

Campaign Skills Trainer's Guide

Module 5 Identifying Issues and Developing Policy Positions



CAMPAIGN SKILLS TRAINER'S GUIDE

MODULE 5: IDENTIFYING ISSUES AND DEVELOPING POLICY POSITIONS

SESSION OVERVIEW:

To effectively reach voters, candidates and parties must offer specific solutions to issues that voters care about. This module teaches participants how to identify issues relevant to voters and how to use those issues in the context of an electoral campaign and their political party's platform. It also includes tools for developing specific policy solutions to key issues and communicating effectively about policy proposals.

NB: To cover this topic comprehensively can take a significant amount of time. Therefore, there are two options for how to conduct this training. For the Communicating Policy segment, there is a Version A and a Version B. Version A is a more detailed exploration of the topic and as a result takes longer to complete. Version B is shorter but still covers the main points. Trainers should choose between these options based on how much time they have, what they need to accomplish and the capacity of their audience.

SECTIONS:

1. What is Policy?
2. Issue Identification and Research
3. Tools for Developing Policy Options
4. Communicating Policy

LEARNING OBJECTIVES:

- Identifying priority issues for voters
- Developing policy solutions to identified issues
- Understanding how to communicate issues and use them to advance a campaign message

TIME: 240 minutes (using Version A) or 190 minutes (using Version B)

MATERIALS:

- Flipchart and paper, markers and tape
- Training agenda (optional – can be written on the flipchart)

HANDOUTS:

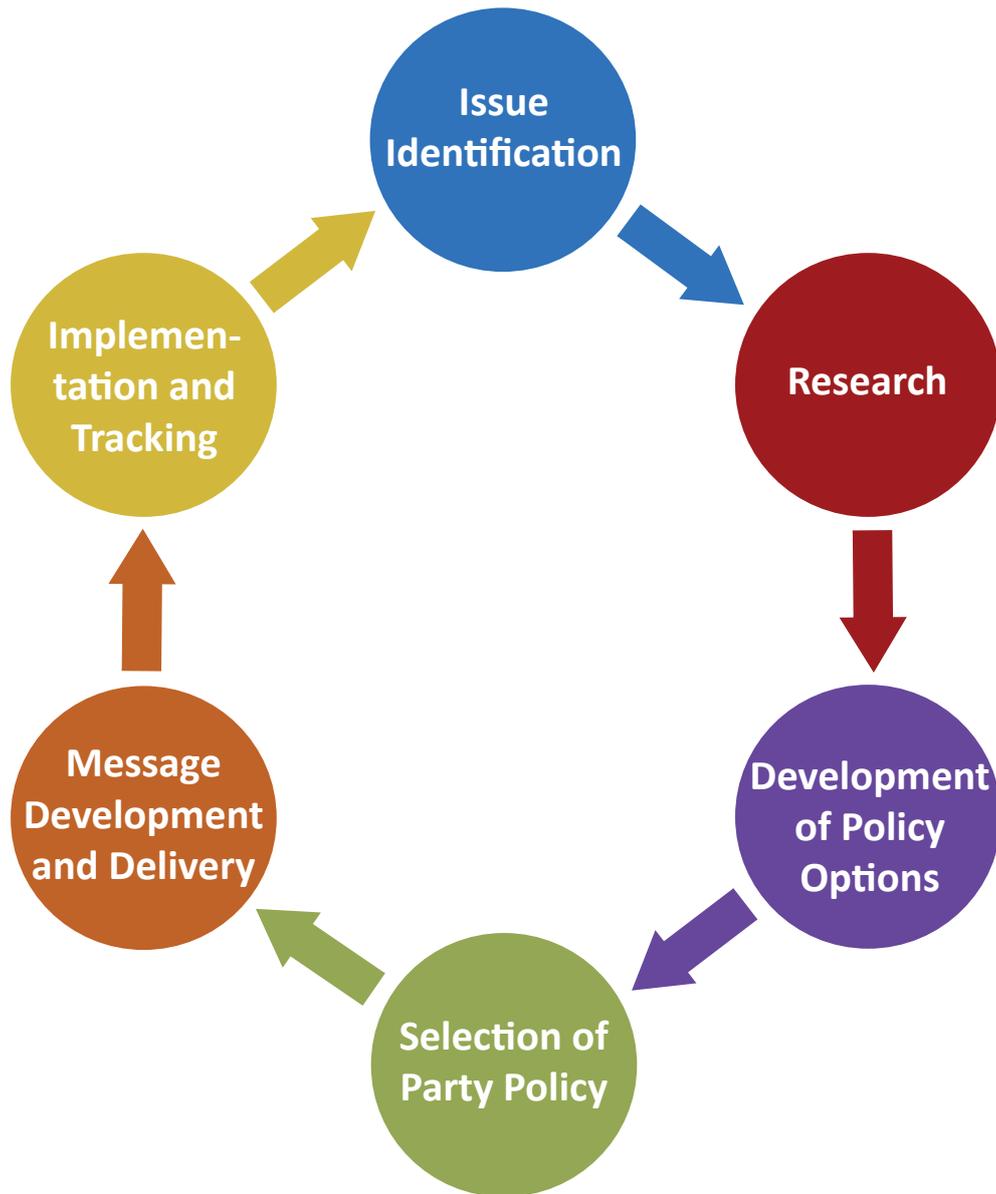
- MENA Regional Campaign School Workbook
- Questions for Identifying Policy Solutions (Section 2, 2nd step)

PREPARATION:

Write on the flipchart in advance:

1. Agenda (optional – if it is not copied)
2. Learning Objectives

3. Stages of Policy Development



4. Identifying issues

- What do you see/hear that looks like a problem or an opportunity?
- Where are there crises in society now?
- Where are there likely to be crises in the future?
- What are the under-utilized assets or opportunities?

