**Session 1: Community Engagement**

**Objective**

* To understand why it is important to prioritize a range of communication tasks of the CLC, including correspondence, report writing and advocacy.

**Expected Outcome**

* The participants will realize the importance prioritizing letter/email correspondence for timely responses, the need to document activities through report writing, and to promote advocacy efforts.

**Notes to the Facilitator**

Prompt correspondence through the post, or email, is becoming more and more important to all CLCs. Ensuring that all staff responds in an efficient and effective manner is critical for CLC to be viable. This also applies to report writing. Many government schemes and donor agencies have their own schedule of reporting that the CLC must adhere to in order to receive funding. All of the activities of the CLC should ultimately influence the public policies with a view to empowering the disadvantaged members of society. Towards this end the CLC must employ some of the strategies related to advocacy for legislative change, which can provide the CLC with a platform to voice its concerns and urge members, and the wider community to assert their rights and call for laws and policies and associated rules and regulations to change for the better.

**Methodology**

Role play and discussion

**Time**

60 minutes

**Materials Required**

Marker pens, chart paper

**Activity Steps**

1. Ask participants to perform a role play based on the following scenario:

A CLC submitted a proposal to obtain a government scheme and was waiting for to hear the decision. The CLC thought it was almost certain that this proposal would be accepted and funded and had already initiated steps towards implementing this project. One day the organization received a message from the government department that stated that due to lack of information due to the absence of any report or the presence of any representative from the CLC in the final round of discussions, the proposal had not been accepted. The CLC director is shocked and deeply disturbed after getting this message and asks her staff about the letter which informed them about this meeting and requested the CLC representative to make a report. All the CLCMC members have an excuse about why they don’t know anything about it: one was on holiday, one shared computer was broken, and one was in the field dealing with other activities. The situation ends with chaos and confusion in the office as none of the CLCMC members were clear about their responsibilities.

1. After the role play, ask the participants to discuss it using the following questions:

* Why did the project fail to win the proposal?
* Who is responsible for its failure?
* What should have happened when the letter arrived at the CLC?

1. After this discussion clarify the need to prioritized communication channels using the notes below:

* ***Punctual Communication -*** Correspondence is essential for maintaining meaningful contacts and broader networking. In the CLC there must be an efficient and effective communication system for both letters and emails. Letters received by the office must be retained and the names of the sender must be recorded in a separate register. After the letter is recorded, it must be handed over to the concerned person as soon as possible. The person who receives the letter should sign the register. Otherwise, as seen from the role play, there will be chaos and confusion in the office and important opportunities that can benefit the CLCs are instead likely to be lost. A similar procedure must be followed for the letters sent out of the office. Emails regarding activities of the CLC will usually come to the CLC’s general email, or to the CLC director, or to a specific office-holder in charge of a specific activity. When one officeholder is out-of-the office, she/he must put an out-of-office message on her computer with instructions to contact another colleague. When a person gets an email, they should reply immediately, if only to say they will look into the matter and send more information on a specific date.

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**Session 2:** **Resource Mobilization**

**Objective**

* To enable CLC to understand the relevance and importance of resource mobilization/fundraising for operational and strategic development of CLC.
* To help CLC identify and understand the different appropriate mobilization/fundraising sources, methods and techniques that can be used.
* To enhance the knowledge of CLC in fundraising and resource mobilization.

**Expected Outcome**

By the end of this session, participants will be able to:

* Identify different sources of funding;
* Understand the importance of mobilizing resources internally;
* Approach potential donors effectively;
* Describe what are the key sections of a project proposal and structure the proposal in a logical flow and sequence.

**Notes to the Facilitator**

Fundraising and resource mobilization is a valuable part of strengthening CLC and communities in general. Cash and non-cash resources are needed for them to carry out their desired and planned activities. It is therefore necessary for CLC to acquire skills that will enable them obtain resources which will keep their CLC running and successfully implement their desired activities.

