
17. Action Plan template	17. Debriefing and action plans
19. Campaign M&E and evaluation	19. Campaign M&E and evaluation

RESEARCH, ADVOCACY AND CAMPAIGN
TRAINING SCHEDULE

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	Policy and advocacy opportunities	**Research**	**Research**	**Advocacy and campaign**	**Advocacy and campaign**
9:00-10:30	Introduction and teambuilding	Planning an advocacy campaign	Data analysis and reporting	Advocacy campaign tactics	Debriefing and action plans
11:00-12:30	Experience sharing on advocating on community issues	Research for advocacy	Present research findings	Advocacy messages	Sharing action plans
12:30-13:30	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
13:30-15:00	Policy and advocacy opportunities	Practice research	Spaces for advocacy in local governance	Practicing lobbying in local governance space	Campaign M&E and Evaluation
15:30-17:00	Introduction to advocacy and campaigning	Debriefing data collection and organizing data	Analysing stakeholder analysis and power		

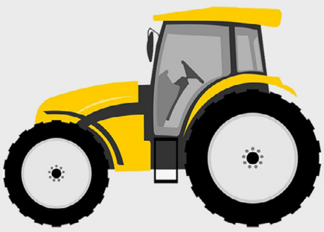
SUSTAINABLE AGRICULTURE POLICIES, PROGRAMMES, FUNDS

POLICIES

1. Ghana Shared Growth and Development Agenda (GSGDA 2010-2013) focused on supporting oil and gas development, with investments in infrastructure, energy, housing and agricultural modernization. In accordance with this vision, all governmental strategic frameworks and plans identify infrastructure development, agricultural research and extension as focus areas of policy intervention to achieve greater agricultural productivity for improved livelihoods.

2. Food and Agriculture Sector Development Policy (FASDEP II, 2007) is the modernization of agriculture and increased productivity of Ghanaian farmers. The Medium Term Agriculture Sector Investment Plan (METASIP 2010-2015) is the implementation plan of FASDEP II and comprises six programmes which represent Ghana's priorities, with Food Security and Emergency Preparedness and Increased Growth in Incomes being the major areas for investment

PROGRAMMES



3. Agriculture Mechanization Services Enterprises Centres' (AMSECs) programme in 2007 as a credit facility, assisting qualified private sector companies in purchasing agricultural machinery at a subsidized price and interest rate which in turn is rented to rural farmers at affordable prices. The programme has been extended and, as of 2015, 89 AMSECs have been established throughout the country

4. Block Farm Programme launched in 2009 as a component of the Youth in Agriculture Programme was to provide large blocks of arable land for the production of selected commodities as well as to generate employment for the poor rural youth. The block farms receive a bundle of subsidized mechanization services and inputs, in addition to extension services, which are repaid in-kind by the farmers after the harvest

5. The National Food Buffer Stock Company (NAFCO) was established in 2010, with the aim of reducing post-harvest losses, ensuring price stability and establishing emergency grain reserves. NAFCO is a state-owned enterprise that purchases, stores, sells and distributes excess grains in warehouses across the country. Currently, 73 Licensed Buying Companies (LBCs) are mandated to purchase maize, rice and soya beans from farmers at minimum prices, which include the total cost of production and a 10 percent profit margin for farmers.

6. The Ghana Agricultural Insurance Programme (GAIP) launched in 2011, was the first agricultural insurance system in the country to protect farmers against financial risks resulting from climate change. The programme was developed by a steering committee comprised of representatives from the public and private sectors, as well as development agencies. Initially, GAIP provided drought insurance for maize and soya only, but was later expanded to other agricultural products, livestock and poultry

GAIP is co-financed by the German Federal Ministry for the Environment and the Ghana Insurance Association and is jointly implemented by the National Insurance Commission of Ghana (NIC) and the German International Cooperation (GIZ). Key issues have been the financial and technical knowledge sustainability, and private sector participation (with affordable premium for small farmers).

8. The Planting for Food and Jobs (PFJ) is designed to motivate the farmers to adopt certified seeds and fertilizers through a private sector led marketing framework, by raising the incentives and complimentary service provisions on the usage of inputs, good agronomic practices, marketing of outputs over an E-Agriculture platform. The purpose of the PFJ program is to mobilize access to both input- and output markets and thereby directly motivate farmers to increase their crop yields and indirectly generate employment opportunities along the value chains. The programme implementation is undertaken through a number of components to maximize production, marketing and post-harvest handling. The components are listed as follows:

• **Productions Schemes and input support**: Under the PFJ program, farmers who are willing to participate and raise their current productivity levels (productive poor) and whose land, water, labor and capital stifle the productivity (resource poor) will be mobilized through awareness and any associated proven farmers, nucleus farms, farmer based organizations (FBOs), private aggregators and enterprises. The program will provide an additional option, whereby the beneficiaries shall pay half of the payable cost as down payment, and the remaining half at the end of the harvest. This is meant to make available and accessible inputs to smallholders farmers who are usually within the low income bracket facilitated through a private sector led market network at subsidized prices

• **Community Based Extension Services:** The PFJ program will empower the beneficiaries with knowledge and skills on maximizing the benefits of the usage of the subsidized inputs through proximity extension services. Human and technical capacity of the national extension system will be strengthened by recruiting and training Agriculture Extension Agents (AEAs). The AEAs will be embedded in the targeted areas under the program and relevant technologies and information will be transferred to farmers through regular and recurrent technical visits, and other established extension methods.

• **Market Linkages Accessibility:** The PFJ program will improve the marketability of the increased production of food crops by establishing strong linkages between the producers, private aggregators, public food programs, and private food- and feed enterprises. On a commission basis, the private aggregators will also be engaged in collecting the balance of payments from the farmers, nucleus farms and FBOs on the subsidized inputs, as cash or kind

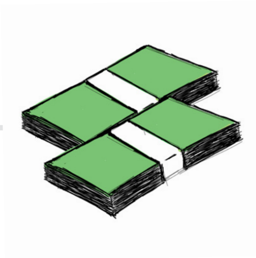
• **Post-Harvest Handling and Warehousing:** The program will refurbish existing warehouses and/or construct medium-sized warehouses in all the districts, and lease the operations to private aggregators or entrepreneurs, who shall provide improved services to the farmers on postharvest handling, storage, processing, packaging and marketing of the outputs.

• **Deploying ICT to maximized efficiency of production:** Through an E-Agriculture component, the program will engage information and communication technologies (ICT) for efficient targeting of the beneficiaries, and effective management and governance of the scales and impact of the PFJ program. Through public-private partnerships, the program will establish e-profiles of the beneficiaries and maximize the use of ICT in establishing a supply chain management system that will efficiently integrate private service provisions on the distribution of the subsidized inputs, storage, balance payments by beneficiaries, marketing of outputs, and emergency responses. The program will also put in place appropriate ICT systems for communication, coordination of the extension services, emergency responses, and monitoring and evaluation of the outreach and impacts

• **Sustaining production and reducing dependence:** The programme envisaged that graduation of farmers from subsidy dependence will be ushered in through a widespread presence of private network for both the inputs and outputs, robust extension services, gradual reduction in subsidies and the spill-over effects of farm revenues under the PFJ program.

FUNDS

7. STANBIC/ AGRA loan guarantee programme (GAIP) since 2011, Agricultural Production Loan. This is an agricultural production loan for farmers who need short-term credit to pay input costs. The loans come with comprehensive crop insurance and fixed price contracts



DECENT WORK POLICIES, PROGRAMMES AND FUNDS

DECENT WORK

"Decent work means productive work in which rights are protected, which generates an adequate income, with adequate social protection. It also means sufficient work, in the sense that all should have full access to income-earning opportunities. It marks the high road to economic and social development, a road in which employment, income and social protection can be achieved without compromising workers' rights and social standards. The concept therefore embodies the Fundamental Principles and Rights at Work as well as the Labour Standards that have been set out in 176 Conventions and 183 Recommendations of the ILO." – ILO, International Labour Conference, Geneva, 1999

WORKING CONDITIONS

Access to decent work for vulnerable people is limited with a concentration of jobs in the informal economy, where conditions are usually insecure and incomes inadequate. Working conditions are not secure and often exploitative with payment below the minimum wage, delay in payment, payment less than agreed, and working under unsafe conditions. Furthermore, the unorganised nature of work does not guarantee social security benefits like maternity or medical leave.

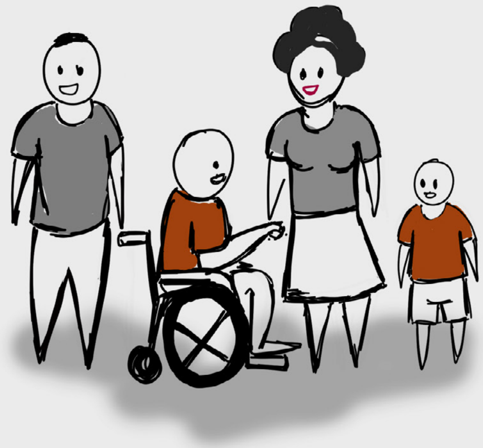
EMPLOYMENT POLICIES

While national economic policies address unemployment and in some instances decent work, there is a critical need for measures specifically focusing on increasing decent work opportunities for vulnerable people, especially women. Current policies do not address the particular concerns of vulnerable people as it relates to finding decent work (quality as well as quantity), lack of social protection for people working in the informal sector whether self-employed or employed by someone else, do not address the realities of gender gap. Employment policies should include the full enforcement of social and labour protection and resources in both the formal and informal economy.

EXAMPLES OF GHANA EMPLOYMENT PROGRAMMES AND FUNDS

1. Youth Employment Agency (YEA) provides temporary job opportunities, skill training, entrepreneurial training and internship programmes for the youth.
2. Cooperatives Development: Support artisans form co-operatives and promote and develop community saving and credit co-operatives in district centres and rural areas.
3. Integrated Community Centres for Employable Skills (ICCES) provides mass rural level vocational skills training and employment generation
4. National Entrepreneurship and Innovation Programme (NEIP) provides an integrated national support for start-ups and small businesses with business development services; start-up incubators and funding for young businesses.
5.Enterprise Funds such as MASLOC support organized and registered co-operatives and trade association with start-up capital, tools, equipment etc, for the initial phase.

SOCIAL PROTECTION POLICIES, PROGRAMMES, FUNDS



Introduction

The National Social Protection Policy provides a framework for delivering social protection coherently, effectively and efficiently in a way that is holistic and properly targeted.

It defines social protection for Ghana as "a range of actions carried out by the state and other parties in response to vulnerability and poverty, which seek to guarantee relief for those sections of the population who for any reason are not able to provide for themselves".

