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NGO EDUCATION PARTNERSHIP

vhs
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Evidence Based Advocacy for Education Development



NGO EDUCATION PARTNERSHIP (NEP)
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Background

Project: “Tackling the Implementation Gap in Education Reform; Mobilizing Civil Society”

With funding support from the European Union and BMZ, NGO Education Partnership (NEP) in cooperation with DVV International, has developed a programme of activity aimed at improving educational services in Cambodia through the stronger and more structured engagement of Civil Society in public service monitoring and collective advocacy. This project, which runs from 1st January 2016 until 31st December 2018, offers the opportunity to significantly advance the engagement of NGOs in Government policy, and strengthen Civil Society approaches in a sustainable way.

This project aims to build the capacity of CSOs working specifically on education to participate more fully and more effectively in local governance and decision-making, influencing national and local policy to improve the equity and inclusiveness of education service delivery, and respond confidently in strengthening local accountability.

One main activity of this project is to provide training to CSO network members at a local level to support policy analysis and develop effective sub-national advocacy activities through the Provision of cluster training for P-ESWG members on community-based research, policy analysis, and effective education advocacy

An advocacy trainer was sub-contracted to provide a tailored training and capacity-building programme to CSOs active within sub-national networks.

Acknowledgment

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I. What is the Evidence Based Advocacy?

1. Review the meaning of advocacy

Advocacy is a series of actions strategically designed to influence those who hold governmental, political, economic or private power to implement public policies and practices that benefit those with less political power and fewer economic resources (the affected group) [Advocacy Campaign Management 1, Pact Cambodia].

2. Meaning of the Evidence Based Advocacy

Evidence refers to a findings, result or output of a research/studies/survey report. Advocates use evidence to justify the course that they are taking. Therefore, the evidence-based advocacy is a process based on the real result of information of the research on a particular issue or concern, and it is used to advocate in order to address or improve the current situation or gap in an acceptable way by all parties.

Advocacy which is done without a clear and reliable evidence from a logic and participatory research will result in failure. In another word, a strong evidence will lead to convincing the decision maker to make a desired change.

Naturally, the decision maker is willing to make a decision if he or she has seen the real cause of the problem and the great benefit after the problem is changed through a proposed solution.

3. What are the necessary, useful information and evidences needed for the evidence based advocacy?

Followings are the necessary and useful information that need for the evidence based advocacy:

Result or outputs of a research: a reliable and comprehensive findings of a research report is very helpful to the decision maker to understand the problem and willing to make a change. The report should consist both quantitative and qualitative information. It should be noticed that the good fishery reform in Cambodia was due to the research which was conducted by the Mekong River Committee.

Case studies: Case studies enhance understanding of the decision maker on qualitative part of information so that he or she can imagine about the cause and effect of the affected people or the problem.

Videos: Video documentation is visible information which is helpful to the decision maker to understand the problem easily, and it is easily to be accepted. It is a popular and helpful evidence to discuss for a change. It can be clips or a complete documentary of the problem or affected group that the problems have caused them.

Example of Best Practice: A document of best practices of other schools, people, communities, or other countries, etc., on how they do differently and result positively or sustainably related the advocating problem, is helpful to educate the decision maker to follow. For example, the forestry community in Nepal, influenced the Cambodian Government to use the forestry community as a strategy for a sustainable forestry management in Cambodia.

II. Five Top Principles of the Evidence based Advocacy:

Advocacy has its own principles or best practices, but the followings are the identified principles of the Evidence Based Advocacy that we need to ensure:

- Be **Facts based work**: What we advocate for is based on a result of a research or well documented evidences as a start.
- Be **Diplomatic**: Use face to face methods of communication with the decision maker without creating a losing face environment, and use careful language: polite, peaceful, non-violent and with logical and persuasive words.
- Be **as a Helpful agent**: provide real information on both problem and proposed solutions, not just a problem. It is important to let the decision maker seen us as an expert of the topic and as a helpful partner, not a complainer or critic of the problem.
- Be **Legitimate**: Makes sure that you has been appointed or proof-ably supported by your group or network members to advocate for the problem and having seen as an agent that really care about the public interest not a personal or a single party's interest.
- **Knowing need and the decision maker**: Understand the need, situation and characteristic of the decision maker is important to make a best fit in fulfill the need. We have to analyze clearly who is the right person that we should talk to and steps required. Some decision makers don't want you to go directly to him or go over him or her, otherwise, you will be blocked or retarded next time. He or she requires us to follow some administrative procedures. Some decision-makers are open for communication any time while some are only during the working hours. Some need comprehensive information, while some others need just a succinct information on the issue and the solution. The decision maker is normally a busy person; so you need to be well prepared when you meet with him/her. Therefore, to ensure success and effectiveness, it is important that the advocate needs to fit him or herself to the identified need, situation and characteristic of the decision maker.

III. Five top common methods of the win-win advocacy required by the Evidence Bases Advocacy

- i. Research
- ii. Lobbying Meeting
- iii. Joint Visiting the Scene
- iv. Joint Technical Working Group
- v. Technical Partnership Cooperation

Research:

A research is primary and influential method in changing the situation through a decision maker. However, it has to be comprehensive, logical, scientific and received in a participatory manner.

It makes the decision maker to be aware about the problem and gains his/her attention to address it. The decision maker doesn't always know completely about his/her responsible sector, and he/she normally trusts information from the expert agency or its network.

The research is always connected with lobbying meeting where you can present what you have found in an understandable and diplomatic way and with proposed solution and detailed recommendations to address the issue.

During the presentation and lobbying meeting you can also give him/her a package of relevant information which includes the research report with a succinct summary and proposed solution or policy paper mainly.