5. Building an Evidence Base

- Clarifies problems
- Distinguishes causes from symptoms
- Offers an independent perspective
- Creates a greater likelihood of successful policy implementation
- Gives stakeholders a voice
- Assures a better use of public funds

6. Three steps for the development of policy options

- Clearly defining the outcome
- Identify the routes for reaching or achieving outcomes
- Check the viability of options

7. SMART

- **Specific** – described in precise terms
- **Measurable** – progress can be quantified
- **Achievable** – it can actually be accomplished with the time and resources available
- **Realistic** – it is a sensible and practical goal
- **Time-bound** – a specific time has been set to achieve the objective

8. Political Considerations of Policy Options

Environment	What is current public opinion on this issue? What is current public opinion of major political actors on this issue?
Supporters	Who is likely to support the policy? Why? Will their support be strong or weak? How can I maximize their support?
Opponents	Who is likely to oppose the policy? Will their opposition be strong or weak? What will their arguments be against the policy? How can I neutralize these arguments?
Stakeholders	Who is most likely to be affected by this policy? What degree of change will they have to adjust to? What is their initial reaction likely to be? What information or interaction do they need to support the policy?

9. Objectives of effectively communicating policy

- Inform the public, especially affected people
- Communicates a party or candidate's ideas and vision for society
- Mobilize stakeholders involved in implementation
- Help change attitudes or behavior
- Simplify complex issues
- Prepare relevant government agencies to respond

10. Policy communication framework

- Problem
- Reason for Bringing the Problem Forward
- Symptoms
- Elaborate on the Symptoms
- Context
- Desired Change (outcome)
- Policy Recommendation

11. Communicating Policy (Version B only)

Policy or Product	Feature	Benefit
Toyota Corolla	1.8-Liter 4-Cylinder DOHC 16-valve engine with dual variable valve timing with intelligence	Reliable
Tetley's Teabags	A multi-layered cloth bag with hundreds more perforations and a round shape to encourage centrifugal movement of the contents	Delicious and refreshing tea
Micro Economic Policy	Targeted investment in key areas that promote economic growth	Jobs and a better future for young people
Youth Mentoring Program	Direct intervention strategy to deter youth people from engaging in high risk behaviors by offering positive alternatives in training and employment	Safer streets and less crime
Reducing Gender Inequalities in Education	Incentive program to persuade younger women and their families to remain in school until the completion of secondary education	Families will have more money and fewer financial burdens for the rest of their lives

KEY FOR THE TYPE OF ACTIVITIES INCLUDED IN THIS WORKSHOP:

TP – Trainer's Presentation

PEE – Participants' Experiences or Exercises

DBR – Facilitated Discussions, Brainstorming and Reflection

CLL – Conclusions and Lessons Learned

ANK – Application of New Knowledge

TRAINING ACTIVITIES

SECTION 1 – What is Policy? – 35'

<i>Steps</i>	<i>Description</i>	<i>Type</i>	<i>Min</i>	<i>Note to the Trainer</i>
1	Introduction to the session and learning objectives.	TP	1	
2	<p>To introduce what policy is, ask participants to think of one particular change he or she would want to see happening as a result of his or her political engagement in the country, region (province) or local community. One or two minutes should be enough for them to think and write down.</p> <p>Then, invite each participant to read their answer while you write them on the flipchart.</p> <p>Most of the changes participants come up with will be repeated and you just keep the count of how many times each was mentioned, so at the end you will know which two were the most frequently named. Rewrite just those top two on a new piece of flipchart paper.</p>	DBR	10	<p>When asking the participants about one change they would want see happening, you are basically asking them about their political values and ideas. These are the core of political competition, and are the foundation on which many policy proposals are built.</p> <p>When an answer is not clear or too vague (for example, “happier people” or “better society”), ask for explanations about what might make this happen until you get a more specific response. Use probing questions such as, “What would make people happier?” or “What would make society better?” until you get an answer like “more jobs” or “less violence”).</p> <p>If the list is very diverse or if there is no consensus among the participants about the change they would like to see, ask participants which of the issues listed on the flipchart is the most important for the country or the community right now. Then, take a vote (each participant gets to vote once). Take the top two topics which get the most votes.</p> <p>Some common societal problems are listed below. Use this list to prepare for this discussion, anticipating some of the issues that might be raised. If it is appropriate, you can add any significant problems from this list, which may have been overlooked during the brainstorm.</p>

Steps	Description	Type	Min	Note to the Trainer
				<ul style="list-style-type: none"> ● Illiteracy ● Access to education, poor quality of education ● Poverty ● Access to clean drinking water ● Lack of affordable housing ● Security, crime, violence or lack of personal safety ● Domestic violence ● Inadequate emergency services ● Jobs, lack of jobs, poor pay ● Corruption ● Inadequate transportation ● Poor, insufficient or unaffordable health care ● Environmental contamination
3	<p>Ask the participants to choose one of those two problems listed on the flipchart. They should choose the one they consider either more important or they would work on. Divide all the participants who picked the first issue into two or more groups. Do the same with the participants who selected the second issue. Ask them to sit together.</p> <p>Assign all the groups with the following task: <i>You have in front of you a significant societal problem. It is now your job to try to fix it. In the next 10 minutes, your task as a team is to come up with a clear solution for how this issue can be addressed.</i></p> <p>Ensure that all of the participants understand the assignment. Inform participants that they have 10 minutes to complete this task.</p> <p>When the time is up, ask each of the groups that were dealing with the first issue to send a representative to the front of the room, read their solutions, and write them on the flipchart. Do the same with the groups that were working on the second issue. After all the groups have presented, post the flipchart paper with their proposals on the walls where they can be easily viewed by participants.</p>	PEE	15	<p>The purpose of dividing participants into 2 groups to work on the same issue is to demonstrate that there is more than one way to address the same problem, or more than one policy. The total number of groups you divide participants into will depend on how many participants there are, but it's important to ensure there are at least 2 groups per issue with no more than 5 people per group.</p> <p>Try to assign participants to the issue in which they are most interested as they will work on the issue they select at this point throughout the training. However, if participants do not objective, it is fine to move people around to create balance among the size of the groups. There will also be an opportunity in the next exercise to merge together some of the groups working on the same issue if they are too small.</p> <p>As the groups are working on coming up with solutions, go around and facilitate their discussions to make sure they are coming up with concrete solutions that could actually be implemented. Don't get involved in the decision-making of the group or push too hard but if proposed solutions are highly theoretical or unrealistic, ask probing questions to guide them to more detailed answers.</p>