The short-term focuses on being rehabilitative, restorative, protective and facilitating. This will include the implementation of five flagship programmes, namely, the Livelihoods Empowerment Against Poverty (LEAP), the Labour Intensive Public Works (LIPW), the School Feeding Programme (SFP), the National Health Insurance (NHIS) Exemptions and the Basic Education Capitation Grants.

The medium term efforts are preventive and promoting.

The long-term orientation is transformation

Overview and Vision

The policy is the overarching framework for ensuring that social protection prevents, promotes and transforms the lives of Ghanaians, their families and communities. It seeks to structure and anchor social protection with accompanying institutional reforms to deliver the identified priorities.

Its strategic vision is "an all-inclusive and socially empowered society through the provision of sustainable mechanisms for the social protection of persons living in situations of extreme poverty and related vulnerability and exclusion". It adopts the principle that every Ghanaian matters and is capable of contributing to national development.

Goal

The social protection policy aims to deliver a well-coordinated, inter-sectoral social protection system enabling people to live in dignity through income support, livelihoods empowerment and improved access to systems of basic services.

It seeks to promote the well-being of Ghanaians through an integrated platform of effective social assistance, social and productive inclusion, social insurance, and financial access to social services. It aspires to mitigate and reduce vulnerabilities for all, close the inequality gap and ensure total inclusion for all Ghanaians.

Objectives

Within the next one and a half decades (2016-2031), it is envisaged that through social protection provision

- poverty would have been reduced by half through increased and improved effective and efficient social assistance for poor and vulnerable Ghanaians;
- employment opportunities would have been considerably enhanced through the promotion of productive inclusion and decent work to sustain families and communities;

Social security and social insurance would have been increased and improved for all Ghanaians.

Conceptual Underpinnings of the Social Protection Journey and Policy Phasing

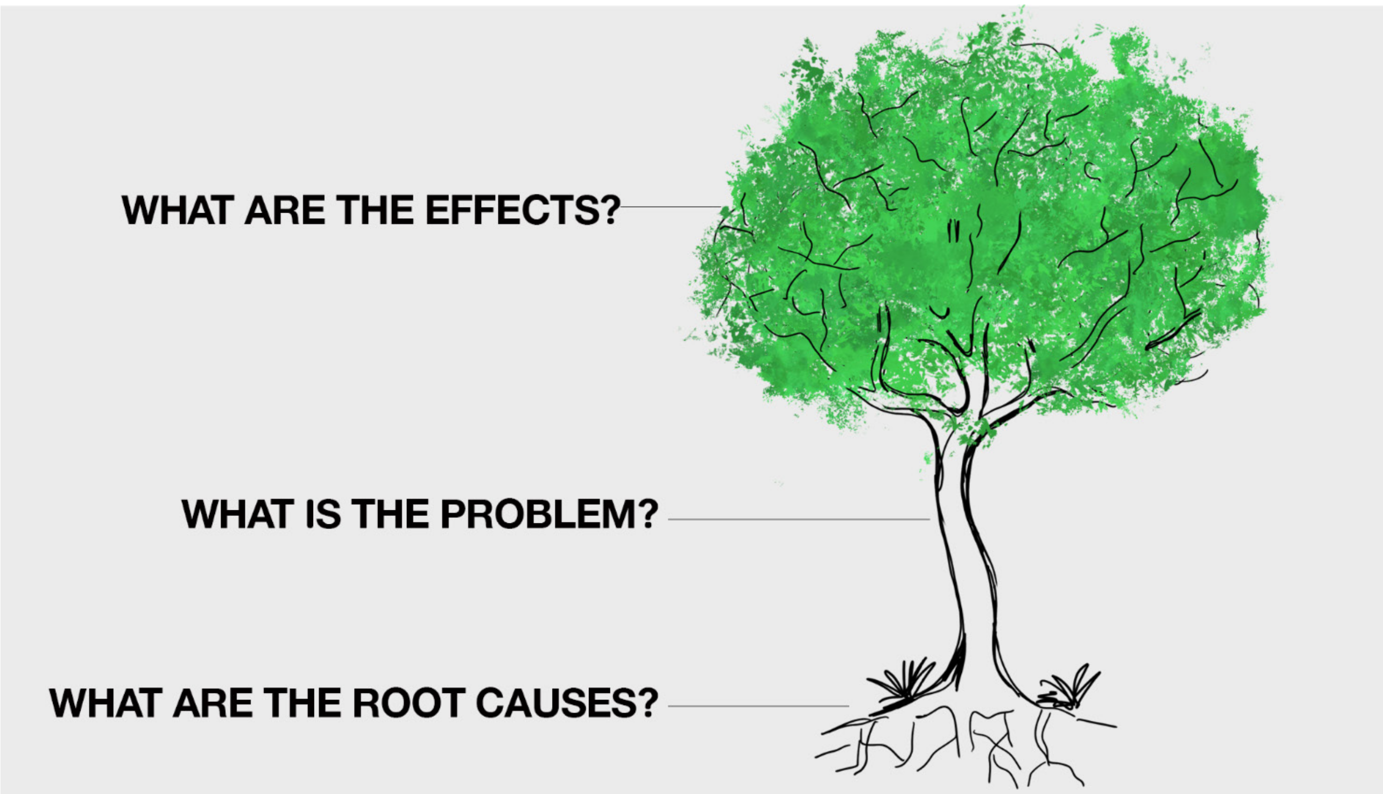
The three pillars of the Ghana social protection system shall include:

1. social assistance and financial access to social services;
2. productive inclusion and social employment; and
3. social insurance.

ADVOCACY AND CAMPAIGNS

Advocacy is the process of raising effective voices in or a political process by an individual or group which aims to influence decisions within political, economic, and social systems and institutions. Advocacy can include many activities that a person or organization undertakes including media campaigns, public speaking, commissioning and publishing research. Lobbying (often by lobby groups) is a form of advocacy where a direct approach is made to legislators on an issue.

PROBLEM ANALYSIS

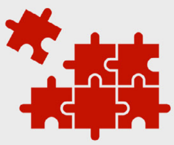


DEVELOPING SMART CAMPAIGN OBJECTIVES

• **Specific** —What exactly are we going to do for whom? Indicate what will change for whom in concrete terms. It identifies the population or setting, and specific actions that will result. Use verbs such as provide, train, publish, increase, decrease, schedule, or purchase…

• **Measurable** —Is it quantifiable and can WE measure it? Measurable implies the ability to count or otherwise quantify an activity or its results. It also means that the source of and mechanism for collecting measurement data are identified, and that collection of these data is feasible. To measure increase or decrease you need baseline measurement. If the baseline is unknown, that should be indicated in the objective - as "baseline to be determined using XXX database, 20XX." The data source you are using and the year the baseline was obtained should always be specified in your objective statement.

• **Attainable/Achievable** —Can we get it done in the proposed time frame with the resources and support we have available? The objective must be feasible with the available resources, appropriately limited in scope, and within your control/influence. Consult with partners or stakeholders about their experiences with campaigns with similar objectives, look at historical trends, read reports or articles published, look at national expectations for change.



• **Relevant** —Will this objective have an effect on the desired goal or strategy? What is the relationship between the objective and the overall goals of the campaign according to experience, literature review, best practices, or your theory of change.

• **Time bound** —When will the objective be accomplished? A specified and reasonable time frame should be incorporated into the objective statement. This should take into consideration the environment in which the change must be achieved, the scope of the change expected, and how it fits into the overall work plan. It could be indicated as "By December 2020, the campaign will" or "Within 6 months,..."

EXAMPLE OF SMART OBJECTIVE

By December 2020, the district assembly will increase the budget allocation for the youth employment programmes for X community by 10% compared to 2019.

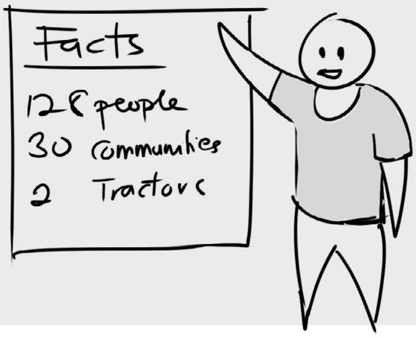
CAMPAIGN PLANNING TEMPLATE

PROBLEM	
CAMPAIGN OBJECTIVE	
TARGET TO INFLUENCE	
SPACES TO INFLUENCE	
EVIDENCE NEEDED TO INFLUENCE AND HOW TO RESEARCH IT	
ADVOCACY ACTION 1 (What will you do?, Who will do it? when?)	
ADVOCACY ACTION 2 (What will you do?, Who will do it? when?)	
ADVOCACY ACTION 3 (What will you do?, Who will do it? when?)	
INDICATORS OF PROGRESS Are we moving closer to achieving the objective?	
ALLIES	

RESEARCH FOR ADVOCACY

Research is an activity and a process of discovering, in a more or less systematic way, knowledge and information you did not know. Research can be used for a variety of purposes and can take many forms such as advancing knowledge, to measure change in society, and to inform decision-making. Research can include fact-finding/information-gathering processes, participatory data generation and analyses, surveys and questionnaires; social audits; budget tracking. There are various types of research:

Advocacy research consists in investigating an issue/theme for a campaign and gathering evidence for and against the issue to strengthen the campaign arguments in order to influence decision makers and the public. Effective advocacy requires evidence based research. Evidence gives you credibility and identifies you as an expert. When you are recognized as an expert, it will make people more willing to listen to you, and to believe you. Research evidence strengthens campaigns and may convince people who disagree with you. It can also be used to advocate and lobby at district, regional, national, or international level to bring about progressive change and improvements in people's lives.



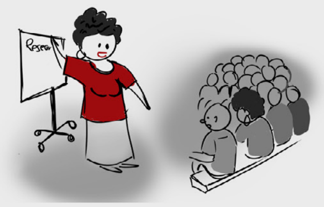
Research for advocacy can include:

- FACTS AND NUMBERS: Facts and statistics about the advocacy issue are compelling when used strategically to support your advocacy narrative with evidence. Facts and numbers could be presented through visuals and infographics to make them easy-to-grasp, and linked to brief summaries of relevant research, and personal stories and testimonials.

- STORIES ON THE ISSUE: Gather real first person stories (narratives of individuals actually involved in or affected) that give a face to data and make people care about the issue. Officials are often more easily swayed by stories they can identify with than by statistics or data, however telling they may be. Thus, finding people with enthralling stories who are prepared to share them (and who can do so simply and powerfully) may be a vital part of advocacy research.