Lobbying Meeting:

Lobbying is a systematic informal effort to influence decision makers.

- **Systematic:** plan and strategy (not by chance)
- **Informal:** no procedure, no protocol.
- **aim at decision maker** = main target

Why and how do we do lobbying?

Normally, lobbying is used to get what a lobbyist wants by asking an elected official or key decision-maker to vote a certain way or take a specific stance on a piece of

legislation, rule, issue or policy in a peace and mutual manner. However, we can take advantage of this method to ask the decision to support or take a specific stance to improve the educational issue.

Lobbying is a part of a comprehensive strategy to win on your issue or policy change. It builds relationships with the decision maker and educates him/her develops, develops leaders and their credibility within your organization or networks and sets the stage for advocacy. It is a main tool to give information and influence to change without intimidating.

As mentioned early, lobbying doesn't require formal procedure, protocol and even time and place; but it requires very smart plan with tactical strategies and a clear target. The role of the lobbyist is stands in between the decision makers and beneficiaries.

There are three parts of efforts that we have to be ensured in lobbying:, before the meeting, during meeting and after the meeting. *Please find the below Lobbying Checklist for this.*

Joint Visit to the Scene:

In Khmer proverb we say, heard 1,000 times is unequal to seeing 1 time. So, seeing provides very clear information about the issue whereas receiving a report which is very abstract. Therefore, a visit to exposure to the scene of any educational issue which is being taking place, is very influential to decision maker and his/her colleague to pay attention to the issue and make a change.

The method should be considered when the decision maker lacks of information on any specific issue and difficult to believe the presence of the issue. For this situation, the civil society organization should plan on a joint visit and make sure that the decision maker and relevant colleagues of his/her and partners are involved. However, if the case is very sensitive, don't involve many agencies and media. You can check with him/her who are the people and agencies that should be invited for the visit. This is to ensure that no losing face situation will happen which will make relationship problem between the civil society and the decision maker because he/she may view that you insulting him/her.

Additionally, we can use the joint visit to encourage learning of best practices within a province or outside. It is good way to influence the decision maker or the target or make a change in directly and peacefully.

Joint Technical Working Group (JTWG):

As you all have experienced, the Joint Technical Working Group is an ad hoc of a subject matter experts of a specific technical field, for instance, education, environment, health, etc., to achieve a specific goal. Usually the JTWG is guided by specific guideline with a

proper Term of Reference (ToR). The objectives of the JTWG are to promote effectiveness and development of partnership in achieving the sector. It consists of government, civil society representatives, development partners and even UN specialized agencies. The meeting is generally chaired by a government counterpart.

The NEP members know about this JTWG well since it has been established as a platform for communication and decision making. Therefore, the NEP members should use this opportunity to put educational issues for advocating. To be more effective in using this platform for advocacy, the civil society organizations should do lobbying the key members to support your advocacy topic first before it is reached to the big group and to avoid surprising situation from the decision maker, especially. Those people could be the Director of the Provincial Education and Sports, Provincial Governor, Important Development Partner, etc. It is easy to get your support from the big group when these key people supported your advocacy topic from beginning. If you did it well, those key people can help you during the meeting rather than blocking or getting upset for you.

Technical Partnership Cooperation Project:

A technical Partnership Cooperation is a mutual agreement with a clear MoU between, normally, a governmental department and your agency to improve a specific technical issue within different sectors like education, health, agriculture, etc.

The form of work requires accredit-able technical expertise, financial resources and good relationship between the department and the NGO or NGOs network. Therefore, the NGO needs to provide technical support or expert to enable the governmental department to do their technical activities/plan or creating a joint project/program to implement together with the technical assistance from the NGO.

This scenario provides a great and more acceptable opportunity to the NGO to influence the governmental partner to make a change positively. This method is being commonly used by the UN technical specialized agencies like UNDP, FAO, ILO, UNICEF, etc.

In addition, writing a **joint letter** to the decision maker is also considerable evidence based advocacy method when the advocacy issue is less complicated, and it is only effective if is followed by face-to-face meetings.

IV. Process of the Evidence Based Advocacy

The process of the Evidence Based Advocacy consists of **1-Define the Problem; 2- Research; 3- Planning, 4- Prepare Advocacy Messages; 5- Delivering the Advocacy Messages to the Decision Maker; and 6- Evaluating Impact.**



1- Define the Problem: It is the preliminary situation analysis and identification of the causes of the problem.

2-Research: We collect comprehensive information, analyze, prepare and organize of evidences: qualitative and quantitative facts and others.

3-Planning: Prioritize the causes of the problem, conduct stakeholders analysis: to find out who involve in the prioritized problem: the decision maker, people who have influence on the decision maker, supporters, neutral people, and opponents to the problem. Then, set up the advocacy plan tool, basically it consists of goal, objectives, the decision maker, and advocacy methods, allies, etc., (*please see no. 5. **Practical Plan to reach Your Specific Goal***) and make the advocacy responsible teams.

4-Prepare Advocacy Messages: At this step, we have to ensure that clear advocacy messages are developed to fulfill the Advocacy Strategic Communication; position paper is developed, based on the prioritized problem, goal and objectives of the advocacy plan.

5-Deliver the Messages to Decision Maker: The ultimate goal of advocates is to send the messages to the decision maker, but they traditionally you may send other messages to the secondary target, beneficiaries and other stakeholders in order to get their support and help to influence the ultimate decision maker at last for making a decision to change.

Face to face meeting is the best form of sending message to different targets, especially, to the decision maker; but there may be a need to engage with mass media and social media, like Facebook, Massager, Line, What up, etc., to faster and widely communicate with your targets in an efficient way.