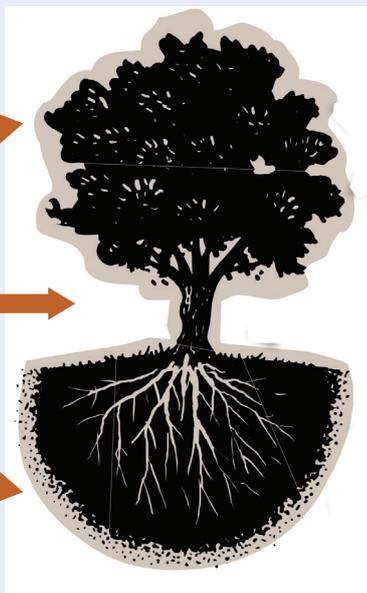
Steps	Description	Type	Min	Note to the Trainer
	<p>Review the solutions that the participants have come up with on the flipchart pages. Make the point that these are policies.</p> <p>Clarify that: <i>policies are plans about how a political, social or economic vision will be achieved, how it will be funded, and how it will be implemented as specific actions.</i></p> <p>Ask participants if they thought of their solutions as policies. If not, how did they see them?</p> <p>It is highly likely that the different groups working on the same issue will come up with completely or slightly different solutions. If this is the case, ask the participants what they think of this. Guide the conversation to the learning point that each problem can be addressed in many different ways and that there is always more than a single solution.</p>			<p>If there is sufficient time, briefly discuss with participants whether they would like to live in a country or local community where the solutions written on the flipchart paper were official government policy. The point of this discussion is to begin to create an understanding of the impact of the decisions that political parties and elected officials make on policy.</p>
4	<p>Refer again to the problems and solutions written on the flipchart paper by each of the groups, and reference the work that they have just done. Explain that they have just experienced some of the stages of policy development.</p> <p>Explain that: <i>Policy development is the process by which societal problems are identified, their causes are isolated, and potential solutions are devised and implemented.</i></p> <p>Explain that policy development generally moves through 6 stages. Walk participants through this graph on the flipchart, explaining each phase in turn.</p> <p>1. Issue Identification helps a political party recognize and target the specific social problems or policy areas on which it can and should act.</p>	TP	8	<p><u>Stages of Policy Development</u></p> <pre> graph TD A((Issue Identification)) --> B((Research)) B --> C((Development of Policy Options)) C --> D((Selection of Party Policy)) D --> E((Message Development and Delivery)) E --> F((Implementation and Tracking)) F --> A </pre>

Steps	Description	Type	Min	Note to the Trainer
	<p>2. Research involves gathering as much reliable information as possible to inform the party's understanding of and response to an issue. Good research focuses on outcomes: what do I need to achieve and how can I achieve this?</p> <p>3. Development of Policy Options: There is rarely only one option available to address an issue or problem. The spectrum of choices typically starts with doing nothing and moves all the way to a large state-driven initiative to address a problem. A good response starts with assessing all of these, asking: what is likely to be most effective option given the available resources, and does this response address the problem as defined by the community that will be affected?</p> <p>4. Selection of Party Policy: A political party must choose what its official position is based on the options available and what it is going to implement if elected to government.</p> <p>5. Message Development and Delivery: At this stage, a party must effectively communicate with target audiences and stakeholders the specifics of its policy, why it has chosen this policy, what the benefits are to society, and what will happen when it is implemented. If policy is being developed in the context of an electoral campaign, an election typically takes place at this point, between steps 5 and 6.</p> <p>6. Implementation and Results Tracking: If a party is elected to government, the next stage is to implement the policies and document its achievements, evaluate the results, and ensure public funds are not being wasted. Opposition movements shift at this stage to monitoring the governing party's policies and results, and continuing to offer their own ideas as a contrast.</p>			<p>To help make this a more interactive discussion rather than a mini-lecture, as you name each phase on the graph but before you explain it, ask participants to say aloud what they think happens at this point. If you have time, you can write these down on the flipchart and then add any factors that have been missed.</p>

Steps	Description	Type	Min	Note to the Trainer
	<p>Point out that at times, the stages of policy development occur as distinct phases and the process moves step by step, but when the political environment is more heated or energized or if an issue requires a rapid response, several of these stages can overlap or run consecutively.</p> <p>Once you have reviewed the stages of policy development, ensure participants understand each phase and ask when policy development is likely to take place. <i>When is it that a political party or campaign needs to think about developing policy?</i></p> <p>Debrief the discussion by making the points below. You can write the two contexts for policy-development (elections, governing) on the flipchart as you deliver this information.</p> <p><i>In many ways, policy development is an ever-present process, but it happens largely in two main contexts:</i></p> <ol style="list-style-type: none"> <i>1. In the context of an election: for political parties and candidates to present their ideas to the electorate and to contrast themselves with the proposals of their opponents; and,</i> <i>2. In the context of governing: the governing party or parties must put forward a clear legislative and policy agenda for the country, and the opposition party or parties must advance their own ideas to challenge those of the government, while also holding the government accountable by monitoring the results of the its policies and expenditures.</i> 			

SECTION 2 – Issue Identification and Research – 75’