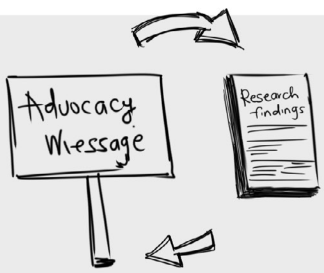
- POLICY ANALYSIS: Analysis of local, national and international policies and identification of gaps can be used to strengthen advocacy based on the legal framework around the campaign issue and holding governments accountable for their promises as well as monitor and track commitments and progress.

A HUMAN RIGHTS BASED APPROACH TO RESEARCH

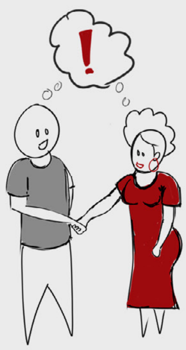


1.People affected by the issue are empowered by the research process and product: The research has a clear problem to be solved. The research evidence is used for influencing change at different levels and amplifying the voices of people affected by:
- People affected identify the issues to be researched
- Participatory action-research approaches are used to gather data and analyse
- Empowering people affected by the issue to take action during the research process

2. Analyse data with people affected by the issue: The people affected by the issue and their movements participate in the analysis by bringing in new knowledge, identifying their roles and rights, and strategies for change. A strong analysis:
a. Includes a power analysis, feminist analysis, rights analysis, and issue-based analysis.
b. Engages various actors linked to a problem in the analysis using participatory processes
c. The research should help us understand the problem as well as define solutions to it
d. Looks at the interconnectedness of structural causes and solutions of a problem from local, national, regional and global perspectives
e. Is rigorous, comprehensive, accurate and ethical
- Locate and cite the original source for facts and statistics and facts
- Obtain consent from participants to use their quotes of photos in the research
- Ensure participants safety when the research is published



3. Use research findings to influence change: The research findings are useful and used to practically influence change at local, national and international levels. Engaging research means:
- Bold in message – research results can be used in campaigns or to show impact
- Tailored and accessible messages to the audience (language, format, media).
- Individuals or organisations who needed the research use it.



4. Form research partnerships: Partnership amongst different research actors, communities or organisations involved in research should build solidarity, capacity, and knowledge. Possible partners could be communities, CSOs, networks, academics

STEPS OF THE RESEARCH PROCESS

1. Research aim and objectives
Define why you are conducting the research? What theme/issue are you going to examine and why is it important? What knowledge is there about this issue so far?

2. Research questions
Identify what research questions you will focus on with the research? What are your hypotheses about the answers you will find?

3. Research methodology
Describe the type of research you will conduct, the research methods you will use, the research participants and sampling, data collection tools, and the analytical framework.

4. Data collection
Collect data with research participants using data collection tools.

5. Data analysis
Analyse the data collected, identify themes and patterns that would respond to the research questions. Interpret the research findings and draw conclusions. Write a research report with visualisations of the data (if possible).

6. Validation
Share and validate research findings with research participants. Confirm whether facts are correct, the analysis holds true, do findings help the participants. Identify emerging questions and assess possible risks involved with sharing the findings.

7. Dissemination and action
Present and communicate research findings to various audiences and used in the decision making process.Use the research findings responsibly and for the benefit of participants.

RESEARCH METHODS

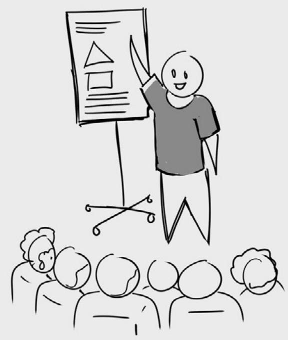
Research methods are the techniques you use to gather, process and present findings or evidence. They represent the tools to collect data that will respond to your research questions. Each method has strengths and weaknesses, so as a researcher you should choose based on whether it is suitable for the purpose of your research. If you use the right methods for your type of research, then you should be able to gather data that have some validity, and is soundly based.

They can be quantitative, qualitative, or mixed. QUANTITATIVE METHODS: Collecting data in the form of numbers (Surveys, texts, questionnaires, experiments). QUALITATIVE METHODS: Collecting data in the form of text, narratives, visual materials ect.. (Interviews, Focus groups, Observations, Participatory methods, Photo/video). MIXED METHODS: Collecting data both as numbers and as text or other forms

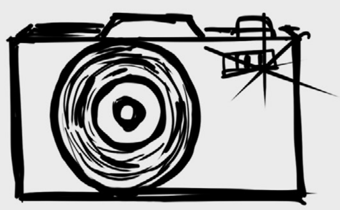
PARTICIPATORY RESEARCH METHODS (PAR) engage the participants in dialogue, self-reflection, and co-creation of knowledge. These methods bridge the distance between researchers and researched and create an equal relationship governing the production of knowledge. PAR methods include:

- **Dialogic interviews**

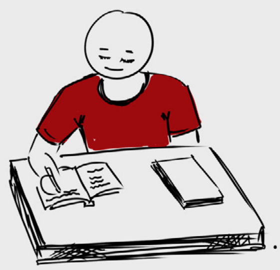
- **Participatory workshops**



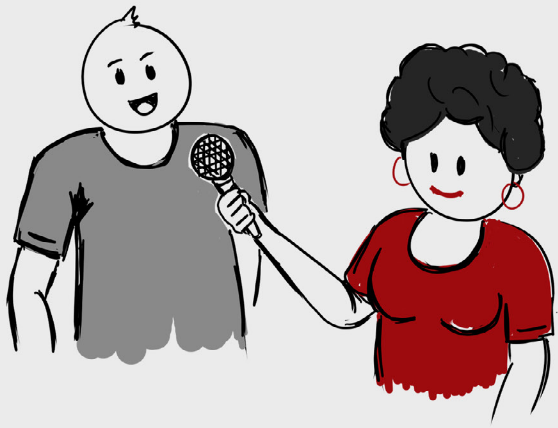
- **Photography, video and art**



- **Writing methods: Diaries and journals or Co-writing**



RESEARCH METHOD: INTERVIEWS



Description: Interviews is a mode of gathering information that involves asking people questions and receiving answers from them. It is based on the assumption that every person's opinion of the world is valid and the sum of these views would give a reasonably complete picture of social reality.There are different interview methods that differ in their theory and practice.

Structured interviews follow a view of subjects as vessels of responses .They are generally based on closed-ended survey-based questions that do not allow the subject to deviate from predetermined response categories. To conduct structured interviews:

1. Read the questions exactly as written.
2. If a respondent does not answer a question fully, use non-directive follow-up probes to elicit a better answer. Standard probes include repeating the question, prompting with 'Tell me more,' and asking such questions as 'Anything else?'
3. Record answers to questions without interpretation or editing. When a question is open-end, this means recording the answer verbatim.
4. Maintain a professional, neutral relationship with the respondent. Do not give personal information, express opinions about the subject matter of the interview, or give feedback that implies a judgment about the content of an answer.

Unstructured or open-ended. They allow more fluid interaction between the researcher and the respondent and encourage respondents to elaborate on their answers. It is characterized by an informal and conversational style and it does not necessarily follow pre-designed answers.

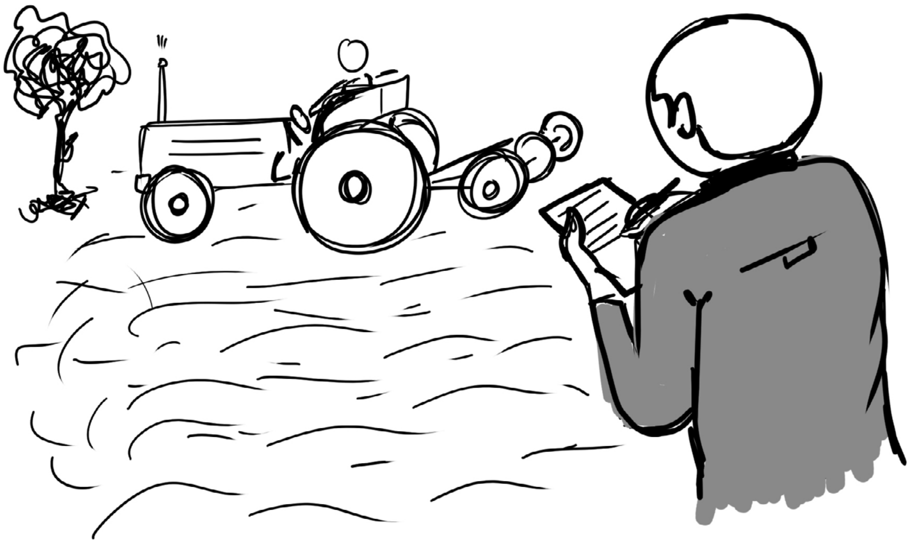
In-depth interviews involve gaining access into the hidden perceptions of their subjects and seeing the world from the respondent's point of view. It can have the potential to reveal multiple, and sometimes conflicting, attitudes about a topic. It works best with controversial emotionally charged topics to facilitate mutual self-disclosure.

Ethnographic interviews: These interviews take place in a particular physical setting, sometimes referred to as "the field" and it is combined with observations from the field to assess the meaning and relevance of the interview data

Dialogic interviews: These interviews aim at being democratic, two-way processes, with a mutually beneficial exchange (Elliot Mishler, 1986). They are different from casual conversations because they remain formal, participants are aware of the research objectives and consulted about participating, yet researchers do not only ask questions, but are prepared to provide answers, offer opinions, have a discussion. It is argued that dialogic interviews allow us to gather far more insights.

RESEARCH METHOD: OBSERVATION

Aim: To gather data from places and social situations which take place in that moment. It allows us to make a reality check and compare what people do with what they say they do.



STEPS:

1. Prepare for observation by answering the questions: Why are you observing? What questions are you trying to answer? How will you record the observations? What are you going to observe? What data collection tools do you need? (e.g., notepad, camera)
2. Visit a social context (community, organization, group) an access social events, interactions, and
3. Levels of participation: There are different levels of participation that an observer could take

a. Complete participant: The researcher is a member of the group who participates in activities without revealing to be an observer.
b. Participant as observer: The researcher is a member of the group who participates in activities informing others to be an observer.
c. Observer as participant: The researcher is not a member of the group but who participated in activities, who informs group members to be an observer, but who is not intrusive.
d. Complete observer: The researcher is not a member of the group and only observes (with or without informing),

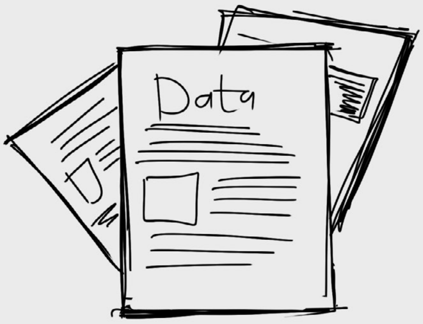
4. The researcher gathers data by writing field notes or taking photos of the physical setting (environment), the human setting (people and their characteristics), the interactional settings (formal and informal interactions) and the program setting (methods and approaches used).
5. Data can be collected freely or systematically using a template prepared before the observation with areas and categories to observe.Gather data on facts (e.g., number of people present), events (e.g., number and types of collective work), behaviors (e.g., degree of leadership behavior shown).
6. At the end of each observation, participants should organize their notes and summarize the main observations and interpretations.