**Methodology**

Brainstorming, lecture, role play

**Time:**

6 hours

**Materials Required**

Flipchart, markers, handouts

**Activity Steps**

1. Ask participants to brainstorm possible sources from which resources and/or funds can be mobilized? Write down in a column of the left side of the flipchart. Create a column “ways of giving” and “fundraising tactics” to the right and discuss with the participants for each source. At the end of the session, provide the hand out below:

***Handout: Sources of Funding and Fundraising Tactics***

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| **Sources of Funding** | **Ways of Giving** | **Fundraising Tactics** |
| International aid donors | Sponsoring a project through a grant | Response to call for proposals; targeted meetings |
| Private sector, Companies | Grant, loan, sponsorship, in-kind gift | Invitation to the field; targeted meetings, one-on-one appeals |
| Individuals | One-off in-kind donation, sponsorship | Increased visibility through  public fora, conferences,  special events; one-on-one appeals |
| Central/local government | In-kind gift, grant | Submission of proposal; invitation to the field; targeted meetings; campaigns |
| Civil Society Organizations (INGOs, NGOs, etc.) | In-kind gift, grant | Submission of proposal; invitation to the field; targeted meetings; one-on-one appeals; |
| Trustees, Foundations, Associations, Clubs (Lions, Rotary, Bill Gates, etc.) | In-kind gift, grant, sponsorship | Response to call for proposals; targeted meetings; one-on-one appeals; |
| Embassies | In-kind gift, grant | Response to call for proposals; targeted meetings; one-on-one appeals; |

1. Emphasize that before looking for resources externally, it is very important to first try and mobilize resources internally. Mention that many grassroots organizations depend on donors as a source of funding to run their organizations and projects. Unfortunately there is a lot of competition for donor money/resources and in many cases the survival of an organization depends on how well it can compete with other organizations to raise funds; and on how good it is at finding other ways to make money. This is where winning resources locally or Local Resource Mobilization becomes very important and it is increasingly becoming necessary as donor resources continue to decline. Even where donors provide funding, they are increasingly encouraging their partners to raise a certain percentage of their budget locally.
2. Ask the participants to brainstorm the advantages of mobilizing resources internally. Write down the answers on the flipchart and complement with the following points where necessary:

* It is an opportunity for community involvement and it therefore instills a sense of project ownership on the part of community
* It supplements currently available resources
* It serves as a safety net should donor resources dry up
* It provides project stability and sustainability
* It can be a source of organizational empowerment
* It helps build an organizational profile
* It is an opportunity to strengthen the relationship with beneficiaries and well wishers

1. Explain that it is very difficult to attract resources externally. The donors normally look for certain characteristics before they support an organization. Ask participants to brainstorm what would donors make to support a grassroots organization? Write down the answers on the flipchart and complement with the following points where necessary:

* Good program that improve lives and can be shown to do so;
* Good management that ensures that any resources are efficiently put to the service of the good program. Also ensures pro-active practice of performance accountability, including rigorous public reporting;
* Commitment to sustainability;
* Financial resources to support the good program, good management and the sustainability;
* Local support;
* A good reputation built on the credibility they have acquired from their good program;
* Supporters from a variety of different sources ( local development agencies, national/local governments, specific groupings in society, the general public);
* A supportive political, legal and fiscal environment in which the recipient grassroots organization is enabled to exist and flourish;
* Good human resources to work for the organization.

1. Divide the participants into 3 groups. Distribute flipcharts and markers and ask each group to brainstorm what makes a good fundraiser? Let each group present their findings to the plenary. Add the following points at the end of the presentations if not mentioned before

* Commitment to the cause;
* The ability to ask;
* Persuasiveness;
* Confidence and ability to deal with rejection;
* Persistence;
* Truthfulness;
* Social skills;
* Contacts and ability to make contacts;
* Imagination and creativity;
* Opportunism;
* Organizational skills;
* Relationships.

1. Provide the handout “Principles/Ethics of Fundraising and Donor Conditions on Aid”. Read together with the participants through the handout and explain each point.

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| ***Handout: Principles/ Ethics of Fundraising and Donor Conditions on Aid***   1. Fundraising is about meeting needs and bringing about change. Money is secondary. 2. People give to people to help people – The triple P principle (3P). 3. Friendship / relationship making comes before fundraising - build alliances, respect,understanding, collaboration, partnership with others. 4. Open the hearts of your donors, then their minds and this will open their pockets. 5. Set and communicate very clear targets. 6. Encourage a shared sense of ownership by involving donors. 7. The two most important words are “Thank you”. 8. Always be honest, open and truthful. 9. Have the courage to ask – feel competent 10. Be of good character, credibility and collateral – the 3C principal. This applies toboth the individual and the organization. 11. Set clear targets and communicate them to the donor. 12. Always give feedback and provide accountability reports.   The following steps are the best approach for asking:   * A face to face meeting works better than; * Addressing a group of people which works better than; * A telephone call which works better than; * An appeal letter to a known person which works better than; * An appeal letter to unknown person which works better than; * A circular letter.   Donor’s preferences have continued to change and have increasingly become selective. Different donors apply different conditions on aid, some of the criteria being used/applied to include:   * Programmes/initiatives that fit into their programmes * Projects that can be supported within their budget * Specific measurable outcomes or impact – indicate how much you are going to achieve with their money * Organizations that have a good track record; cases of embezzlements are very serious, donors talk on who has done what and good track record is important * Innovation in good ideas on problem solving, always try to be on the cutting edge * Professionalism: knowing how to do things right * Dissemination of learning for replicability * Evaluation * Working in partnership and in collaboration with others * Transparency and accountability- accounting, presentation of financial information, annual reports- donors need assurance that their money is safe. * A properly constituted organization * Good systems and procedures |