Creating an advocacy group of communication through the What's up is a very helpful method to communicate efficiently within your (core members) to share or update information, call for a meeting, consulting, etc. The mass media and social media, especially, the Facebook, is very helpful mean for educating the targets on the subject.

Warning: As a development agent, you need a sustainable partnership with the decision maker to work, otherwise, you will have difficulty to continue your mission as it could be possibly is broken or even blocked. Some messages you can spread through media as some need to communicate directly with the decision maker to avoid a losing face situation as mentioned earlier or he/she may considers you are grading him/her down. Therefore, when you need to send your messages to different targets, you need to ask yourself the questions as follows:

- What are messages and key words do I have to send?
- What is language that I need to avoid?
- What is the most appropriate channel or means of sending the message(s)? Face to face meeting? Mass media? Social media, What's up? Forum? Workshop? Posters?, etc.
- Who is the best person to deliver your message(s)? Spoke person or massager.
- When and where should I send the message(s)?

6-Evaluating Your Impact of the Messages: Assess impacts of your messages or advocacy effort that you are doing or did, feed data back for ongoing situation analyses.

For more guidance on the Advocacy Process, please see the Advocacy Cycle Management, Advocacy Management 1, Pact Cambodia, from page 6 to 18.

V. Practical Advocacy Plan to Reach Your Specific Goal

1. Stakeholder and Target Audience Analysis

Before making an advocacy plan, it is important to identify whom you should speak and whom you need to be working with. They are called stakeholders because they have an interest in the issue. The advocates need to pick out the relevant stakeholders, develop relationships with them, understand their positions, levels of influences, minimize their opposition, working with those able to make a difference for the benefit of the advocacy.

Terminologies related to the stakeholders:

- Stakeholder: Those groups and individuals who have a stake in determining the success or failure of the campaign.
- Target audience or target person: Is the person who can make decision or change the situation, problem, or any people who we aim at providing the messages
- Beneficiary: Is the group of people who we work for.

Steps for the Stakeholder Analysis:

Step1: Brainstorm all those groups, individual, institutions and agencies that have relationship to the problem and advocacy project. Mainly they are divided into 4 groups:

- Groups directly affected by the situation
- Group(s) responsible for creating the situation/problem
- Interested groups in the issue such as NGOs, business, media
- International actors or development partners.

Step 2: Divide these into Primary, Secondary stakeholders and External:

Primary: The one we work for. For example, students, communities, or teachers, etc

Secondary: those stakeholders only indirectly affected but they are interested in the issue and directly involved in the advocacy project. For NGOs, NGO networks, related governmental departments or offices, committees of students' parents, grassroots' organizations, development partners, etc.

External: Those who are not directly involved in the advocacy project. They are the public and others. They have the watching power to the advocacy project.

Step 3: Organize Stakeholders in a Table (table1)

Stakeholder Analysis Table 1:

Types of Stakeholders	Stakeholders (Any ones that related to the advocacy isse/project)	Impact	Influence
Primary: <i>The one we work for</i>			
Secondary: <i>Is the ones who directly involved the advocacy issues/project (have interested in the issue)</i>			
External: <i>Not directly involved (the public and others could influence the main target)</i>			

Rating:

Impact: Positive + + + (high) + + (medium) + (low)
 Negative - - - (high) - - (medium) - (low)
 Mixed + -

Influence: '## # (high) # # (medium) # (low)

Step 4: Arrange into a Matrix of Allies and Opponents (table 2)

Organize the stakeholders into a matrix. This will allow you to more clearly see who the advocates' allies are, and who its opponents are.

Matrix of Allies and Opponents (table 2)

	Allies	Opponents
High Influence	- - -	-
Low Influence	- - -	- -

Step 5: Stakeholder Analysis Table 3 – Target Audience (the Decision Maker):

There are two types of targets: The Decision Maker and Indirect

1. **Primary or Main** – This is the decision maker with the most power to address your issue, not an institution. However, you may not have access to this person or there may be too big political risk for them to openly support you.
2. **Indirect** – This person cannot solve the problem directly but is close to the primary target. If you can influence this person, they can pressure the primary target. They can be the decision maker's friend, colleagues, development partners, etc.

	Main Target Audience	Indirect Target Audience
High Influence	- - -	-

Low Influence	-	-
	-	-
	-	-

When you have identified them already, then you ask yourself:

1. What do they know about the issue?
2. What is their attitude towards the issue?
3. What do they really care about?
4. Who has influence over them?

2. Advocacy Plan Tool (advocacy heart)

There are two types of plan are logically used as a guide tool for advocacy: Core Advocacy Plan and is the Action Plan. The core advocacy plan is the main and general guide for advocacy and its duration is 1 to 3 years for this context of provincial advocacy. It consists a logical set of advocacy strategy to achieve the goal advocacy, whereas the Action Plan is a logical set of series methodologies to achieve the objectives of the advocacy strategy with set specific divided period of the whole advocacy project timeframe.

2.1 Core Advocacy Plan

The Core Advocacy Plan consists of following elements:

- **Problem:** it is based on the problem identification at the step 1 of the Advocacy Project and step 2, Research.
- **Goal:** Is final general desire at the end of the advocacy project when we turn the problem in to positive change in a more sustainable situation.
- **Objectives:** specific desires of change within the advocacy project in order to contribute to the achievement the goal. Normal, there are 2 to 3 objectives for per core advocacy plan. It is has to meet the SMART criteria.
- **Success Indicators:** are the desired and decided minimum level of change s or successes that you desired. It is developed to support and elaborate the achievements of each objective. It needs to be specific, understandable, verifiable or measurable able and cost effective.