RESEARCH METHOD: PHOTOS AND VIDEOS

Aim: Use photos and videos as data. Images can represent the issues, describe reality, actions and activities, relations among people, give insights of the cultural context.
Citizen voice: Citizens' voice is an approach to citizen journalism that can support the extension of communities' capacity to pursue their own advocacy and achieve real gains. It is a synthesis of 'traditional' participatory photo and video with citizen journalism.
Citizens' voice can be used within a research process, building to an advocacy strategy It requires the name, role and gender of the participant to be well recorded and transcribed, and it requires informed consent to have been granted. If there is a sufficient sample size then the perspectives and give a sense of the community context at the time the question is asked.

Steps
- Take photos/videos to capture the evidence and testimony around advocacy issues. In some cases research participants are given photo equipment and are trained to use photography as a tool of communication.
- An advocacy plan is produced for change (within the community, with local, national or international)
- Photos taken about participant's situations and lives are used to broadcast their voice and bring evidence of their issues (for example through photo exhibitions in public) and serve as entry points to engage in constructive advocacy dialogue with citizens and duty bearers who can influence change and take action to address those issues.

DATA ANALYSIS

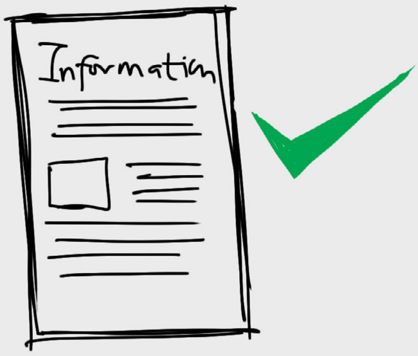


DATA ANALYSIS

Analysis is the process of going through the data (notes, transcripts/summaries, documents, pictures...) , looking closely at the information and identifying themes. In some cases, you can devise and use a coding system to "score" the data and count the number of times a particular theme is expressed.
There are various ways to organise qualitative data, for example:
1. By case studies: Organizing various types of data (text, photos etc) together around a case study of a community, group person.
2. By research question or theme: Organizing all the relevant data that responds to a research question or theme together, this enables comparison and recognition of patterns.
3. By research method: Presenting data organized by the research method used - e.g. all interviews, focus groups and pictures etc...

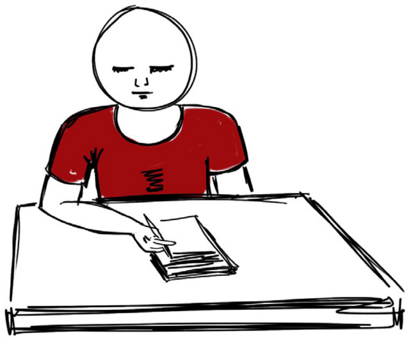
When you have organised your data for analysis, you could use these questions to guide your analysis:

- What patterns emerge?
- What are the common themes?
- What conclusions can be drawn from the data?
- What new questions arise?



VALIDATION OF DATA AND ANALYSIS

In order to validate the quality and credibility of data and analysis use different sources of information to cross-check whether the information is the same. For example from different people, collected with different methods (interviews, observations, documents). If necessary, return to the communities to collect additional data.
Try to have more than one person review the analysis and results. (Because even the best of us have our biases), compare your interpretations and conclusions, and present it to the community for validation.



RESEARCH FINDINGS

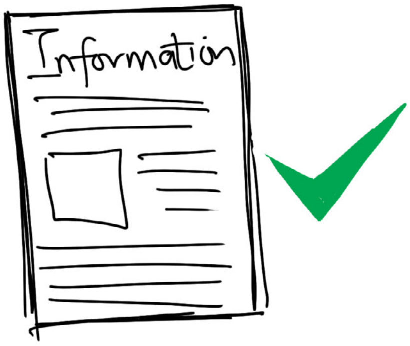
The way you present your research findings will depend on your advocacy objectives and the audience you are trying to reach. A very basic presentation of research findings would include the following elements:

DATE	
LOCATION:	
RESEARCHERS (Name and contact):	
RESEARCH METHOD USED:	
WHO YOU TALKED TO/ WHAT YOU OBSERVED:	
KEY EMEERGING ISSUES	
CONCLUSIONS AND REC-COMANDATIONS	
ADVOCACY MESSAGES	
PICTURES	

RESEARCH REPORTS are a common way to present research findings. They can include the following:

1. Executive summary: A short summary of the research report.
2. Introduction: Describe the research issue, aims, questions and the process.
3. Issue and context: Provide a background of the research issue and the context.
4. Methodology: Describes the research methodology, research methods, participants and data.
5. Findings: Presents an analysis of data and emerging findings.
6. Conclusions and Recommendations: Interpret the data, address the research questions, and make reccomandations based on research findings.
8. Appendices: Attach the research tools used (Guides, consent forms etc…).

VALIDATION



VALIDATION

Validation is about sharing the research findings with the groups and communities that participated in the data collection and asking for their feedback and comments on the way data was analysed and interpreted and whether it reflects their realities and interpretations. Validation can be done by mail, phone, or email or with face to face meetings or workshops.

Why do we need to validate data?
To be accountable to the people who participated in the research and inform them of the research findings and express their views on the accuracy of the results.
To confirm the quality and credibility of the evidence before sharing it with the public
To ensure that any inconsistencies or gaps in the data are highlighted in the research report
To explore other themes based on the findings and to find.

How to do validation:
Present research findings to the research participants and receive their feedback on their validity, truthfulness, and elements to adjust. During validation workshops/meetings, there can be "Quote checking, to make sure that participants read the quotes that are reported and have the possibility to approve their use or edit them. Also other materials like photos can be checked and validated.

Steps:
1. Invite participants: Invite the group or community of people that participated in data generation and other relevant stakeholders
2. Introduce workshop: Introduction round of participants. Presentation of the purpose of the research, who was involved in the research and of the aim of the workshop.
3. Present research findings: The researcher presents research findings
4. Open discussion: Introduce the rule of the discussion: it is a free and fair environment, where everyone should feel free to speak your mind honestly and comment on the research findings presented.
5. Group work on validating research findings:
a. Form groups (depending on the number of pax)
b. Share printouts of the key findings and recommendations
c. Ask participants to discuss them and to comment on
o Do you confirm that the findings that have been presented reflect the reality?
o If any of the things that were presented are not correct, please point it out for correction.
o Is there anything that is relevant but it is missing in the research findings?
6. Share the results of the group work
a. Each group presents the results of the discussion
b. As participants share the researcher takes notes of the adjustments to make
7. Action Planning: What actions can be taken on the basis of these research findings?
a. The researcher takes notes of the proposals for action and if possible facilitate the group to agree on one or some of the actions to take (e.g. engage duty bearers etc...)

Present findings through drama: Drama and theatre can be used as a form of dissemination and validation. Researchers stage a play on the theme and the issue and ask the audience whether the incident they have represented was true in their lives and society? The PAR group in this case can bring issues to light and act as counseling and solidarity groups to provide support to oppressed people

PARTICIPATING IN LOCAL GOVERNANCE

POLICY CONTEXT

The 1992 Constitution provides for a long-term national development imperative for Ghana through the Directive Principles of State Policy. It envisages that every Government must pursue policies that would ultimately lead to the "establishment of a just and free society", where every Ghanaian would have the opportunity to live long, productive, and meaningful lives.

In fulfilment of the constitutional provision, the President is to present to Parliament a Coordinated Programme of Economic and Social Development Policies within two years of assuming office. This results in the preparation of development policy framework which covers phase of Coordinated Programme of Economic and Social Development Policies. It forms the basis for the preparation of development plans and annual budgets at the national and subnational level of governance.

The implementation of Medium-Term Development Policy Framework is the responsibility of the Ministries, Departments and Agencies (MDAs) as well as the Metropolitan, Municipal and District Assemblies (MMDAs), Civil Society Organisations (CSOs), the private sector, etc. These organizations are required to formulate their policies, strategies, programmes and actions into District or **Sector Medium-Term Development Plans (SMTDP)** in line with the Medium-Term Development Policy Framework as the case may be to improve the living conditions of Ghanaians.

THE RIGHT TO PARTICIPATE IN LOCAL GOVERNANCE

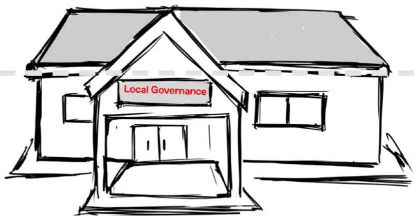
It is argued that 'Planning is a self-defeating process unless those who are potential beneficiaries or victims of any proposed project are themselves directly involved in the shaping of their future environment" (Eversely, 1972:178). This has led to the evolution of such terms as: grassroots planning; bottom-up planning; democratic planning; and participatory planning

No matter how it is labeled, participatory planning and budgeting sees people not only as the beneficiaries of change in the development process, but more importantly as the agents of the change so desired. Participatory planning must therefore have a geographical focus, located as the lowest spatial unit along the national – local scale or continuum. Participation as a concept of development means getting the populace involved in taking decisions that affect their well-being. It seeks to give local people the responsibility to manage their own affairs, especially with regard to planning, implementation, and monitoring and evaluation of development projects and programmes.

Participation, when properly done should therefore lead to the improvement of the quality of life of the people and this improvement should be sustainable. In Ghana, the decentralization programme seeks as its objective the realization of popular participation in the planning process. It must be realized that the purpose of (popular) participation in planning is not to make the planning process simpler or 'efficient' but to make sure that local conditions and needs are taken into consideration and that people are allowed to have some say in their own development.

For popular participation to be effective there is the prerequisite to create appropriate political institutions to supervise administration and development at the lower levels of planning: regional, district, and sub-district levels. In Ghana, these political institutions have been put in place through various local government reforms.

LOCAL GOVERNANCE INSTITUTIONS



Ministry of Local Government and Rural Development

The Lead Ministry in collaboration with the Local Government Service (LGS), the National Development Planning Commission (NDPC) and the Ministry of Finance and Economic Planning (MoFEP) shall be required to: (1) sensitize key stakeholders on the new Framework for Participatory Planning and Budgeting, (2) ensure that the necessary financial resources and logistics are timely provided, (3) ensure that members of the RPCUs and DPCUs fully participate in the preparation exercise, (4) engage the RPCUs and DPCUs to get the MTDP prepared on time, (5) ensure that the MTDP captures all programmes, projects and activities of the MMDAs, (6) ensure that the MTDP reflects the development aspirations as presented under the National Development Policy Framework (NDPF).