Steps	Description	Type	Min	Note to the Trainer
1	<p>Ask the participants how they came up with the issues or changes that they listed in the beginning of the workshop. The responses are likely to suggest that they heard about or read about the problem, or that they experienced the problem themselves.</p> <p>Summarize the participants’ answers by saying, Identifying a problem or issue can start with something as simple as observation.</p> <p>Read the questions on the flipchart about how to use observation to identify issues.</p> <ul style="list-style-type: none"> - <i>What do you see/hear that looks like a problem or an opportunity?</i> - <i>Where are there crises in society now?</i> - <i>Where are there likely to be crises in the future?</i> - <i>What are the under-utilized assets or opportunities?</i> - <i>What are the problems that make the lives of your supporters or potential supporters harder?</i> <p><i>Point out that:</i></p> <p><i>Observation really is about paying attention to what’s happening in our country, our communities and our society. It can be a starting point for identifying an issue that needs a policy solution.</i></p> <p><i>However, observation is an informal mechanism for issue identification and may not provide the whole picture. It is important to properly diagnose a problem before attempting to develop policy options. The Problem Tree Analysis helps create a more complete understand of a problem or issue.</i></p>	DBR	5	<p>Questions for observation written on the flipchart in advance:</p> <div style="border: 1px solid black; padding: 10px;"> <p><u>Identifying issues: OBSERVATION</u></p> <ul style="list-style-type: none"> ● What do you see/hear that looks like a problem or an opportunity? ● Where are there crises in society now? ● Where are there likely to be crises in the future? ● What are the under-utilized assets or opportunities? ● What are the problems that make the lives of your supporters or potential supporters harder? </div>

Steps	Description	Type	Min	Note to the Trainer
2	<p>Introduce the Problem Tree Analysis as a tool to help with issue identification, the initial stages of policy development, and particularly to help distinguish between the causes and effects (or symptoms) of a problem.</p> <p>Explain that: <i>The Problem Tree Analysis helps untangle complex problems. It helps us identify the parts of a problem that we can see, as well as to comprehend the parts that are less visible to us through simple observation.</i></p> <p>To illustrate how this tool works, draw the tree on the flipchart and walk participants through each of its elements</p> <p>In the Problem Tree Analysis model:</p> <ul style="list-style-type: none"> • <i>the problem to be addressed is the trunk of the tree</i> • <i>the effects, results or symptoms of the problem are the branches and leaves (the part that is most visible)</i> • <i>the causes or sources of the problem are the roots (the part that is most difficult to see or most deeply embedded)</i> <p>Instruct participants that: <i>To conduct the Problem Tree Analysis, you need to:</i></p> <ol style="list-style-type: none"> 1. <i>Write down the problem or issue to be analyzed, as you currently understand it.</i> 2. <i>Write down what you consider the causes or sources of the focal problem to be.</i> 3. <i>Write down the consequences, effects or outcomes.</i> <p>Use the following example to help participants fully understand the difference between the root causes of a problem and its symptoms. Write this out on your model problem tree on the flipchart, first listing the symptoms or effects, then the problems. Then, ask participants to define the problem and work with them to come up with a suitable description.</p>	TP	10	<p>Draw the tree on the flipchart like this:</p>  <p>The purpose of this session is to help participants further understand and break down the issues they have identified before they develop policy responses.</p>

Steps	Description	Type	Min	Note to the Trainer						
	<table border="1"> <tr> <td>Symptoms/ Effects describe WHAT</td> <td> <p>Petty crime, car theft, vandalism to public property on the increase</p> <p>Use of drugs on the rise; availability of drugs increasing</p> <p>Rising public disorder problems</p> </td> </tr> <tr> <td>Causes describe WHY</td> <td>Young men between the ages of 18-30 are not able to find work</td> </tr> <tr> <td>Policy addresses WHY</td> <td>The causes and not the symptoms</td> </tr> </table>	Symptoms/ Effects describe WHAT	<p>Petty crime, car theft, vandalism to public property on the increase</p> <p>Use of drugs on the rise; availability of drugs increasing</p> <p>Rising public disorder problems</p>	Causes describe WHY	Young men between the ages of 18-30 are not able to find work	Policy addresses WHY	The causes and not the symptoms			
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Causes describe WHY	Young men between the ages of 18-30 are not able to find work									
Policy addresses WHY	The causes and not the symptoms									
3	<p>Ask participants to return to (or remain in) their groups. Provide each group with flipchart paper and a marker.</p> <p>Instruct each group to construct a problem tree analysis for the issue they identified at the beginning of the workshop. Ask them to fully think through what the problem is and what its causes are. Advise participants that if during the course of their discussion and analysis their definition of the problem changes, it is fine to alter it for this exercise.</p> <p>Provide participants with 15 minutes to complete their problem tree analysis, and 15 minutes for each group to present their work.</p> <p>During the debrief, focus on the following questions:</p> <ul style="list-style-type: none"> ● Is the problem as you have currently defined it really at the core of the causes and effects you have identified? ● Do you need to refine the problem more, break it down into smaller pieces or use more specific language? ● What research or evidence do you need to bring in to help you understand the issue better? 	ANK	30	<p>At this point, you either can reorganize the groups if they were too small or merge those that were working on the same issue, or you can keep the same groups if their size was up to 5 people.</p> <p>As you move along in this workshop, you can bring participants back to the initial problems and solutions they came up with in the first exercise (which are posted on the walls) at various moments, and ask whether they would approach either the issue or their proposed solutions differently based on what they are learning or what the group is discussing.</p> <p>The final question for the debrief of this section leads into the next discussion on building a base of evidence.</p>						