- **Means of Measurement:** They are the sources of data which are used to measure success of the success indicators like minutes, performance reports, monitoring reports, case studies, etc.
- **Target:** The target is the decision maker. He/she is the one who has most of the power to make a decision for a change. It is filled based in the result of the stakeholder analysis/step 5.
- **Allies:** Are individuals, organizations and network who are interested and have made clear commitment (human resources, technical inputs, financial resource, etc.) to join in achieving the advocacy goal.
- **Methods/Activities:** Are the advocacy means of communication to send advocacy message to different targets and the decision maker. Please see point no. 3, **Five top common methods of the win-win advocacy required by the Evidence Bases Advocacy.**
- **Responsibilities:** Persons, organizations or networks who/that responsible to take a lead in each advocacy method or activity. It can be a staff within your organization, your organization, or any member of the related allies.
- **Timeframes:** Is the length of time you need to carry out each of the advocacy method/activity.
- **Risks:** Is any threats or hazards outside of your organization that can retard or prevent you from implementing your advocacy plan. They are created by actors (for example, people's participation) and factors: resource, politics and environment situation.

2.2 Action Plan: The Action Plan is a tool to separate parts of the Core Advocacy Plan into actions step by step in a timely order. First, you have to take each planned advocacy method in the Core Advocacy Plan to fill in its each column from left to right and in a timely order. Since the Action Plan is for only 3 to 6 months; therefore, you need to take any advocacy methods that are relevant within that period and the left over will be kept for next Action Plan. There are only 5 elements of the Action Plan: 1-Methods, 2-Expected Outputs, 3-Resources Needed, 4-Responsibility and 5,-Timeframe. The Expected Output is referred to specific result(s) that you need to achieve each method, for example, "a letter of order for the building facilities accessible for children with moving disabilities for every school is made by the Director of the Provincial Office of Education and Sports."

Below are the examples of the core advocacy plan and action plan in chart formats:

Core Advocacy Plan

(01 July 2018 to 31 December 2019: 1.5 Years)

Adapted from Tear fund's

Problem Statement: Based on the research, 80% of the old school building facilities in Kompong Thom are not easily accessible for students with moving difficulties who use wheelchairs. Mainly the entrance door and the toilets are not roll-able or lack of ramps for the wheel chairs. In addition, many of the toilets don't have holding bars.

Goal: Improve the accessibility of the school building facilities, mainly the door and toilets, in Kompong Thom for students with moving difficulties who use wheelchairs province to easily move.

Objectives	Success Indicators	Means of Measurement	Target: Decision Maker	Allies: Cooperating partners	Methods or Activities	Responsibilities	Time Frames	Risks
1. Within 6 months, the Director of the Pro. Depart. of Education adopted a budget and a letter of guidance for making accessibilities of	<ul style="list-style-type: none"> Budget for adaptations of the old schools adopted in 2018. A letter of guidance for accessibilities of all school 	<ul style="list-style-type: none"> Minutes of the meetings Budget Letter of guidance 	Director of the Provincial Department of Education	Provincial NGO Education Partners PJTWG Cambodian Disabled People's Org. (CDPO)	Meeting with Education NGOs Joint Letter Lobbying meeting	HOM Organization	July to Dec. 2018	Low commitment from the Director of the Pro. Education Depart.

Objectives	Success Indicators	Means of Measurement	Target: Decision Maker	Allies: Cooperating partners	Methods or Activities	Responsibilities	Time Frames	Risks
all old school building facilities.	facilities adopted with 50% recommendations from NEP and NGOs working on disabilities. The letter also calls for participation from the communities and civil society for the adaptation			UNICEF				
2. The letter of guidance for making accessible school	All school director received the letter of guidance and	Monitoring report	Director of the Pro. Office of	Chiefs of the District Office of Education	Meeting Visit	NEP	Jan to Feb. 2019	

Objectives	Success Indicators	Means of Measurement	Target: Decision Maker	Allies: Cooperating partners	Methods or Activities	Responsibilities	Time Frames	Risks
facilities of the Director of the Pro. Depart. of Education disseminated and implemented throughout the province.	90% of them started to take different actions to follow the guidance like planning and mobilizations.	Minutes of meetings Visit reports Report of the Office of the the Pro. Ed. Depart.	Education School Directors					
By 2019, Entrances and toilets of all old schools are adapted to be accessible by wheel chairs with the joint budget from the Prov. Education Depart., community	70% of the old schools that don't and lack of accessibility: door entrance and toilets adapted with participation from the community and civil society organizations.		School Directors Chiefs of the Distr. Education Offices Director of the	NEP members UNICEF CDPO Committees of the Parents' students	Meeting with the School Directors Visit	HOM	Feb to Dec. 2019	The government budget may not fully approved. Less financial

Objectives	Success Indicators	Means of Measurement	Target: Decision Maker	Allies: Cooperating partners	Methods or Activities	Responsibilities	Time Frames	Risks
participation & the civil society			Pro. Office Education Depart.					participation from the community

Action Plan

(6 months: 01 July to 31 December 2018)

Methods or Activities	Expected Outputs	Resource Needed	Responsibilities	Timeframe: 6 months 1 July to 31 December 2018						
				July	Aug	Sept	Oct	Nov	Dec	
Objectives # 1: Within 6 months, the Director of the Provincial Department of Education adopted a budget and a letter of guidance for making accessibilities of all old school building facilities.										
Meeting with the Related Education NGOs	A meeting with most of the related provincial Education NGOs and other related NGOs organized to collect common ideas about the advocacy methods.	Result/report of the Research of the school accessibility for students with moving difficulties Meeting costs	Director of HOM	xx	x					
Prepare Joint Letter	A joint letter for request for making accessibility for students with disabilities made and signed by all provincial education NGOs and NGOs and CDPO's members	Draft letter Transportation cost to collect signature	Director of HOM			xx				