**Session 3: Project Proposal**

**Objective**

* To enhance the knowledge of CLC in proposal writing as one of the key methods used in fundraising

**Expected Outcome**

By the end of this session, participants will be able to:

* Describe what are the key sections of a project proposal and structure the proposal in a logical flow and sequence.

**Note to the Facilitator:**

One of the main methods to mobilize resources is to write a proposal. We normally write proposals because donors call for submission of proposals. Sometimes, we approach the donors bilaterally to discuss the possibility of getting funding for an idea we already have. In both cases, we have to describe our CLC, why we want to carry out this project, what we will do and how much money we need. It is also necessary to consider specific needs of the donor. Many donors have clear proposal guidelines and detailed formats for both description and financial information. It is important to read them carefully before we write the proposal. We also need to understand or assume that the donors do not know the area we are talking about very well and sometimes they don’t know what is happening there. Brief explanation about your area and the background to your project idea can help them understand the situation and why your project is important. It is also necessary to convince them that the problem and issue you want to address is very critical and tell them the consequences of the problem or issue if we do not deal with it. Many donors also want to get clear explanation about requested budget items. You must put yourself in the shoes of the donor to imagine what information they will want and need in order to be convinced to fund your project.

1. Ask participants “What is a project proposal”? Note down the answers on the flipchart and then provide the following definition:

***A project proposal is in very simple terms a plan of activity. Its general purpose is to persuade the readers to do something. This can be achieved by answering questions about WHAT you are proposing, HOW you plan to do it, WHEN you plan to do it and HOW MUCH it is going to cost you.***

1. Explain to the participants that writing a funding proposal is possibly the most important step in the funding process. It is at this point that one must put together all the information and work the participants learned about in the previous steps to create a document that can be presented to potential funders and their decision to fund will be based upon it.
2. Explain that different funders/donors may have provided specific formats in which proposals to them must be presented; however majority of proposals would mostly include the components outlined in the handout. Distribute to the participants and explain to them.

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| ***Handout: Proposal Outline***  ***1.The Cover page should have the following details:***   * Title of the project * The name(s) of group(s), institution(s) or individuals submitting the project proposal * The mailing address, including fax and telephone numbers and e-mail (if available) * Date of submission of proposal   ***2. Summary (at most 1 page)***  This section should include a very brief statement of the problem being addressed, objectives, a description of the proposed project interventions, and the specific request for support. There viewer should be able to see the whole project at a glance just by reading this section.  ***3. Background and Rationale***  This section should include a summary of what is known about the site (i.e. history, socio cultural aspects etc) or problem and previous work/projects addressing this issue, in order to put the proposed interventions into context. Also include a concise statement and an analysis of the problem and/or need, citing the likely constraints and opportunities and important factors that need to be considered in addressing the problem/need at hand. In developing a project context, you must have tangible statistics or research findings.  ***4. Description of the proposed project***  *4.1. Goals (brief and concise)*  This is the “big picture” or the long-term desired outcome/result, which the proposed project together with other projects can potentially contribute to.  *4.2. Objectives (brief and concise)*  Clear and specific statements of purpose/intent, which are clearly achievable by the project proponent within the life and scope of the proposed project. Objectives should be “SMART”.  ***5. Beneficiaries***  Indicate who and from what segments of the community will benefit from the interventions (include the population size and levels).  ***6. Detailed description of project implementation procedure/strategy***  This section basically summarize the what, when, how, who, where of the project and should include; specific activities, methods that will be used to carry out the planned activities, tangible outputs for each activity including benefits to people and environment, outcomes and expected impacts, project duration, a brief and concise project logical framework table complete with intervention logic, verifiable performance indicators, means of verification and assumptions/risks. It should also include a clearly laid out schedule indicating when the proposed activities will be carried, out during the project lifespan and by whom.  ***7. Sustainability Analysis and Exit Strategy***  For projects to have lasting impacts, the ability to carry-on with the activities at whatever scale after the donor support is critical. Proponents should therefore critically analyze the proposed project to ascertain that it is sustainable from the following perspectives: economically, environmentally, technically (managerial and other skills) and socially. etc  ***8. Monitoring and Evaluation plan***  This section should define questions the project will address, type of baseline data required to establish benchmarks and performance, impact and socio-economic indicators for monitoring, a project evaluation plan and reporting schedule. The proponent should also indicate how and with whom the lessons and experiences generated through this project will be shared.  ***9. Budget***  A detailed, properly itemized and categorized budget is a critical part of the proposal. The budget should contain: costs for carrying out each activity, purchase of capital equipment (e.g. vehicles), etc. |