Steps	Description	Type	Min	Note to the Trainer
4	<p>Remind participants that after issue identification, the next step in policy development is conducting research or building an evidence base to better understand a problem and begin to mold potential solutions or proposals.</p> <p>Outline the reasons why research and building an evidence base are important:</p> <p>Building an evidence base:</p> <ul style="list-style-type: none"> ● Clarifies problems. <i>Many issues are more complex than they may appear at first. Evidence helps untangle complicated problems.</i> ● Distinguishes causes from symptoms. <i>Often, the symptoms of a problem or issue are perceived as its causes. Evidence helps policy makers get to the root causes – what factors are causing a problem and its symptoms.</i> ● Offers an independent perspective. <i>Evidence can bring in an independent voice on an issue, which may offer a new or vital perspective that may otherwise have been missed or may have been clouded by personal opinion.</i> ● Creates a greater chance of successful policy implementation. <i>When policy solutions are ultimately developed, they are more likely to be successfully if they are guided by evidence and the experience of those affected by an issue</i> ● Gives stakeholders a voice. <i>One of the main reasons policy proposals fail is that the people most affected by them are not given a say in their development. Building an evidence base helps bring in the opinions of stakeholders.</i> ● Assures a better use of public funds. <i>Policy proposals not informed by evidence risk wasting public funds and other resources because they may not be fully or accurately addressing the problem.</i> 	TP + DBR + PEE	30	<p>Conducting research and building an evidence base are used as interchangeable terms in this session.</p> <p>Prepare the following on the flipchart:</p> <div style="border: 1px solid black; padding: 10px;"> <p>Building an Evidence Base:</p> <ul style="list-style-type: none"> ● Clarifies problems ● Distinguishes causes from symptoms ● Offers an independent perspective ● Creates a greater likelihood of successful policy implementation ● Gives stakeholders a voice ● Assures a better use of public funds </div> <p>Since this brainstorming will be about different issues every time you deliver the training, the general instruction is to elicit as many answers as the participants can come up with. Your facilitation role is:</p> <ol style="list-style-type: none"> 1. To ensure the participants understand how each piece of information they claim is needed fits into understanding the issue. 2. To ask where each of the types of evidence which the participants list could be found and coach participants to think creatively of possible sources of information. 3. If participants do not mention direct consultation or some other form of stakeholder-based evidence, ask them if they would look for the opinion of those affected by the issue. 4. To ensure participants fully understand the difference between the root causes and the symptoms of a problem. <p>Since this brainstorming will be about different issues every time you deliver the training, the general instruction is to elicit as many answers as the participants can come up with. Your facilitation role is:</p>

Steps	Description	Type	Min	Note to the Trainer
	<p>Ask participants: <i>Are there any other reasons why you think it's important to build a base of evidence when developing policy?</i></p> <p>Briefly discuss their answers and add any relevant points to the list on the flipchart.</p> <p>Ask participants to return to (or remain in) their groups from the first exercise. Provide each group with a piece of flipchart paper and a marker.</p> <p>Inform the participants that they now need to think about how they would further understand the issues they have identified and how they would begin to build a base of evidence to inform their understanding of the issue.</p> <p>Instruct participants to work in their groups to answer the following questions</p> <ol style="list-style-type: none"> 1. Considering the issue you have identified, what information would you need to know before developing policy solutions? 2. Where could you go to find this information? <p>Allow 10 minutes for the groups to discuss this and 10 minutes to present their answers to the larger group.</p>			<ol style="list-style-type: none"> 1. To ensure the participants understand how each piece of information they claim is needed fits into understanding the issue. 2. To ask where each of the types of evidence which the participants list could be found and coach participants to think creatively of possible sources of information. 3. If participants do not mention direct consultation or some other form of stakeholder-based evidence, ask them if they would look for the opinion of those affected by the issue. 4. To ensure participants fully understand the difference between the root causes and the symptoms of a problem. <p>Use the following list as a guide to help participants identify possible sources of information or evidence. A detailed explanation for each of these can be found in NDI's Campaign Skills Workbook, Module 5.</p> <ul style="list-style-type: none"> ● Academic Research ● Asset Inventories ● Reports from Official Audit Agencies or Legislative Committees with Audit Responsibilities ● Community Cafés ● Committee Reports ● Community Mapping ● Reports from local Civil Society Organizations ● Reports from International Organizations ● Focus Groups ● Gender Analysis ● Media Coverage ● Official Statistics ● Public Consultation ● Stakeholder Interviews ● Surveys

SECTION 3 – Tools for Developing Policy Options – 55’

Steps	Description	Type	Min	Note to the Trainer
1	<p>Remind participant what they have achieved so far.</p> <p>You have:</p> <ul style="list-style-type: none"> Recognized what policy is, Defined the policy development process Learned how to identify issues, Thought about where to look for evidence and research, Defined the difference between causes and symptoms <p>The next step is to think about developing policy solutions.</p> <p>One of the best ways to do this is to approach the development of policy options is to use the following 3steps:</p> <ol style="list-style-type: none"> Clearly define the outcome you want to achieve Identify possible routes for achieving these outcomes Consider the viability of options 	TP	5	<p>Three steps for development of policy options:</p> <div style="border: 1px solid black; padding: 10px;"> <ol style="list-style-type: none"> Clearly defining the outcome, applying SMART criteria Identify possible routes for achieving outcomes Consider the viability of options </div>
2	<p>Introduce the 1st step: Clearly define the outcome or outcomes you need or want to achieve</p> <p>Outcomes are results. The best policy options are formulated by starting by clarifying the outcomes you want to achieve, and working backwards from there. In other words, what is the change you would like to happen as a result of your policy? What is your vision? For example:</p> <ul style="list-style-type: none"> What should be the minimum level of education reached for children and young people? What should the quality of life be like for pensioners? How easy should it be for small and medium businesses to start and grow? 	TP	5	