Methods or Activities	Expected Outputs	Resource	Responsibilities	Timeframe: 6 months 1 July to 31 December 2018					
							x	x	x
Lobbying meeting with the Director of the Provincial Office of Education and Follow up	<p>Meeting with the Director of the Pro. Office of Education conducted with participation from NEP, representatives of students with disabilities, their parents and representative from the Cambodian Disabled People's Org. resulted:</p> <ul style="list-style-type: none"> Research report of the school accessibility for students with moving difficulties presented Presented the joint proposed solution, discussed and the Recommendation Sheet presented & left behind. The joint letter from the education NGOs submitted. 	<p>Needed</p> <p>Report of the Research of the school accessibilities for students with moving difficulties</p> <p>Recommendation Sheet</p> <p>Transportation cost</p>	Executive Director of HOM						

VI. How to Communicate with the Decision Maker to Present Your Messages and Recommendation: a Proposed Change

1 How to Do Lobbying: Checklist for the Process of Lobbying Meeting with the Decision-Maker

As explained earlier, lobbying is a systematic effort, but it doesn't need to be formal. The lobbying meeting, normally, is not very long since the decision maker is very busy, but the preparation needs to be comprehensive and strategic. Sometimes you are given more time to meet, but you need to be familiar and able to talk and deliver your advocacy messages to your decision maker even within 10 to 20mn, otherwise, in some cases, you may lose the chance.

Before meeting with the decision maker you have to be sure that you:

- ✓ know your topic very well,
- ✓ Know your decision maker and his/her position on the issue and the decision making process, opportunities and threats well.
- ✓ Prepare all minimum information kit: research report, summary of the result of the research, 1 sheet information about the issue and background (in possible), recommendation sheet and talking points.
- ✓ The appointment is made and team is arranged.

The lobbying is not ended after meeting with the decision maker and many other tasks need to do and to follow up the result of the meeting to help him either to get the proposal approved or implement the decision or enhance your advocacy project. We developed a checklist below in order to help the advocates to know the process well and avoiding missing of the any important tasks or steps of the lobbying meeting:

Checklist for the Lobbying Process:

Before the Meeting (Homework)

The decision maker:

- ☐ Define who is the right decision maker?
- ☐ When is the best time to raise or present the issue or the problem?
- ☐ Who is lobbying in supporting the issue and who is lobbying against the issue? What are their arguments and messages?
- ☐ Is the decision maker generally support your or oppose your issues?
- ☐ What other background information would be useful to craft your messages and proposal: his affiliation and relationship with the lower structures.

- ☐ Making appointment for the meeting: call directly or have to make an official letter for appointment: date, time, place, duration, objective of the meeting, the person you would like to meet and who are our participants from our side?
- ☐ Confirm the meeting by a call or an official letter.

Finalize Pre-Meeting

- ☐ Who is your spokesperson?
- ☐ Who will answer specific questions?
- ☐ Who will make notes of the meeting?
- ☐ Who will make a follow up and thank letter?
- ☐ What are your messages to the decision maker?
- ☐ What is your ultimate proposal (ask) for a change?
- ☐ Practice how to answer the decision maker's questions

During the Meeting:

- ☐ Dress nicely and be on time. First impressions is matter
- ☐ Introduction: yourself and tell your decision maker the name and mission of your organization, address, and membership.
- ☐ Start with a supportive statement. For instance, if the decision maker recently supported or involved in a related issue you care about, mention that. Thank your decision maker for taking the time to meet with you.
- ☐ State clearly and concisely what issue you want to discuss, what your position is, and what action you want your decision maker to take. Use simple, understandable terms and avoid acronyms. Offer a few supporting facts about why s/he should take your position.
- ☐ Stress how the issue will affect the students and lower structures, if possible.
- ☐ Share a personal story or concrete examples that highlight your experience with the issue and why you care about it.
- ☐ Mention other organizations, influential people, government officials and experts and policy bodies that support your position.
- ☐ Be a good listener. After you make your pitch (key messages), allow the decision maker to respond. Be prepared to bring the conversation back to your messages and ask if the decision maker goes off tangent.
- ☐ Answer questions to the best of your ability. If you do not know the answer, say so. Offer to provide the information promptly in a follow-up email or letter.

- Do not forget to explicitly make your “proposal or ask.” Pose a direct, yes-or-no question to which the decision maker can respond.
- Give the decision maker a “leave behind” recommendation sheet (1-2) pages that outlines your position, explains what the solution does (if applicable), and why s/he should support your viewpoint.
- Always thank your decision maker for his/her time at the end of the meeting, even if he/she did not agree with your position.

After the Meeting

Immediate Steps

- After the meeting, write down the result of the meeting to share with your members.
- Write a timely thank you letter. In the letter, reiterate your key points and any commitments the decision maker made to you. Include all follow-up information you promised to provide.

Evaluate Advocacy Strategy

- If the decision maker was a “Yes,” work to cultivate him/her as a champion: a leadership role in influencing other related colleagues or the higher level. Prepare possible support that you can give to enable him/her to implement the decision or to forward it for the decision making within his group or at higher level.
- If the decision maker was a “Maybe,” make every effort to organize and gain more support from his colleagues or members to swing her/his opinion.
- If the decision maker was a clear “No,” do not spend significant time trying to persuade someone who is opposed to your position. Other persuasive actions to influence him/her need to be decided by your group.