Ministry of Finance and Economic Planning

In collaboration with the NDPC is responsible to facilitate the review and formulation of annual action plans, and budget, enforce discipline and adherence to SMTDP implementation and budgetary expenditure on approved programmes ensure that the budget guidelines for the Financial Years 2010 to 2013 reflect only the priorities as indicated in the SMTDP, 2010-1013 and the national priorities, release budgetary allocation to only MDAs whose Annual Action plans actually reflect the priorities of their SMTDPs.

Local government service secretariat

The Service secretariat is responsible to (1) provide technical assistance to District Assemblies, and Regional Co-ordinating Councils to enable the District Assemblies and the Regional Co-ordinating Councils effectively perform their functions and discharge their duties in accordance with the Constitution and the Local Government Act, 1993 (Act 462); (2) conduct organisational and job analysis for the Regional Co-ordinating Councils and the District Assemblies; (3) conduct management audits for Regional Co-ordinating Councils and District Assemblies in order to improve the overall management of the Service; (4) design and co-ordinate management systems and processes for Regional Co-ordinating Councils and District Assemblies; (5) assist the Regional Co-ordinating Councils and the District Assemblies in the performance of their functions under the Local Government Act, 1993, (Act 462), the National Development Planning (Systems) Act, 1994, (Act 480) and under any other enactment; (6) perform such other functions incidental or conducive to the achievement of the objects of this Act.

National Development Planning Commission (NDPC)

The NDPC shall in collaboration with MoF coordinate and facilitate the Medium Term Development Plans (MTDP). Undertakes studies and make recommendations to government on development issues and on national development goals and objectives, Issues development policies as directed by government; Integrates and synthesizes macro-economic, sectoral and territorial policies and national development goals, Ensures that all development strategies and programmes are in conformity with sound environmental principles; Monitors and evaluates national development plans, programmes and projects and report progress to government from time to time; Prescribes the content and format for national development plans.

Regional Coordinating Council (RCC) - Regional Planning Coordinating Unit (RPCU)

The RPCUs facilitates the preparation of the SMTDPs and it is responsible to (1) provide relevant data, maps and information for the preparation of the SMTDP, (2) organize orientation/ workshops for the DPCU members, (3) facilitate in identification of joint District Development Programmes/Projects, (4) facilitate the organization and participation of public hearings, (5) monitor and harmonise the SMTDP, (6) vet facilitators before selection.

LOCAL GOVERNANCE INSTITUTIONS

Metropolitan, Municipal and District Assemblies (MMDAs)

The MMDA has the role of overall management of the participatory planning and budgeting exercise. They shall also ensure active engagement of the sub district structures, provide citizens with information about the process and plan information, be responsible for organising the public meetings, analyze citizen's development priorities and ensures that the final proposals are incorporated into the plan and budget document submitted to the District Assembly for approval, provide training to citizens and civil society on the process and sets the "rules of the game." disseminates the process in different urban/ town/ area councils to ensure thorough coverage of the activities

Heads of Departments and other stakeholder organisations

Are responsible to cooperate fully and ensure that their representatives provide the relevant data for the review of the performance of the sector in relation to development frame work (GSGDA) and other interventions, ensure that their representatives fully participate in the Sector Medium Term Development Plan (SMTDP) preparation exercise, provide logistics to facilitate their participation, motivate their representatives

Metro/Municipal/District Planning and Coordinating Unit (MMDPCU)

MMDPCU is responsible for the preparation of the Sector Medium Term Development Plans (SMTDP) and Composite Budgets in consultation with all relevant stakeholders; constitute a technical committee from the DPCU's membership to facilitate effective plan and budget preparation exercise, ensure gender balance in the membership and development of programmes and projects, generate a detailed work plan covering; participatory activities to be carried out, actors, (who should do what etc), time frame and a budget relating to each activity and to be financed by the Assembly for the work to be done. In order to facilitate its activities, a smaller team should be formed within the MMDPCU to be led by the Planning Officer, who should provide backstopping to the plan preparation exercise. The output of this smaller team should be discussed by the MMDPCU. In all cases, gender balance should be ensured in the membership.

KEY ROLES IN LOCAL GOVERNANCE INSTITUTIONS

Coordinating Director is responsible to lead the MMDPCU and to develop with the MMDPCU secretariat a plan of the planning and budgeting process, activities, actors to include, time frame, budget relating to each activity to be financed by the Assembly.

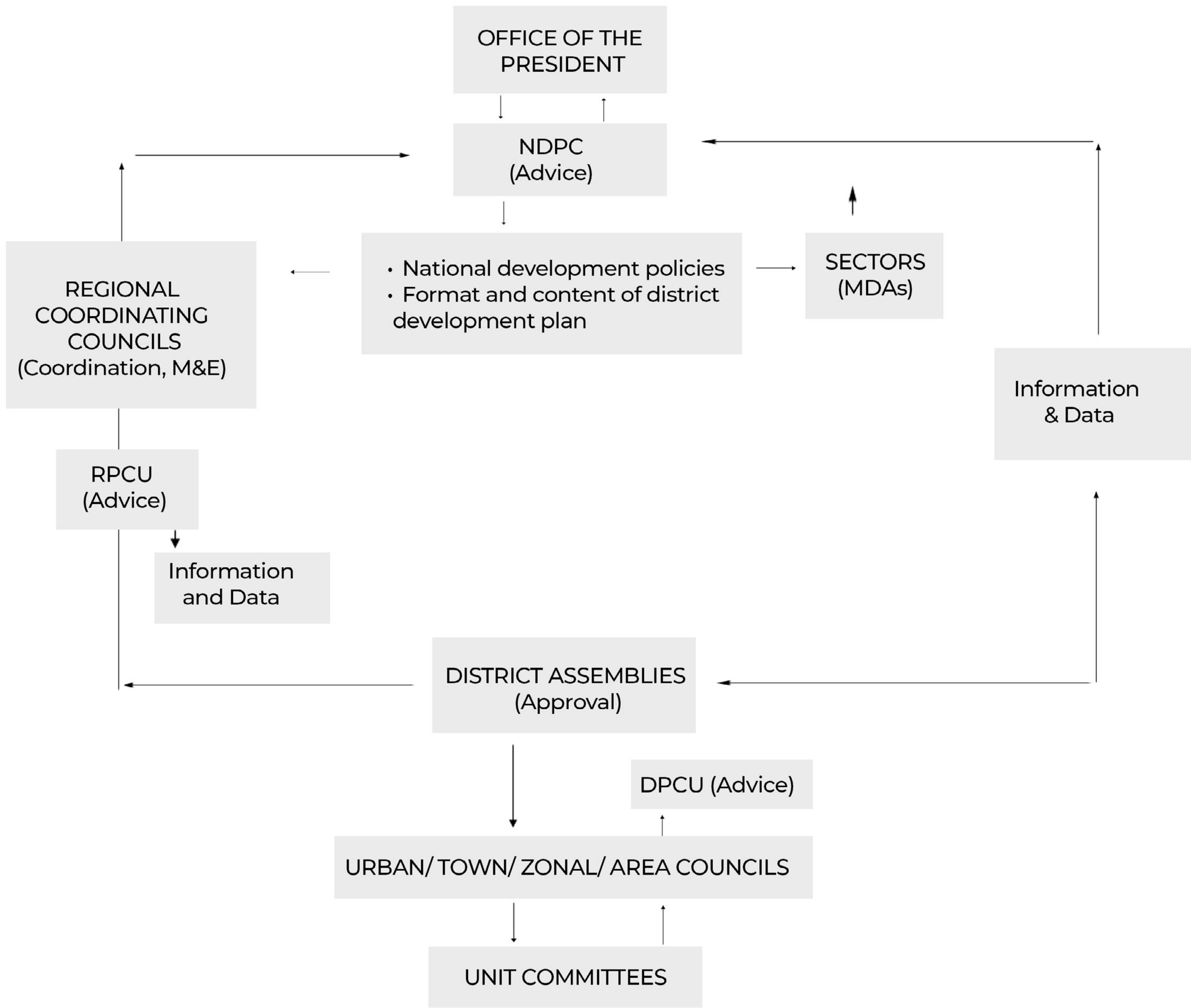
Planning Officer (PO) communicates with those who may be affected by the planned activities and constantly monitors the results of the work to adjust the plan and accommodate changing needs, values, and behaviour of people.

Facilitator is engaged where necessary to facilitate the development of plans, although Districts are encouraged to prepare their own plan through the DPCU. The facilitator facilitates District discussions on the situation analysis, baseline situation/conditions, consensus building development goals, priorities etc., collating and analysing the major issues arising out of the discussions, facilitating the formulation of programmes, projects and activities, and finalising the SMTDP after adoption by the DA.

Chief Executive: in collaboration with heads of Departments is responsible to support members of the SMTDP Team to get the plan prepared, ensure that all departmental logistics are provided timely, that all departmental programmes, projects and activities are captured in SMTDP, that SMTDP reflects the national development aspiration through the holding of public hearings.

Members of the district assembly and sub distric councils: The Assembly members are expected to participate in data collection, mobilize community members, facilitate the needs assessment in the communities during community dialogue meetings and workshops and adopt the plan.

Simplified National Development Planning System

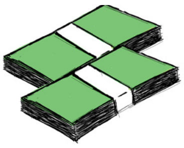


PARTICIPATORY PLANNING AND BUDGETING (PPB)

Why do local governments conduct participatory planning and budgeting?

To increase legitimacy
Participatory Planning and Budgeting (PPB) increases the scope and quality of dialogue between citizens and local government officials, enabling better communication on of community needs and priorities, continuous feed-back and citizen voice in decision-making. When elected representatives demonstrate a willingness to be more transparent and seek citizen input in planning and budget matters, their legitimacy increases.

To improve targeting
PPB enables citizen participation in allocating and managing public resources. The PPB rules must be set in such a way that they favor the redistribution of spending for public goods and services in low income neighborhoods and the poorest rural communities. An index of unmet basic needs is generally used for this purpose, allowing the government to spend more in areas with lower levels of the social and economic infrastructure. The PPB process enables local government to make pro-poor budget decisions.



To facilitate approval of plans and budgets
The PPB process helps build a wider consensus on the budget plan. Although assembly members still have final approval, PPB can help limit partisan or sectoral disputes.