1. Organize participants into four groups; three groups are representing different communities, one group representing “donors”. The groups representing the “community” should then discuss amongst themselves something they want for their community and which they will have to convince the “donor” to fund (10 minutes). Once the groups representing the “community” have decided what they would like to have funded, they should brainstorm good and convincing answers to the following questions and take notes for the later presentation to the “donors” (1.5 hours):

* Give a brief overview of the proposed project intervention?
* Explain the goals and objectives of the project?
* Outline why this project is needed (what is the rationale? What is the problem?)?
* Who will benefit from the project?
* How will the project be implemented?
* How will the community ensure sustainability after the funding comes to an end?
* How will monitoring and evaluation be ensured?

1. Ask each group to appoint 3 “representatives” who will present the project to the donors. While choosing the representatives, the groups should keep in mind what they have learned under activity step 5. The actual presentation should not exceed 15 minutes per group and the donors should ask the 7 questions mentioned above.
2. After each group has given its presentation, the “donors” should then decide which project to fund giving reasons why a certain project has been selected and not the others. Note down the reasons on the flip chart and discuss with the all the participants.

**Session 4: Coalitions and Networks**

**Objective**

* Explain why CLC should link with other institutions
* Analyze the current and potential CLC linkages

**Expected Outcome**

* At the end of the session, participants will understand that no institution can function and survive in isolation.
* The session will help build the networking skills of the participants.

**Notes to the Facilitator**

Networking and linkages basically means forming formal and informal partnerships and ties with other organizations in different areas of mutual interest and/or benefits. Networks and linkages can be formed with multifarious CLC that share the common vision and values for development. Successful organizations tend to interact with a large array of support groups, typically 10–15 partners. These partners include local and national NGOs; local, regional and (less commonly) national governments; international donor agencies and other organizations; and universities and research centres. These partners provide a range of services and support functions, including raising start-up funds; institution building; business networking and marketing; innovation and knowledge transfer; and technical training.

**Methodology**

Exercise and brainstorming

**Time:**

2 hours

**Materials Required**

Flip chart and markers

**Activity Steps**

1. Ask the participants what they understand by “networking” and linkages. Write down the answers and then give the following definition:

***Networking and Linkages basically means forming formal and informal partnerships and ties with other organizations in different areas of mutual interest and/or benefits.***

1. Ask the participants to list the reasons for which linkages and networks should be formed with other institutions. List the key points mentioned and refer to the illustrative list mentioned below:

* Mobilize resources
* Share information
* Access services
* Access government entitlements
* Lobby for common good and common bargaining
* Take up mutually beneficial activities

1. The facilitator asks the participants to carry out a Venn diagram to represent the CLC’s current linkages. The methodology to carry out the exercise is mentioned below.

Ask the participants to list out all institutions that they think it should have linkages with. Write the name of the institutions on chart paper. Cut the chart paper into boxes or circles, with individual name of institutions on them. Each piece of paper should be one institution's name. The size of the pieces of the paper should be based on the importance of the institution. The more important the institution, the bigger the piece of paper on which it is written. Write the name of the CLC on a piece of paper and place it in the center. Ask participants to place the pieces of paper with the name of institutions around it. The pieces of paper should be placed in relation to its closeness to the CLC. Closer the CLC with the institution, the closer it is placed from the CLCMCs. Analyze if the linkage with an important institution is weak.