2. Prepare Your Advocacy messages

What is an advocacy message? The Advocacy message is the most important and shortened information that the advocate use to tell the target audience what you want them to know or want about your advocacy project in general, educate or address concerns of the advocacy problem (if any), enforcing the support, ask the target to take actions and make solution(s) to change the situation.

Advocacy message should be simple, short (in 1 or 2 sentences), easy to remember. It is reinforced by sound bites, phrases, statistics and anecdotes. It provides a clear and straight meaning on what you want to say. Different messages are developed for different targets based on what we want them to hear or do.

There are five types of advocacy messages:

- 1) Core Message (Brand Message): It is the name of the advocacy project or campaign.
Example, "**Accessible schools for children with physical disabilities.**"

- 2) Threshold Message (Educational Message): It is an opening or educational message. For example, "**Adaptability of the school facilities enables students with moving difficulties to better access to their schools**". "**Physical disabilities can't prevent children to get education.**"
- 3) Enforcing Message: To increase the support of the targets to the advocacy agenda. For example, "**60% of children with moving difficulties miss the study opportunity due to the lack of the accessible school facilities and means of transportation.**"
- 4) Action Message: The ask for the target to do something to reach the objectives of advocacy. For example, "**join us to make the school facilities accessible so that children with moving difficulties can go to schools independently and freely.**"
- 5) Solution Message: It is a call for an ultimate decision to achieve the advocacy goal. For example, "**Adopting a budget and a Letter of Guidance for accessible schools to all school Directors will ensure accessibility for children with moving disabilities to go to their schools.**"

Please read the Advocacy Handbook no. 2: Building Relationship with the Government, from page 4 to 7 for further consultation.

3. Introduction to the advocacy strategic communication

Advocacy is about communication with the target and others who participate in taking different actions to achieve the advocacy goal. The followings are four strategic steps that help to guide the advocates to work right to the point and communicate effectively with the targets to achieve their goal. Please notice that, each step requires different advocacy messages:



Step 1: Informing: Focus on educating the targets to know about the problem and address their concerns if any. The threshold message(s) is/are needed here.

Step 2: Encouraging: After each part or segment of the targets is aware about the issue, then try to let them know that they are parts of the problem. The enforcing message(s) is/are needed here.

Step 3: Asking: After they knew that they are part of the problem, ask them to take any specific action in contributing or to change the problem. Then, you will have people taking actions for the change. The action message(s) is/are needed here.

This model has been adapted from the Advocacy in Action - A Toolkit to support NGOs and CBOs Responding to HIV/AIDS of International AIDS Alliance.

4. Prepare your Recommendation Sheet (Position Paper), Talking Point, and Information Kit

4.1. Recommendation Sheet:

The Recommendation Sheet is a statement of proposed solution to the problem which is made by the advocacy group as a result from the research, and to left behind at the decision maker. It consists of the following elements:

1. **The statement of a recommendation on the overall solution to the problem:** 1-2 sentences.
2. **Background:** Explain about the reasons that lead us to this statement. Include relevant law, policies, decisions, and other enforcement documents of the government, etc., which support the recommendation.
3. **Evidences supporting the Recommendation:**
 - a. Quantitative evidences: facts and figures
 - b. Qualitative evidences: case studies, answers of the witnesses, or examples that support the recommendation. Note: you need to ask permissions from the persons who we quoted to respect their privacy right.
4. **Position:** Explain logically how you translate from the evidence to the recommendation, and how does your group like to see the problem is solved. Answer possible questions and opposing ideas.
5. **Detail Recommendations:** Specific actions that the decision maker should do to implement the overall recommendation. In another word, how your overall recommendation is achieved: what, how and steps.
6. **Information about the Organizations and Individuals Supporting the Recommendation**
 7. Name of the Organization or Allie and Logo(s)
 8. Date: The date of writing the Recommendations Sheet
 9. Contact: Contact person, address, telephone, email and fax no.
 10. Mission and goal of the organization and allies.



*Please find its example at the Annex 1: **Recommendation Sheet***

4.3. Talking Point:

Your Recommendation Sheet is already as yours Talking Point to be used as your guide for providing the advocacy group needs, but in addition, you need to make it clearer and add a few points and used as an assistance for in providing advocacy messages:

- Note the important parts by using capital letter, underline or using color pens.
- Put a minimum request
- Prepare possible questions and answers
- Problems that may be raised and proposed solutions.

4.4. Information Kit:

The information kit is package of necessary evidences and advocacy messages that you would like physically leave to the decision maker. It is a helpful mean for him/her to review and study it more after meeting with you. It helps also as a reminder to him/her. The kit should including the follow minimum types of information:

1. Research report;
2. Summary of the Research Results;
3. One page Information sheet (it explain about the issue and background: related social, economic and policy information). It helps to educate the target about your raised issue succinctly.
4. Recommendation Sheet;
5. Related Case Studies