To promote good governance
Citizens perceive local governments to be highly corrupt. When local governments publicly share accurate budget and public expenditure information, citizen perception of corruption is reduced. Transparency is increased when citizens help oversee public resource management. Such openness also reveals to citizens the limitations and constraints faced by government.

Why does civil society participate in participatory planning and budgeting?

To strengthen social capital
The PPB process offers civil society an opportunity to improve its representative role. By engaging with local government officials on the public expenditure process, civil society can exercise their role as advocates for reform and better governance.

Provide services of public interest
Many CSOs working on development have specific technical and administrative skills that can be used during the PPB process. CSOs can facilitate the PPB process by mobilizing the community, moderating public meetings, and advising citizens and local governments on specific sectoral issues. CSOs often employ professionals with high level of knowledge and can contribute to the PPB deliberations.

Reduce corruption and kick-backs
The business community often supports PPB because it promotes transparency and reduces corruption. This is quite important to local businesses as it allows contractors to bid in a more open and fair system. Contractors no longer pay kickbacks and bribes to ensure that their project will actually be funded and implemented.

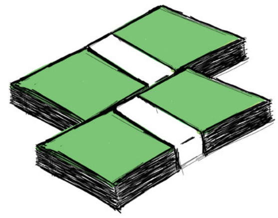
Better use of taxes The members of the business community also benefit from PPB since their national and local taxes are used more efficiently. Business associations find it in their interests to participate to lobby for specific development improvements. A neighborhood business association might want to have local streets paved or lighting installed, for example. Business associations generally organize their members to attend meetings to ensure that their needs are considered in the PB exercise.

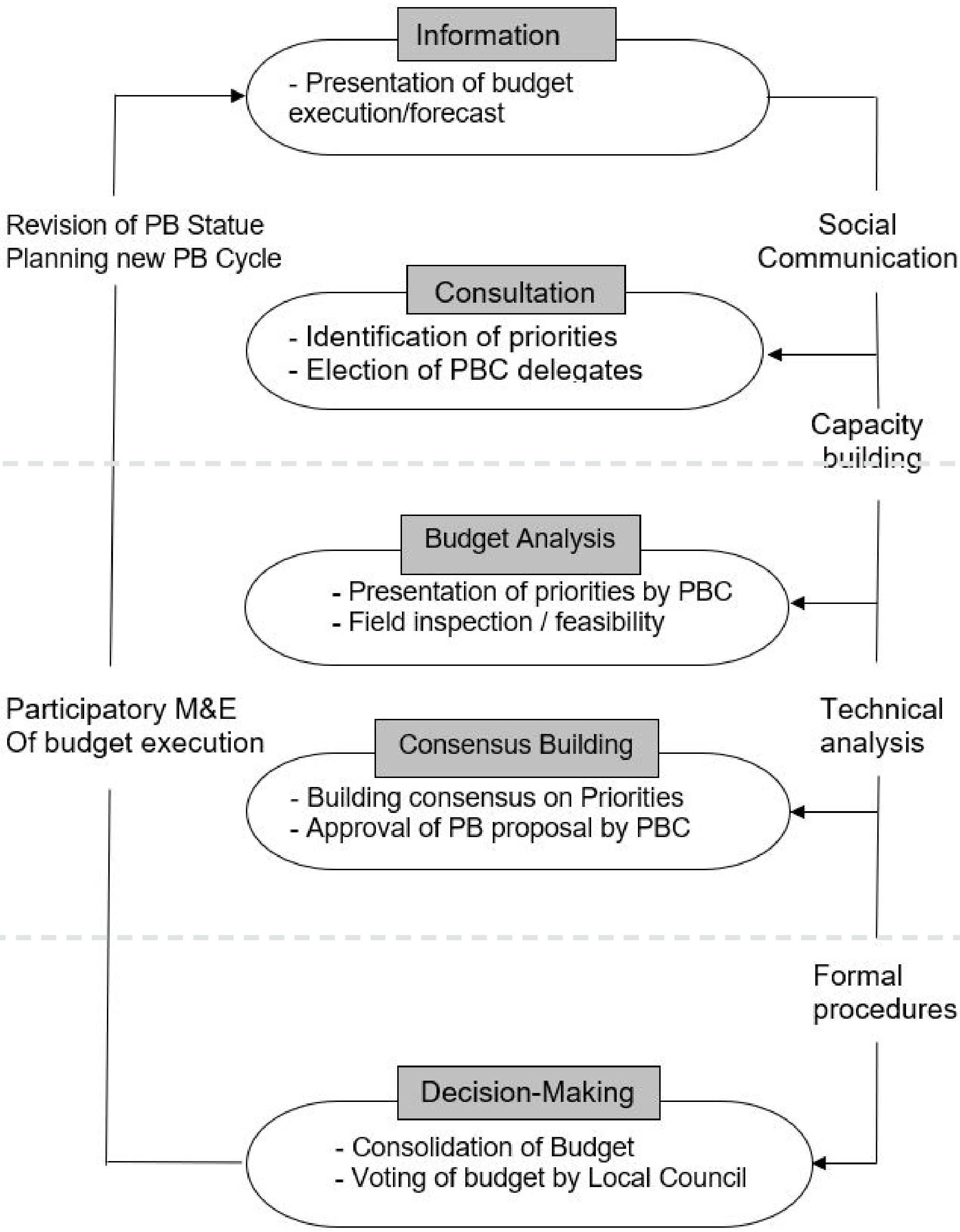
Framework for the Preparation of the District Development Plan

PLANNING PROCESS	ACTIVITY/OUTCOMES	METHOD/TOOLS/ CHOICES	TARGET/ PARTICIPANTS
1. Performance Review	Compilation of performance review reports Performance status of the MTDP and other interventions of the previous plan Key identified problems/ gaps	Monitoring/ Field visits Literature review and desk study to ascertain progress (targets/ goals) in the implementation of plans Sex disaggregated data collection in consultation relevant stakeholders Conduct Performance Review Meetings Stakeholder meetings. Community Appraisal Durbars/ Forum/Community Score Cards	DPCU, District Departments; Assembly members; Sub District Structures; Parliamentarians; Development Partners; NGOs; Private sector; CSO etc
2. Compilation of District Profile	Compilation of current Situational/District profile with summary of key development problems	Visits to Communities, Review and Update existing District Profile, Development of Community Maps, Baseline Data and Formative Assessments, Design and Administration of Questionnaires, Conduct Public Hearing on Draft Profile	DPCU, District departments, Sub district Councils, Assembly members, Parliamentarians, representatives of civil society and private Sector, etc..
3. Linking identified ssues to the Development Frame work	Harmonised development issues linking the identified development problems/ issues to the Development Framework.	Desk work to link identified problems from 1 and 2 with the Development framework, Focus Group Discussions.	DPCU, District Departments
4. Prioritisation of Identified Issues	Report on analysis of data with list of all Identified Issues, confirmation of Identified Issues, and agreed prioritised problems	Community Durbars, Structured Questionnaire, Interviews, Participatory Rural Appraisal, Pairwise Ranking, Focus Group Discussions, Desk work, Workshop of stakeholders (Public hearing) to further discuss the results.	DPCU, DCE; District Departments; Sub-District Structures; Assembly Members; MPs; Traditional Authorities; Development Partners; NGOs; Private Sector; CSOs; Beneficiary Communities; Community Leaders; General Public
5. Formulation of Composite Programme of Action	Set and agreed goals and objectives, trategies formulated and projections for each sector identified, Refined development programmes Composite Programme of Action, An indicative financial plan	Public Hearing, Workshops, Publication of Newsletters and Brochures, Effective use of available Community Information Systems including Information Notice Boards, Stakeholder Meetings with Selected Communities	DPCU, District Departments; Focus Groups (men, women, boys and girls); CSOs
6. Approval and adoption of Plans and budgets	Approved MTDP/ Action Plan Summary of Action Areas Publicity Plan	Public Hearing, Stakeholder Meetings, General Assembly Meetings, Dissemination of Plans	DPCU, key Stakeholders from civil society, Assembly Members; Decentralised Departments; DCE; MPs

PARTICIPATORY BUDGET CYCLE

The Participatory Budbet (PB) process involves the participation of people and groups at the community level in the form of information/data gathering, identification of priority needs and implementation of the plan. This organogram presents simplified stages in the preparation of the Participatory Budgeting.





COMMUNITY LEVEL

The needs are identified and prioritised and with a wide range of consultation among community stakeholders such as the chiefs, Tindana's (Land owners), Assembly man, community members etc. All this information is collected and collated by the DA's budget. officer.

PB COUNCIL LEVEL

The participatory budget committee set up by the DA, carries out a review and analysis of the data collected from the community members to determine its feasibility in terms of budgeting and implementation. The committee may seek further clarification from community members on issues from the field and building consensus with what can be budgeted forBased on consensus a draft PB is developed and sent to the DA.

DISTRICT ASSESSEMBLY LEVEL

The budget is fine-tuned to ensure that it reflects the needs and aspirations of the community and it is sanctioned by various sub-committees. It is presented as a comprehensive plan to the General Assembly of the DA for it to be debated and approved for adoption and implementation. Once the approval is given, the budget officer can begin

Source: Adapted from the Participatory Budgeting Toolkit for Local Governments

Framework for the Preparation of the Participatory District Budgeting

BUDGETING PROCESS	ACTIVITY	METHOD/TOOLS/ CHOICES	TARGET/ PARTICI-PANTS
1. Budget For-mulation	1.Creating Aware-ness	What: introduce budget schedule to citizens How: FGD, radio programmes, mobile vans	Citizens, DPCU, NCCE, CUs
	2.Data Collection and Analysis	What: Ascertain needs and resources available How: Questionnaires, interviews, meetings, observa-tion, secondary sources (GLSS, poverty profiles)	DPCU, Statistical Officer, revenue collector
	3.Review and Pri-oritization	What: Reviewing policy, programme, guidelines. How: Round table discussion, ranking	Citizens (reps), Area Council chairpersons, DPCU
	4.Budget Projec-tions (Fee-fixing)	What: Fee-fixing consultations How: publicize fee-fixing resolution	Citizens/ Rate Pay-ers, DPCU, CU
	5.Drafting Budget	What: Public Budget Hearing How: present budget summary, Q&A, consider sugges-tions for improvement. Area councils or District wide	Citizens, DPCU, CU
2. Debate, Ap-proval and Gazetting	6.Approval/ Adop-tion of Budget 7.Gazetting and Dissemination	What/ How: Assembly meeting, Application letters to Government Press, disseminate using notice boards, etc	Citizens, DPCU, CU
3. Implementa-tion	8.Procurement	What: Publication. (1) Invitation of Tender, (2) Opening of Tender, (3) Evaluation of Tenders (4) Award – letters to winner/ losers copied to Budget Officer and citizens, (5) Signing of Contract. How: newspaper and radio programmes to publicise contract award procedures; open signing of contracts	TA, CU, DA
	9.Disbursement	What: provide information on disbursement to DCD, PM, Assembly Members, etc. on DACF allocations/ receipts and/or citizens How: 1. Constitute working groups on how to disburse DACF, 2. Notice Boards at the Assembly, project and progress reports	DA (works sub-committee), DCD, PM, DPO, DFO
	10.Work-In- Prog-ress/ Completion	What: observe/ visits, Site meetings, communal labour How: Involve / employ local hands Inspection Team – Handing over to community	DA (works sub-committee), DCD, PM, DPO, DFO
4. Audit and Control	11.Indicators: input, output, out-come and output	What: Stakeholder involvement in the selection of indicators for measuring performance How: Stakeholders involvement in M&E Data collection	DA, Citizens, CSOs, Depts of the DA