Steps	Description	Type	Min	Note to the Trainer
	<ul style="list-style-type: none"> ● <i>What should the maternal mortality rate be?</i> ● <i>What should life expectancy be?</i> ● <i>What should the rate of employment be?</i> <p><i>Another way of looking at it is to consider how you would reverse the terms of the problem you clarified in the issue identification stage. If the problem, for example, is that 51 percent of boys from poorer families are not completing secondary education, what is the opposite of this in realistic terms?</i></p>			
3	<p>Refer to the flipchart on SMART objectives you have prepared in advance.</p> <p>Realistic terms means that the outcomes or objectives you seek to achieve are SMART:</p> <ul style="list-style-type: none"> ● Specific – described in precise or detailed terms ● Measurable – progress and achievement can be assessed and quantified ● Achievable – it can actually be accomplished with the time and resources available ● Realistic – it is a sensible and practical goal ● Time-bound – a specific time has been set to achieve the objective <p>Ask the groups to take 5 minutes to define an outcome for the issues they have been working on, making sure it meets the SMART criteria. Take another 5 minutes to debrief their answers.</p>	PEE	10	<p>Prepare the following SMART criteria on the flipchart in advance:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>SMART:</u></p> <ul style="list-style-type: none"> ● Specific – described in precise or detailed terms ● Measurable – progress and achievement can be assessed and quantified ● Achievable – it can actually be accomplished with the time and resources available ● Realistic – it is a sensible and practical goal ● Time-bound – a specific time has been set to achieve the objective </div> <p>During the group work, keep in mind that some outcomes will be harder to define in SMART terms, but encourage the groups to meet as many of the criteria as possible.</p>

Steps	Description	Type	Min	Note to the Trainer
4	<p>Introduce the 2nd step: Identify several options for reaching or achieving these outcomes</p> <p><i>This is where your base of evidence will be most useful. What have you learned from the work you have done on issue identification and research? What are the most efficient and effective routes to the outcomes you have defined in step one? Apply the following questions to the information you have gathered:</i></p> <ul style="list-style-type: none"> ● <i>What are other policy areas with similar issues? How have these been addressed? Has this been successful or not?</i> ● <i>What are other countries facing similar issues? How have they addressed these? Has this been successful or not?</i> ● <i>If we were to address this issue innovatively and creatively, what would solutions look like?</i> ● <i>What are those groups which are most affected by the problem asking for?</i> ● <i>What are the recommendations of civil society leaders? The academic community?</i> ● <i>What actions can be taken to address or neutralize the causes of a problem?</i> ● <i>What actions can be taken to mitigate some of the symptoms or effects of a problem?</i> ● <i>What approach (es) would best meet the needs of women? Men? Girls? Boys? Different minority groups?</i> <p><i>These questions serve as a filter mechanism. As they are applied to the information that has been gathered during issue identification and research, policy options for responding to an issue or problem begin to emerge.</i></p>	TP	5	

Steps	Description	Type	Min	Note to the Trainer
5	<p>Ask participants to return to (or remain in) their groups. Distribute the flipchart pages from the first exercise to the respective groups.</p> <p>Ask the groups to review the solutions or policy options they came up with in this first exercise of the workshop and assess them based on the discussion so far.</p> <p>Instruct the groups to answer the following questions:</p> <ol style="list-style-type: none"> 1. Do these solutions help them achieve the outcome they have defined? 2. What changes would they make, if any? <p>Give 7 minutes for work and 8 minutes for debrief.</p>	PEE	15	
6	<p>Introduce the 3rd step in the development of policy options: Check the viability of options</p> <p><i>Successful policy applies the principles of good governance to the realities of the political environment.</i></p> <p><u>Good Governance</u> <i>Standards for good governance require that all policy options are checked for risk, value for money and gender mainstreaming.</i></p> <p><i>There is always an element of risk involved in doing something differently. Check your policy options for the degree and type of risk, i.e., financial, physical, material, environmental or social. Is the amount of risk reasonable and manageable; does it justify the potential rewards?</i></p> <p><i>Any policy option that requires the use of public funds must also be assessed for its value for money – whether the benefits to society justify the costs.</i></p> <p><i>Consider which options represent a smart investment for the country and sound use of public funds. Ask whether spending money in this manner represents good</i></p>	TP	15	

Steps	Description	Type	Min	Note to the Trainer								
	<p><i>financial management, and also whether it reflects the values of society as well as those of your political party.</i></p> <p><i>Contemporary standards for good governance also require a sound gender analysis of policy proposals to ensure there is no inherent bias. Check your emerging proposals against the following criteria:</i></p> <ul style="list-style-type: none"> ● <i>In terms of gender, what groups are most likely to be affected by the proposed policy and any required legislation to implement it?</i> ● <i>What is the estimated impact of the policy and/or proposed legislation on these groups?</i> ● <i>Does the policy change the activity patterns of men or women, and how?</i> ● <i>Does the policy increase or decrease women or men’s workload (reproductive or productive)?</i> ● <i>Who (men or women) would make the decisions and who would do the groundwork to implement the policy?</i> ● <i>Would women and men have equal access to program events, benefits or services?</i> ● <i>Who would benefit the most from the policy?</i> <p><i>In some cases, you’ll want to evaluate the impact of emerging proposals not only with regard to gender, but also on other groups, including: youth, elderly, urban or rural populations, people living in poverty and people with jobs.</i></p> <p><u>Political Environment</u> <i>There are also the realities of politics to consider. When policy proposals move from the development phase and enter the world of possibilities, they immediately confront the reactions and opinions of others. It is important to anticipate, understand and plan for a range of likely responses to any policy proposals, as these will significantly impact their viability.</i></p>			<table border="1"> <tr> <td data-bbox="938 367 1104 539">Environment</td> <td data-bbox="1104 367 1505 539"> What is current public opinion on this issue? What is current public opinion of major political actors on this issue? </td> </tr> <tr> <td data-bbox="938 539 1104 750">Supporters</td> <td data-bbox="1104 539 1505 750"> Who is likely to support the policy? Why? Will their support be strong or weak? How can I maximize their support? </td> </tr> <tr> <td data-bbox="938 750 1104 1021">Opponents</td> <td data-bbox="1104 750 1505 1021"> Who is likely to oppose the policy? Will their opposition be strong or weak? What will their arguments be against the policy? How can I neutralize these arguments? </td> </tr> <tr> <td data-bbox="938 1021 1104 1330">Stakeholders</td> <td data-bbox="1104 1021 1505 1330"> Who is most likely to be affected by this policy? What degree of change will they have to adjust to? What is their initial reaction likely to be? What information or interaction do they need to support the policy? </td> </tr> </table>	Environment	What is current public opinion on this issue? What is current public opinion of major political actors on this issue?	Supporters	Who is likely to support the policy? Why? Will their support be strong or weak? How can I maximize their support?	Opponents	Who is likely to oppose the policy? Will their opposition be strong or weak? What will their arguments be against the policy? How can I neutralize these arguments?	Stakeholders	Who is most likely to be affected by this policy? What degree of change will they have to adjust to? What is their initial reaction likely to be? What information or interaction do they need to support the policy?
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Additional Exercise – Version A – 20'