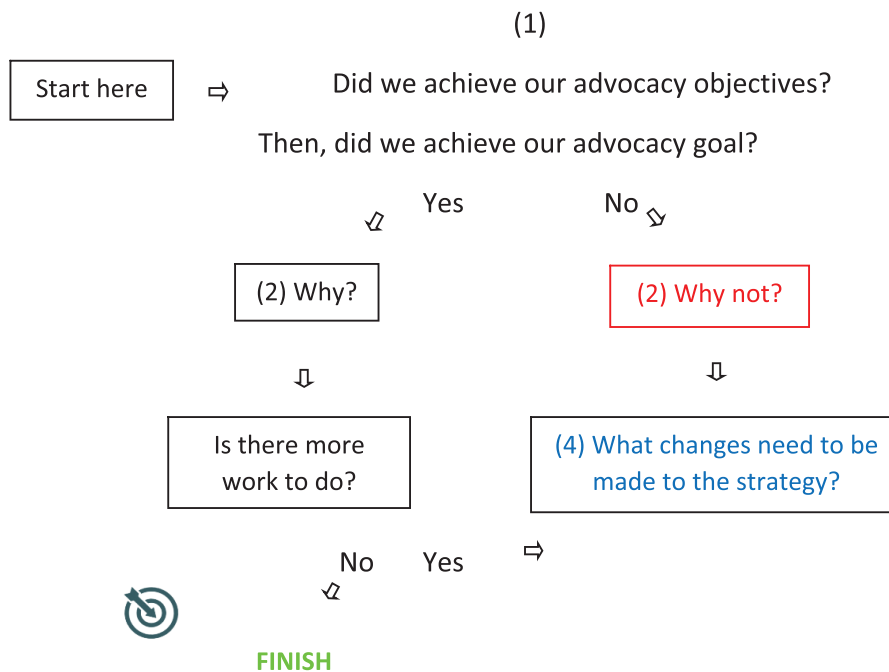
VII. Evaluation

Once you have undertaken some advocacy activities, it will be important to evaluate to see whether you have achieved your set objectives and plan, or there is a need to be changed or done differently in case of ongoing work.

The bases (standards) of the evaluation are the objectives and the success indicators.

Mainly, the advocacy goal has been achieved if the decision maker received your advocacy messages well and accepted our proposed solution. You are failure if the decision maker didn't received enough information from the advocate group or might didn't like or agree with your Information or the proposed solution.

Adapted from the TearFund, below is a basic procedure for evaluation:



Below are the key influences to the success or failure of the advocacy project:

Reasons for Successful Advocacy:

- Good contacts and relationship with the decision maker
- Strong evidence: reliable, accurate and detail information
- Good uses of existing contacts, networks and available information. Good contact with technical or legal experts
- Realistic objectives and timeframe
- Good use of national and international partners
- Aware of those opposing ideas and developed good counter-argument
- Clear lines of responsibilities
- Include the affected by the problem in all decisions and activities

Reasons for Un-successful Advocacy:

- The decision makers would not listen/could not get access
- Didn't have enough information
- Didn't have enough participation and technical/legal people
- Too a few allies
- The process slower than expected
- Lack of international participation
- Complex issue and didn't have enough technical or legal understanding
- Unforeseen obstacles
- Advocacy undermines by activities of others
- Didn't accurately represent the situation

VIII. Practical Advocacy Plan Template

Fund raising is a part of the advocacy project if you don't have internal budget to do your advocacy plan. Therefore, the advocacy proposal writing should be prepared after you have a clear advocacy plan. Below is the format for the advocacy proposal:

Cover Page

Table of Content:

Acronym

Problem:

Background of Information and Advocacy Stakeholders

- How long has the problem been existed?
- How the problem had been solved before and results?
- How you found the problem?
- Description of the references of the national and international law/policies to the problem.
- Briefing about the advocacy stakeholders based on your analysis.

Affected People (Beneficiaries):

Who are the people (students? teachers, educational staff?..) that the advocacy project is aimed to address their problem? State the types of the affected, number, level and address.

Advocacy Goal:

Main Decision Maker: Who is you main decision maker that has the most power to make decision to achieve your advocacy goal?

Name of the Decision Maker	Position	Institution

Proposed Advocacy Strategy:

Advocacy Objectives	Targets	Proposed Logical Advocacy Methods	Allies
Advocacy Objective 1		1. 2. 3.	
Advocacy Objective 2		1. 2. 3	
Advocacy Objective 3		1. 2.	

Participation and Gender:

How/when you involve the affected people and women in the advocacy project?

Rey Responsible Staff and Management

- Who is the person who is responsible in coordinating the advocacy project?
- Who are the people that he/she need to be accounted for?
- Who are the other implementers and their roles/responsibilities?

Duration of the Advocacy Project:**Advocacy Plan Tools: Core Advocacy Plan and Action Plan (see V/2)****Budget Breakdown:****Evaluation**

- When do you plan to evaluate your advocacy project? How will you do and who will you involve?

Reporting

- When do plan to submit the report to the financed agency?
- What types of the reports that you will submit?

Sustainability

- How the expected decision will be sustained?

- What are your contributions to help the decision maker and his/her colleagues to implement the decision?

Attachments

- i. Summary of the Research
- ii. One Sheet Information
- iii. Recommendation Sheet

Conclusion

The advocacy project with a clear evidence helps to influences the decision maker smoothly to make a decision to change, and it even builds a good respect from him/her and gain legitimacy for the advocacy group.

The evidence based advocacy required that you influence the decision maker through your strong evidence resulted from a logical research, expertise in the field and be seen a helpful agent rather than a critic, working as a group of professional organizations or network and keeping diplomacy and avoid a confrontative and loosing face environment situation.

As an expert, you need to be well prepared and be informative and coming to the decision maker with the problem, information about the problem, a feasible proposed solution and how to implement it precisely.



No. BKS/N/09/117

Date: 24 September 2017

Recommendation Sheet

A written guideline letter of the Director of Provincial Office of Education and Sports on the Adaptation of ramps at old schools which have been not yet met the national and international standards to ease the students with disabilities using wheelchairs, and having a budget for spending on this will help the students with disabilities to access without barrier and encourage them to come to schools.

The old schools have followed the law on the public building constructions having ramps which ease the accessibilities of the students with disabilities with wheelchair. However, most of the old school which were constructed before (*put the right year*) don't have ramps for the students with disabilities who use wheel chairs.