Framework for the Monitoring and Evaluation of Plans and Budgets

MONITORING PROCESS	ACTIVITY/OUTCOMES	METHOD/TOOLS/ CHOICES	TARGET/ PARTICIPANTS
1. Project Identification and Preparation	Developing a stakeholder Expectation Matrix with Project's goals and objectives reflect ing the needs of all stakeholders Baseline study measuring the baseline data against results	Baselines study informed by input from key stakeholders to identify the potential impacts of project intervention on gender and vulnerable groups. Identify pro-related goals and priorities based on available information and consultation with stakeholders Assess the institutional capacity for integrating participatory approaches into development activities.	PPCU, District Departments; Assembly members; Sub District Structures; Revenue Collectors Development Partners; NGOs; Private sector; CSO
2. Design and Appraisal	Set an M&E system Identify M&E indicators and data collection methods/tools in consultation with stakeholders that reflect gender outcomes and impacts Deveop a credible implementation plan which benefits all stakeholders Develop a performance review report and monitoring report.	Set up a monitoring and evaluation systemAdopt the Logical Framework, Identify and select key gender-sensitive indicators for input, output, outcome and impact Ensure stakeholder needs are integrated into goals and objectives, plan for developing capacity, bevelop/select the "best" data collection methods and decide on timing.	DPCU, District Departments; Assembly members; Sub District Structures; Revenue Collectors Development Partners; NGOs; Private sector; CSO
3. Implementation	Develop a supervision report, a performance review report, and a monitoring report with gender-sensitive and sex disaggregated data collected to keep track of inputs Inovolve local NGOs, research institutes, etc., in monitoring the progress of the project Results/findings disseminated and consulted	Carry out capacity development exercises for integrating, and for monitoring and evaluating participation related issues. During Supervision: Collect gender-sensitive data based on the selected indicators Monitor the progress against targets set for the period under evaluation, and feedback results into the system to allow for mid-term corrections. During Mid-term Evaluation: Assess progress and make corrections if needed to obtain expected outcomes.	DPCU, District Departments; Assembly members; Sub District Structures; Revenue Collectors Development Partners; NGOs; Private sector; CSO

MONITORING AND EVALUATION (M&E)

The DMTDP is monitored, evaluated and reported guided and regulated by the NDPC M&E Guidelines. The DPCU co-opts representatives from other sector agencies, private sector and civil society organizations for M&E input. The District Coordinating Director leads the group and is responsible for convening meetings, issuing of circulars to the decentralised sector agencies, etc. The District Planning Officer acts as the secretary and responsible for documenting all M&E working sessions, ensuring participation of all stakeholders, etc. There should be gender balance in the membership of the group. To fulfil its M&E functions, the DPCU has the role and resposability to: (1) develop and implement District M&E Plans, (2) convene quarterly DMTDP performance review meetings with stakeholders, including representatives of NDPC and RPCU, (3) undertake periodic project site inspections, (4) liaise with RPCU to agree on goals and targets, (5) define indicators for measuring change as per the development framework, (6) collect and collate feedback from the sub-district levels for preparation of the District APR, (7) facilitate dissemination and public awareness creation on development framework, Annual Progress Reports and other NDPC documents at district and sub-district levels, (8) provide support to GSS to undertake district level Core Welfare Indicators Questionnaire (CWIQ) and other national surveys and census, produce District Annual Progress Reports and make recommendations for policy review, (9) Conduct Mid-term and Terminal Evaluations of the DMTDP.

HOW TO PARTICIPATE IN LOCAL GOVERNANCE

PARTICIPATING IN DEVELOPING PLANS AND BUDGETS

Stakeholders at the grassroots level have the right to participate in the development of the District and Sector Medium-Term Development Plans (SMTDP) and budgets by participating in the provesses and activities such as development of the district profile with data on community needs and priorities, contributing to the development of Community Action Plan (CAPS), participating in meetings and public hearings to discuss and provide feedback to the plans and budgets.

PARTICIPATING IN MONITORING AND EVALUATION

Stakeholders at the grassroots level responsible for monitoring and evaluation include community level institutional structures, namely: Unit Committees, Town/Area Councils, Traditional Authorities, Assembly Members, and Department of District Assemblies, NGOs, etc. They are directly responsible for the day to day monitoring of development projects and programmes at their community levels. There is often a high level of interest among these groups since they are the direct beneficiaries of such programmes and projects.

Community members who are the direct project beneficiaries, demand accountability and support data collection through fora and other community meetings. In some case Community Implementation Committees (CIC) are formed with representative from each section of the community to monitor the implementation of the projects or programmes. A community member is also selected to be on the District Assembly Monitoring Team for Monitoring purposes.]

PARTICIPATING IN PUBLIC HEARINGS

The new Development Planning System in Ghana recognizes community participation as an essential and integral part of effective development planning. In pursuance of this objective, the Guidelines for the Preparation of DMTDP in line with Section 3, subsections 1, 2 and 3 of the National Development Planning (System) Act, 1994 Act 480, spells out the main tenets of this community participation as follows:

a) It is required that a District Assembly should conduct a public hearing of District Development Plans before such Plans are adopted.

b) Sub-district local authorities (such as town or area councils, the Unit committee, etc.) or a local community which have been authorized by the District Planning Authority to prepare a sub-district plan or a local action plan must also conduct public hearing(s) before the adoption of such plans.

c) A written report on the public hearing(s) - including written sub-

Role of CSO in the Annual Action Plan (AAP) and Community Action Plan (CAP) preparation

Preparation of District Annual Action Plans

The development of an AAP requires that a composite District Plan of Action (PoA) is developed. All Districts or municipalities in preparing the DMTDP are required to prepare broad composite PoA, covering the 4-year planning period. The PoA of the DMTDP under the Development Framework should consists of a prioritised set of activities for the achievement of the goal and objectives as well as the location, indicators, time schedule, indicative budgets, and implementing agencies (Lead/Collaborating and their expected roles). This information is necessary for monitoring and evaluation purposes.

The PoA is further extracted to produce the annual plans to be implemented with much emphasis on activity based programmes and projects. The composite District PoA should be phased out into Annual Action Plans to be implemented by the Departments and Agencies of the DAs, NGOs, Private sector and the Communities. Implementation involves translating the plan into real actions to achieve the set objectives. The preparation of the AAP should take into consideration the following:

- what action to be taken,
- where should the action be
- who to take that action,
- at what time, and
- who is the responsible or principal action agent, as well as
- collaborating agent (s) including development partners and their roles and

Template: Annual Action Plan

Activities	Location	Outputs/ indivators	Time schedule quarter				Annual Budget		Implementation agencies	
			1st	2nd	3rd	4th	External	Internal	Lead	Collaborating

A checklist of data/information from the urban/ town/area council for the development of a CAP

In the profiling of the District/Municipality, community members and CSOs are consulted through various community entry skills and assisted to identify and priorities their needs. Through this process the CAPs are developed. It is important to also note that the CAPs also feed into the PoA and subsequently AAPs. The following is a step by step process for the development of the CAPs.

1. A set of prioritized Urban/Town/Area levels needs (i.e. the Needs Prioritization Matrix described below)
2. Key development problems underlying each need. This should be a summary of all the community problems submitted by the unit committees.
3. In addition, the Urban/Town/Area Council School indicates the most critical development concerns of its areas of jurisdiction. Which parts of the Town or Area are the most deprived; the nature, causes and effects of the deprivation; disadvantage or marginalized groups; natural or ecological constraints to development etc:
4. Major ecological activities and their potentials for growth and poverty reduction
5. Existing development activities potentials in the Town or Area

.6. Copies of raw data received from the units

7. Any comments

EXAMPLE OF NEEDS PRIORITISATION MATRIX

NEED IN THE COMMUNITY	1st	2nd	3rd	4th	LEVEL RANKING
Construction /rehabilitation of school Blocks					
Provision of public Toilets					
Provision of Health Facilities					

COMMUNITY ACTION PLAN (CAP) TEMPLATE (a)