<i>Steps</i>	<i>Description</i>	<i>Type</i>	<i>Min</i>	<i>Note to the Trainer</i>
7	Ask participants to, using the chart with questions written on the flipchart examine the political environment against their issues and policy proposals. Ask them to make a case for the most viable options. Give 15 minutes for this exercise and take 5 for debrief.	ANK	20	

SECTION 4 – Communicating Policy, Version A – 50’

Steps	Description	Type	Min	Note to the Trainer
1	<p>Begin this section by commending participants on the work they have done so far. At this stage they have not just identified problems, but also begun to work through viable solutions. The policy development process is dense and challenging, and participants should be recognized for their work.</p> <p>However, the policy development process is not over yet. To begin the section on communication, remind participants of the importance of communication in politics. As participants will have noted from the stages of policy development, much of this work happens in an environment to which the public is not exposed. <i>So, if a political party or elected officials toil away to make a significant policy change and no one knows about it, in some ways it’s as if it never happened. Poor communication also prevents good policy ideas from being implemented because they’re not fully understood.</i></p> <p><i>Communication is even more important in the context of an election. Elections involve the competition of ideas as political parties and candidates put forward their visions for the country or local area. These visions are made reality through policy. Parties and candidates, therefore, need to be able to translate potentially complex policy proposals into clear pieces of political communication to targeted audiences.</i></p> <p>Explain that, therefore, effectively communicating a policy and its purpose is a critical component of policy development. <i>It helps build support for a proposal and momentum for getting it passed. It also helps ensure that a party, candidate or elected official gets credit for their hard work.</i></p>	TP	10	<p>Objectives of effectively communicating policy:</p> <ul style="list-style-type: none"> ● Generate support for the policy ● Communicates a party or candidate’s ideas and vision for society ● Inform the general public and those affected about the policy ● Mobilize stakeholders who will be involved in implementing the policy ● Help change attitudes or behavior targeted by the policy ● Simplify complex issues so that they are better understood

Steps	Description	Type	Min	Note to the Trainer
	<p>Explain to participants that there is a clear framework for communicating policy. Introduce the policy communication framework and explain briefly each segment of it:</p> <ul style="list-style-type: none"> ● <u>Problem</u> – one or two sentences defining or describing the problem <i>Reason for Bringing the Problem Forward</i> ● <u>Forward</u> – explains why the problem is being brought forward ● <u>Symptoms</u> – lists how the problem manifests itself ● <u>Elaborate on the Symptoms</u> – for each symptom listed, explains what is happening and the impact of the symptom (why it matters) ● <u>Context</u> – explains the history of the problem: <ul style="list-style-type: none"> - What are the trends that contributed to the problem? - Are other geographic locations facing the same situation? ● <u>Vision for Desired Change (outcome)</u> – describes the change that the policy response is expected to achieve (the outcomes) and outlines the benefits of implementing the policy and the vision of what change the policy will bring ● <u>Policy Recommendation</u> – recommends a course of action, and describes the policy framed as a solution to the problem. <p>Explain to participants that the policy communication framework is a very useful way to think through how you will communicate policy.</p> <p>However, how this information is ultimately communicated depends on the target audience. Because it can be so complicated, it can be difficult to communicate effectively on policy issues. Explain to participants that there are two communication tools that help to make this easier:</p>			<p>Use the outline below to explain the policy communication framework, written on the flipchart in advance:</p> <div data-bbox="938 376 1505 763" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>Policy communication framework:</u></p> <p style="text-align: center;">Problem Reason for Bringing the Problem Forward Symptoms Elaborate on the Symptoms Context Vision for Desired Change (outcome) Policy Recommendation</p> </div> <p>To help participants better understand how to use storytelling, consider offering the following example or construct one of your own.</p> <p><i>A political party in government was trying to advance policies that would create greater investment in the country's roads and bridges. They put forward the message that 25% of the country's bridges were in a state of disrepair, but got little response.</i></p> <p><i>Then, they tried storytelling to communicate on this issue, using illustrations of families traveling together in their cars with the message, "One in every four bridges that you drive over with your children in your car is unsafe."</i></p>

Steps	Description	Type	Min	Note to the Trainer
	<p>Write the following on the flipchart:</p> <ol style="list-style-type: none"> 1. Storytelling 2. Features vs. Benefits <p>Ask participants to define what is meant by each of these. Discuss, and explain the following:</p> <p><i>From childhood, we rely on narratives to help us understand the world. The ability to process new information quickly through stories remains with us throughout our lives.</i></p> <p><i>A good story personalizes policy. It:</i></p> <ul style="list-style-type: none"> ● <i>Enables a leap in understanding by the target audience so that they can grasp the problem and what the proposed solution would look like in practice</i> ● <i>Helps personalize a policy or issue so that the audience can better understand how it affects them</i> ● <i>Is short: (no longer than two minutes); the impact is not through transferring large amounts of information, but by catalyzing understanding</i> ● <i>Is generally true; they can come from research or experience on the issue, which describe its impact on individuals</i> ● <i>Contains at least one statistic that validates the key point</i> <p>Explain that storytelling helps to communicate a problem and its proposed policy solution by putting these within the context of a story that makes it easier for people to grasp.</p>			