1. The facilitator asks the participants to carry out a Venn diagram to represent the CLC’s potential and future linkages. The methodology to carry out the exercise is mentioned below.

Ask participants to place the various pieces of paper (with names of institutions written on it) as they would want linkages to be. Ask the participants, "Develop an action plan around this diagram. How would the CLC work to strengthen the linkages with institutions, especially the important ones?"

1. Ask the participants, "How can we enable the CLC build a better relationship with institutions which are important to the CLC but not close?" List the key points mentioned by the participants. The facilitator says that based on the outputs of the session, the CLC’s leaders need prepare an action plan.

**Session 5: Advocacy, Communication, Branding and Marketing**

**Objective**

* To develop a shared understanding of advocacy
* Identify steps CLCs should take when advocating for their activities and/or on behalf of their communities

**Expected Outcome**

* At the end of the session, participants will have a clear understanding of what advocacy is and how it might support the work of the grassroots organization.
* At the end of the session participants will have received practical assistance in how to actually undertake advocacy work.

**Notes to the Facilitator**

Advocacy is nothing new. Individuals and groups have always tried to influence people in power, in their private lives and as part of their work. Advocacy work takes on many shapes. Other approaches include community mobilization, education, community support, networking, fundraising and resource mobilization, etc. Advocacy can make all these methods more effective, by gaining the support of people in power and changing the social environment in which we work. Almost all CLCs already have experience of doing advocacy – even if they do not realize it, or do not use the word ‘advocacy’. There are many different interpretations of what ‘advocacy’ includes, and there is no single agreed international definition. Therefore organizations and individuals often have very different ideas about advocacy, which can cause problems when working together.

**Methodology**

Role play, group work, discussions, lecture, handout

**Time:**

4 hours

**Materials Required**

Flip chart and markers

**Activity Steps**

1. Organize participants into four groups; Three groups are representing different communities, one group representing “decision makers”. Give each group an idea of something that they want for their community. Explain that each group has an idea, but the decisions makers are only going to allow one of these ideas, so each group has 5 minutes to convince the decision makers why their idea is the best. Each group should think why they want their idea to be adopted, why it is important and how it will benefit their community. Give groups 10 minutes to discus and choose one person to present. Each group representative gives their presentation, and then the decision makers base their decision on who was most convincing.
2. After they make their decision, ask the rest of the participants:

* Who was the most convincing?
* Why were they convincing?

1. Explain to participants that the game is like the role they play interacting with decision makers in the real life. CLC will have opportunity to present different ideas about projects that could be done in their communities, e.g. agriculture, health, roads, water wells, etc. However, different stakeholders will support projects depending also on how ideas are presented.
2. Ask participants for some key verbs or other words commonly used when discussing advocacy. Write down of the flipchart.
3. Ask participants to write a definition of advocacy on flip-chart paper, in small groups. Divide participants into groups of 3-4 people.
4. Display the definitions where everyone can see them. In one large group, ask the participants to identify and underline common key words in all the definitions. Use these key words to facilitate the group in developing a joint definition. Support the participants with information from the following definitions:

* “Advocacy is the deliberate process of influencing those who make decisions.”
* “Advocacy is an ongoing process aiming at change of attitudes, actions, policies and laws

by influencing people and organizations with power, systems and structures at different levels for the betterment of people affected by the issue."

* "Advocacy is pleading for, defending or recommending an idea before other people."

1. Inform the participants that in the case of CLC, their advocacy role is to make a case on behalf of their communities to the local government, central government, INGOs, etc. Advocacy is never a confrontational activity. There are many strategies that can be adopted to get a message across. Advocacy is a deliberate process involving intentional actions. This means that before you start with advocating, you must develop a strategy which is clear about who you are trying to influence and why, and what result you are aiming for.
2. Introduce the advocacy framework on the following page. Lead a brief discussion with the participants about the framework by asking the following kinds of questions:

* Does the advocacy framework seem logical?
* As a planning process, are any of the steps more important than others? If so, which ones and why?