According to the article no. (*put the right article no.*) of the law on Land Management, Urban Planning and Construction of Cambodia requires adaptations to all public buildings, i.e., the entrances must have ramps and there are special toilets for people with disabilities.

In addition to the Land Management, Urban Planning and Construction, the law on the Protection and the Promotion of the Rights of People with Disabilities stated that (*...put the right quote*).

The National Inclusive Education Policy also state that (*.....put the right quote*).

80% of the school entrances of the old schools in Kompong Thom province don't have ramps for the wheel chair students.

All those old school don't have toilets for students with disabilities and all built toilets for general students also don't have holding bars that the students with disabilities can use either.

Ms. Sok Sophea, students of level 4 A of the Prea Primary School, Prey Kuy commune, Stung Sen district, Kompong Thom province, is a student with moving difficulties due to the polio disease since she was young. She complained that she couldn't come to school by herself without help from friends or teachers to lift her wheelchair. She has try to keep herself whenever she feel to go to the

toilet because the toilet is high and needed to step up with 5 levels of the stair. She is not dare to ask for help from her friends and because of shyness.

15 education NGOs in Kompong Thom have seen that the accessibility of the students with disabilities can't be properly guaranteed if there is no consideration of making ramps and specialized toilets for all old schools within the province.

We would like to request to address this problem gradually by starting from 2018 onward. This is to ensure that the Provincial Office of Education and Sports as well the stakeholders respect the rights of the children properly.

In order to implement the above recommendation, the Provincial Office of Education and Sports should:

1. Adapt the entrances of the old schools for ramps based on its capacity by using the yearly budget of the office;
2. Mobilize participation from NGO partners and have them taking specific responsibilities of adaptations;
3. Cooperate with the communes and their constituency communities;
4. There should be a regular report about the progress of the adaptations from the District Offices of Education and Sport.

Representative of the 15 Education NGOs in Kompong Thom



Sotha Ros

Checklist for the Evidence Based Advocacy

Statements	Answers	
	Yes	No
Before the Implementation (Sep 1-2 of the Evidence Based Advocacy Process)		
1. Define and select a specific advocacy issue		
2. Conduct a research on the selected advocacy issue		
3. Have clear information and evidence about the advocacy issue in hands		
Planning (Step 3-4):		
4. Conduct stakeholder/target audience analysis		
5. Define the primary audience (decision maker)		
6. Define the Secondary Audience (the one who can influence the decision maker)		
7. Define other target audiences (that can contribute to positive impact to the advocacy project) like affected people, communities, technical departments/bodies, etc.		
8. Making Core Advocacy Plan with win-win and strategy influence methods		
9. Your Core Advocacy Plan has a do-able goal that can get large impact through a decision maker		
10. Also, the goal of your Core Advocacy Plan is to get thing changed systematically and not a piecemeal activity by the power of the decision maker		
11. Two or more of your objectives of your Core Advocacy Plan are looking to get changes at in <u>understanding</u> (disseminating information); <u>policy</u> (either a decision, regulation, guidance letter, prakas, sub-decree, or law, etc.); <u>enforcing a policy</u> , or <u>supplementary activity/project to fulfill the advocacy goal</u>		
12. Making Action Plan		
13. Prepare budget		
14. Raising Fund		
15. The advocacy message(s) for the decision maker prepared		
16. The advocacy messages for other target audiences prepared (toward the decision maker)		

17. Information Kit prepared which include Research Report, Summary of the Key Outcomes of the Research, One Sheet if possible, Recommendation Sheet, Case Studies, Talking Point, for meeting with the decision maker		
Implementation: Deliver Advocacy Message(s) to the Decision Maker (Sept 5)		
18. The team checks the Lobbying Check List		
19. The Advocacy Strategic Communication is read to remind about the process, current step and messages or actions required from each target audience		
20. The Information Kit (above) is in hands		
21. Lobbying team arranged		
22. Making an appointment of meeting with the decision maker		
23. Task division of the lobbying team made		
24. Practice meeting with the decision maker & answering possible questions		
25. Using the Talking Point or if not available use the Recommendation Sheet and the Lobbying Check List during the lobbying meeting		
26. Follow up to the meeting with the decision maker: Thank You Letter and Note of the Result of the meeting and follow up actions <i>(Advocates also need to prepare to deliver messages to other target audiences as well in order to get their support and actions to influence the decision maker as a final stage.)</i>		
Evaluating Impact (Step 6)		
27. After the advocacy plan has been implemented, the advocacy team meets to evaluate the success of their work.		
28. If the result is successful, see what are the strengths that can be built on		
29. If the result is not successful, see what more information needed, advocacy methods, strategies and approaches should be changed/adapted, other supporters needed and if any other next decision maker that can be targeted after a few trials		
30. Get feedback or evaluating yourself if you have been as a helpful agent to both the affected and the decision maker, not the only critic <i>(Reviewing your advocacy action during the implementation process is a duty of the advocacy team to keep track of the advocacy process and adapt your plan.)</i>		

Clarifications of Key Confusing Terminologies

Advocacy Method: Activities used to influence the target audience. We can call it advocacy activities

Advocacy Project: It is a logical process of a set of advocacy strategies with a clear goal that is to be achieved by a target audience who has/have the most power to make a decision. It is normally called as advocacy campaign in the western world.

Stakeholders: Those who are related and involved in the advocacy problem. They are divided into three: primary stakeholders, secondary stakeholders and the external.

Target Audience: Is any person or group of people that the advocates aim at for a change: in behavior or taking specific actions to make a change. They are divided into two: the main target and secondary target (indirect decision maker).

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