1. LIST OF PRIORITISED NEEDS IN THE TOWN/AREA					
NEED IN THE COMMUNITY	1st	2nd	3rd	4th	LEVEL RANKING

2. KEY DEVELOPMENT PROBLEMS UNDERLYING EACH NEED Write a summary of the community problems

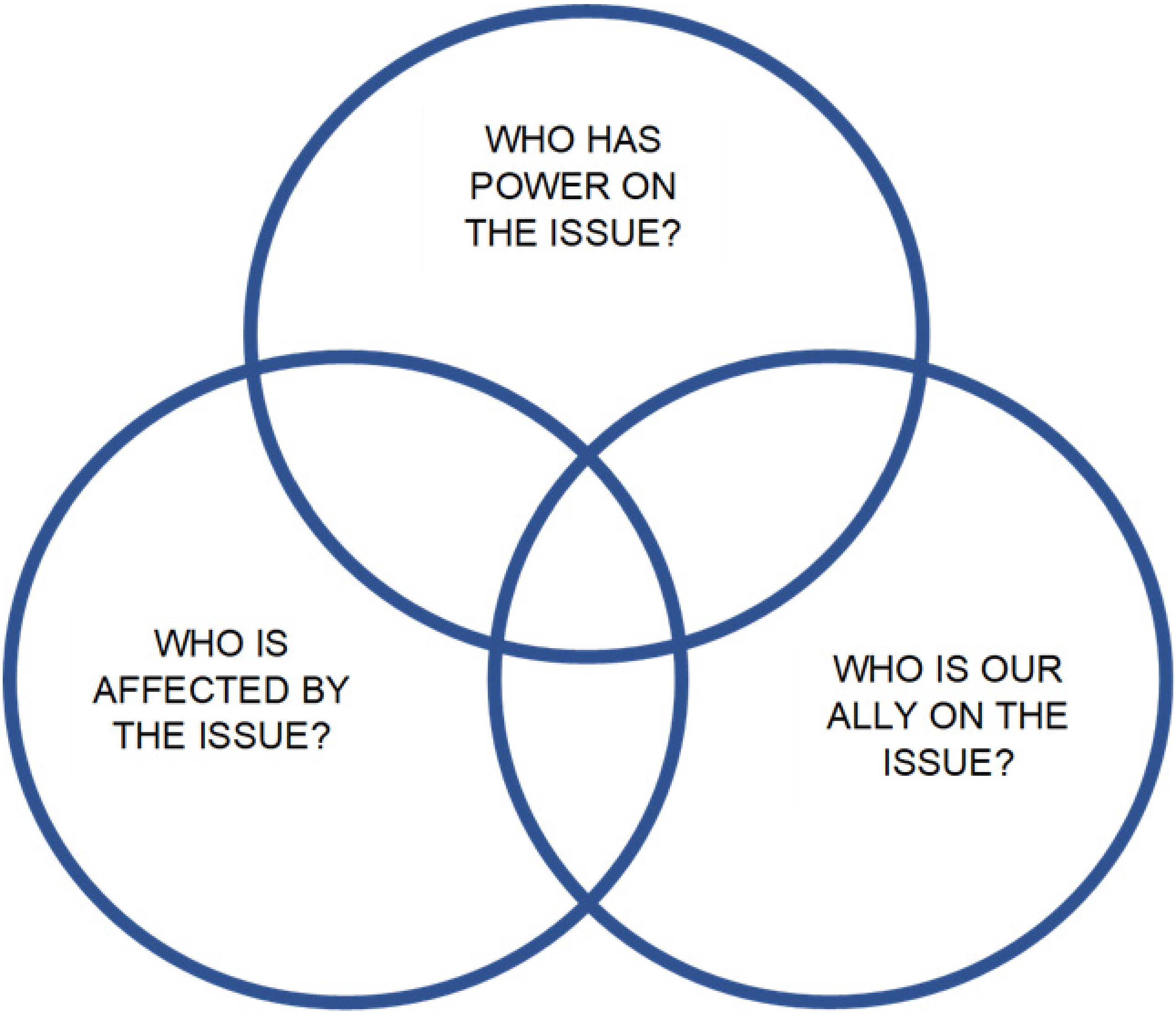
COMMUNITY ACTION PLAN (CAP) TEMPLATE (b)

3. MOST CRITICAL DEVELOPMENT CONCERNS IN THE AREA Indicate Parts of the town/community that are most deprived, Nature, causes and effects of the deprivation, Disadvantage or marginalized groups; Natural or ecological constraints to development etc:
Parts of the town/community that are most deprived
Nature, causes and effects of the deprivation
Disadvantage or marginalized groups
Natural or ecological constraints to development etc:

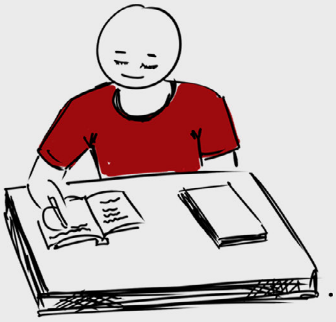
4. ECOLOGICAL ACTIVITIES AND POTENTIAL FOR GROWTH AND POVERTY REDUCTION
5.EXISTING DEVELOPMENT ACTIVITY POTENTIAL IN THE AREA

ANALYSING STAKEHOLDERS AND POWER

EXCERCISE: Map the stakeholders connected to the issue you would like to adress and place them in the following categories based on their power and relation to the issue. The stakeholders at the intersection of the three circle are strategic targets to influence with the campaign.



ADVOCACY CAMPAPIGN TACTICS



LETTER TO DUTY BEARER

• Write a letter to the duty bearer presenting the issue using data and requesting for a meeting to discuss the issue, or to take action on the issue. Get the letter signed by the organisations that support the request. Add the date and keep copies of the letter.

• Deliver the letter to the duty bearer and ask when a meeting could be arranged.

• Follow up on the date and time of the meeting,and possible response to the request.

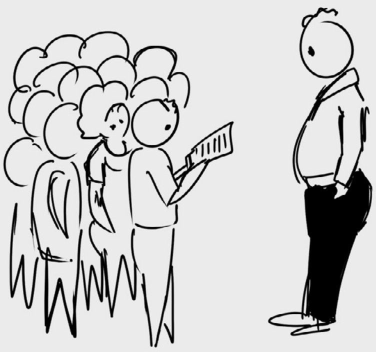
LOBBY MEETINGs WITH DUTY BEARER

• Prepare for official meeting with duty bearer (bring copy of the letter you sent, documentation/research, prepare presentation, bring a pledge document to sign,)

• Meet duty bearer, introduce yourself and present the issue - use data and stories of people affected, make a clear demand for action on what you want.

• Record duty bearer response and commitment the issue - Try and get a concrete/possibly written commitment (e.g. a letter, a pledge to be signed) that documents the commitment.

• Follow up with duty bearer on the issue, reminding the commitment. Engage in other meetings.



PETITIONS

• Write a petition with your demands to the duty bearer and collect signatures of people who support the demand

• After you have collected a high number of signatures, arrange a meeting with duty bearer for the submission of the petition

• Invite media and submit the petition to the duty bearer and ask to commit to take action on the issue

• Record the commitments - date, precise words.

• Follow up on the commitments of the duty bearer, organise follow up meetings.

PRESENTING RESEARCH FINDINGS AND RECOMMENDATIONS

• Make a research about the issue in your community with date on the size and seriousness of the issue. Include examples of cases from people affected and recommendations. Include the data in a research paper/report.

• Meet a duty bearer to present the findings of the research and recommendations. Make a clear call for action on what you want.

• Record the commitments - date, precise words.

• Follow up on the commitments of the duty bearer, organise follow up meetings with other duty bearers.

ADVOCACY CAMPAPIGN TACTICS

MOBILISATION

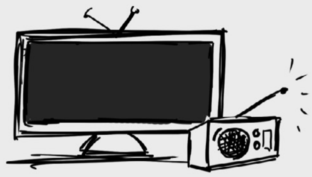
• Organise a community meeting and inform them of the issue, the importance of it, and the need to mobilise to take action about it.

• Make a clear request on what you want people to do and clarify when, where and what would be the programme (e.g. participate in a meeting, action, demonstration, community sensitisation) and get a list of names and contacts by those willing/able to join.

• Contact those who committed before the action to confirm and clarify the details (time, location, and what to do).

• Meet for the mobilisation (e.g., protest) and invite the media to cover it.

• Prepare with spokespeople ready to present the issue and the demands to the media or anyone who asks.



USE MEDIA TO HOLD DUTY BEARER ACCOUNTABLE

-Use photos and descriptions to highlight the issue

- Use data on the issue and stories of people affected

- Use media to call for action of those responsible

- Use media to engage with duty bearers on the issue (invite duty bearer for a radio show, or press conference)

PARTICIPATING IN GOVERNANCE SPACES

• Prepare for the meeting - Know the aim of the meeting, read the information/document available on the meeting, consult your group/community on what issues to prioritise for the meeting and what advocacy messages to bring, and what you want from the meeting.

• Prepare to speak at the meeting (use data to make your point stronger), practice your advocacy messages.

• Actively participate in the meeting and present the advocacy message.

• Record the response of the duty bearers- date, precise words.

• Follow up on the commitments of the duty bearer.

ADVOCACY MESSAGES

Advocacy campaigns need to convey persuasive information through advocacy messages. The way the evidence is presented is critical as it needs to draw the attention and influence of policy makers, the media, other opinion leaders, and the public to take action. Good advocacy messages make the campaign communication more focused and effective. Repeating advocacy messages multiple times will increase the change that the public will notice it and respond favorably to it. Here is a possible way to organise advocacy messages.

1. WHAT IS THE PROBLEM? Explain what is the concrete problem (e.g. youth can't find jobs, something too expensive, land and water quality is getting worse). Explain how bad it use (use extreme stories) and how big it is (use numbers).

2. WHAT IS RESPONSIBLE? Explain "WHAT" is responsible for the problem to be more persuasive. Most problems are structural problems, so identify what structure is responsible for the problem (e.g, there is a problem in the law/policy, in the beliefs of a community, in the solutions that are not good enough…).It could help to identify WHO is responsible for the problem (an individual, government, a group…).

3. WHAT IS THE SOLUTION? Describe the solution you suggest to solve the problem by using images. Reflect carefully on how you present the solution, it should be concrete, achievable, and realistic. Show how it would solve the problem.

4. WHAT WOULD BE THE IMPACT? Describe the benefits of going for the solution you propose – in terms of impact on the people, cost, time efficiency (here you can use data). It should be clear that the solution is better than leaving things as they are.

5. CALL TO ACTION: Ask them to do something to contribute to the solution. Be very specific and clear on what you want them to do and show them how this will make a difference (sign a document, give funds, make a decision…). You can ask one thing, and then ask more later

ACTION PLAN TEMPLATE

TEAM & CONTACTS	
ISSUE	
OBJECTIVES	
TARGET AUDIENCE	
MAIN ACTIVITIES (What, who, when, and how)	
CHALLENGES/ RISKS	
EVALUATION	

CAMPAIGN MONITORING AND EVALUATION

Monitoring and Evaluations is an integral part of ensuring that a campaign is successful. In order to make an M&E plan for a campaign it is important to create key indicators (based on the campaign objective) which will help track progress. Monitoring: Is done throughout the campaign process though debriefings and feedback after each event. Evaluation: Is done at the end of a campaign and it focuses on whether the goal of the campaign was achieved, whether the strategies were effective, what were the main

INDICATOR	WHAT DID WE PLAN?	WHAT DID WE ACHIEVE?	NEXT STEPS?
CAMPAIGN OBJECTIVE			
INFLUENCING THE TARGET			
CAMPAIGN ACTIONS AND MILESTONES			
ENGAGEMENT OF ALLIES AND COMMUNITY			

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Partners:

The photo represents from left to right training team; From top left Daniel Nii Ankrah (Trainer, AAG), Mohammed Shani Abdulai (Senior Associate Trainer and designer, GPG), Dorcas Adjeley Yobo (Global Platform Manager & Training Developer, AAG), Edmund Nibeneeh Aalangdong (Senior Associate Trainer, GPG and Head of Planning, National Council for Tertiary Education, Michael Kodom and Nii Adjei Sowah (Institute of Statistical Social and Economic Research), Maxwell Kojo Xonu, Jeremiah Afako and Felix Puopiel (Senior Associate trainers, GPG who all played diverse roles in the development and roll out of this training.