1. Distribute the handout on advocacy work and read through together with the participants. Discuss and clarify.

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| ***Handout: Advocacy Work***  Advocacy work can target people with influence at all levels – from a local bar owner to the United Nations. Although there are multiple levels of advocacy work, for the sake of simplicity we can identify three key ‘levels’ of advocacy:   * Local (village, district, city, state, etc.) * National (the whole country) * International (more than one country)   For example, if our advocacy issue is the promotion of community-based eco-tourism with hotels:   * Local level: The owner of a local hotel has influence within the hotel, so persuading him/her to advertise local community based eco-tourism initiatives among guests will have a local impact. * National level: The owner of a national chain of hotels has influence over all their hotels, so persuading him/her to advertise community based eco-tourism initiatives among guests could affect hotels all over the country. * International level: The board of directors of the Holiday Inn company has influence over every Holiday Inn hotel in the world, so persuading them to advertise and promote community based eco-tourism initiatives could have an international impact.   In reality the problem or issue may have a combination of local, national and international causes, so the level of your advocacy work will depend on:   * The scale of the problem or issue (it may have a purely local cause) * Where you can have the greatest impact on the problem or issue (a hotel may be part of a national chain, but it may be more realistic to persuade the local hotel manager first and then work with the manager to advocate at the national level afterwards) * The resources of your organization (i.e., different levels of advocacy take different amounts of staff time, skills and funds) * Your organization’s networks and relationships (for example, one of your executive committee members may know the owner of the local hotel) * The mission of your organization (for example, your activities may be purely within one district).   Working together in coalitions can be strength at every level, but becomes particularly important as you move from local to national to international level and face greater bureaucracy and power.  **---------------------------------------------------------------------------------------------------------------------------------**  In order to be successful with advocacy work, the following needs to be taken into consideration  ***Gather information:***   * Think of the key institution and persons that are involved in decision making. How do they work? Brainstorm with participants. * Identify decision makers influencing your community * Who can help you influence those decision makers? * Gather information about your issue. Talk to community members about development need, get their ideas and opinions.   Some criteria to consider when gathering information about possible development projects:   * The number of people who will benefit from the development project * Likelihood for success (is it a realistic project?)   ***Be focused:***   * Identify in what area you really want to advocate. If you try to advocate for too much, you may spread yourself too thin. For example, there could be many needs in your community, but you may find you have more success if you advocate for one need that is a burning issue in your community. * You should also have focused goal that which states what you want to change, who will make that change, by how much and when.   ***Building relationships:***  You need to develop relationships with your community and with local stakeholders. Meet the local administration and local elected representative, talk to the community, especially to the feedback and progress that you have made. You also need to decide who will be involved from your own grassroots organization in advocating for your goal. A small team may be more appropriate than the whole organization. Think of the skills that would be useful, like reading and writing, ability to speak well to people and to people higher up, and understanding of the issues, etc.  A respected body will have more influence over decision-making processes. Grassroots organizations can establish credibility by:   * Keeping your demands/speaking moderate * Rather than attacking stakeholders in your community, employ variety of non-confrontational advocacy strategies. * Bringing together all different groups across their community and hearing all views. * Understanding its role in community.   Fulfilling their roles, being dedicated to your beneficiaries, promote accountability and transparency by meeting at least once a month, keeping records of the meetings, making it public, providing feedback/information to the community and stakeholders, making your financial record open to the public. |

***Advocating for change* -**Advocacy for legislative change is a unique process that directs its set of actions at decision makers, policy makers, leaders and other people of influence in support of a specific issue or problem. Advocacy includes both single-issue, time-limited campaigns as well as ongoing work undertaken around a range of cross-cutting issues. This type of advocacy needs concise and persuasive messages that are tailored to capture the attention of the target audience for the achievement of specific objectives, e.g., focused towards promoting proactive actions.

1. Make sure the elements identified in the message can be acted upon.
2. Message development requires research, particularly qualitative research, such as focus group discussions and in depth interviews tohelp identify key messages that are clear and concise.
3. Messages can emphasize the negative, e.g., what is missing in the current legislation, or emphasis the positive, e.g. what good a change will bring about.

4. Message delivery tactics to reach high-level audiences must be appropriate for the specific environment to gain support for legislative change. Politically correct channels must be used for face to face meetings, public addresses and debates.

5. Written messages such as letters and background fact sheets must be polite, clear and concise.

6. To make an impact with mass communication campaigns, an adequate number of the target population must be reached. Use multiple communication channels to reinforce messages: posters, flyers, facts sheets, brochures, banners. Join with other organizations to get messages out to larger audiences, i.e., billboards and newspapers and electronic web-sites can all get the message across, plus correct misperceptions, misinformation, myths and rumors.

7. Make use of public holidays and special events, e.g., World Water Day, to raise public awareness among local authorities and the community