Steps	Description	Type	Min	Note to the Trainer																		
	<p>Features vs. Benefits means focusing on what the target audience gets out of the policy. There can be tendency among policymakers to focus on what a program contains (its features) rather than on what it will do or deliver (its benefits). But what an audience generally needs to know is what they will get out of a policy or program.</p> <p>Refer to the Feature vs. Benefit chart you have prepared in advance. Explain that it lists a number of products and policies, their features and benefits. Walk participants through the chart and ask them whether the difference between a feature and a benefit is clear.</p>			<p>Prepare the following Feature vs. Benefit comparison table on the flipchart in advance. Feel free to modify either the products or the policies in the table and insert ones which would be familiar to participants.</p> <table border="1" data-bbox="922 472 1505 1653"> <thead> <tr> <th data-bbox="922 472 1070 544">Policy or Product</th> <th data-bbox="1070 472 1361 544">Feature</th> <th data-bbox="1361 472 1505 544">Benefit</th> </tr> </thead> <tbody> <tr> <td data-bbox="922 544 1070 685">Toyota Corolla</td> <td data-bbox="1070 544 1361 685">1.8-Liter 4-Cylinder DOHC 16-valve engine with dual variable valve timing with intelligence</td> <td data-bbox="1361 544 1505 685">Reliable</td> </tr> <tr> <td data-bbox="922 685 1070 920">Tetley's Teabags</td> <td data-bbox="1070 685 1361 920">A multi-layered cloth bag with hundreds more perforations and a round shape to encourage centrifugal movement of the contents</td> <td data-bbox="1361 685 1505 920">Delicious and refreshing tea</td> </tr> <tr> <td data-bbox="922 920 1070 1088">Micro Economic Policy</td> <td data-bbox="1070 920 1361 1088">Targeted investment in key areas that promote economic growth</td> <td data-bbox="1361 920 1505 1088">Jobs and a better future for young people</td> </tr> <tr> <td data-bbox="922 1088 1070 1323">Youth Mentoring Program</td> <td data-bbox="1070 1088 1361 1323">Direct intervention strategy to deter youth people from engaging in high risk behaviors by offering positive alternatives in training and employment</td> <td data-bbox="1361 1088 1505 1323">Safer streets and less crime</td> </tr> <tr> <td data-bbox="922 1323 1070 1653">Reducing Gender Inequalities in Education</td> <td data-bbox="1070 1323 1361 1653">Incentive program to persuade younger women and their families to remain in school until the completion of secondary education</td> <td data-bbox="1361 1323 1505 1653">Families will have more money and fewer financial burdens for the rest of their lives</td> </tr> </tbody> </table> <p>If there is sufficient time during the Feature vs. Benefit discussion, see if participants can come up with additional examples and break them down into features and benefits. Use the large group format for this discussion.</p>	Policy or Product	Feature	Benefit	Toyota Corolla	1.8-Liter 4-Cylinder DOHC 16-valve engine with dual variable valve timing with intelligence	Reliable	Tetley's Teabags	A multi-layered cloth bag with hundreds more perforations and a round shape to encourage centrifugal movement of the contents	Delicious and refreshing tea	Micro Economic Policy	Targeted investment in key areas that promote economic growth	Jobs and a better future for young people	Youth Mentoring Program	Direct intervention strategy to deter youth people from engaging in high risk behaviors by offering positive alternatives in training and employment	Safer streets and less crime	Reducing Gender Inequalities in Education	Incentive program to persuade younger women and their families to remain in school until the completion of secondary education	Families will have more money and fewer financial burdens for the rest of their lives
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<i>Steps</i>	<i>Description</i>	<i>Type</i>	<i>Min</i>	<i>Note to the Trainer</i>
2	<p>Ask participants to return to (or remain in their groups). Provide each group with flipchart paper and markers.</p> <p>Explain that they have two tasks to accomplish:</p> <ol style="list-style-type: none"> 1. Complete the policy communication framework for the issue they have selected and the outcome they have defined. 2. Create either a story or a feature vs. benefits outline to more effectively communicate their policy objectives. <p>Allow 20 minutes for groups to complete the tasks and 20 minutes for them to present and discuss their work.</p>	ANK	40	

SECTION 4 – Communicating Policy, Version B – 20’

Steps	Description	Type	Min	Note to the Trainer
1	<p>Begin this final section by commending participants on the work they have done so far. At this stage they have not only identified problems, but begun to work through viable solutions. The policy development process is dense and challenging, and participants should be recognized for their work.</p> <p>However, the policy development process is not over yet. To begin the section on communication, remind participants of the importance of communication in politics. As participants will have noted from the stages of policy development, much of this work happens in an environment to which the public is not exposed. So, if a political party or elected officials toil away to make a significant policy change and no one knows about it, in some ways it’s as if it never happened. Poor communication also prevents good policy ideas from being implemented because they’re not fully understood.</p> <p>Communication is even more important in the context of an election. Elections involve the competition of ideas as political parties and candidates put forward their visions for the country or local area. These visions are made reality through policy. Parties and candidates, therefore, need to be able to translate potentially complex policy proposes into clear pieces of political communication to targeted audiences.</p> <p>Explain that, therefore, effectively communicating a policy and its purpose is a critical component of policy development. It helps build support for a proposal and momentum for getting it passed. It also helps ensure that a party, candidate or elected official gets credit for their hard work.</p> <p>Explain the objectives of effectively communicating policy written on the flipchart in advance.</p>	TP + DBR	20	<p>Objectives of effectively communicating policy:</p> <ul style="list-style-type: none"> ● Generate support for the policy ● Communicates a party or candidate’s ideas and vision for society ● Inform the general public and those affected about the policy ● Mobilize stakeholders who will be involved in implementing the policy ● Help change attitudes or behavior targeted by the policy ● Simplify complex issues so that they are better understood <p>Use the outline below to explain the policy communication framework, written on the flipchart in advance:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>Policy communication framework:</u></p> <p style="text-align: center;">Problem</p> <p style="text-align: center;">Reason for Bringing the Problem Forward</p> <p style="text-align: center;">Symptoms</p> <p style="text-align: center;">Elaborate on the Symptoms</p> <p style="text-align: center;">Context</p> <p style="text-align: center;">Vision for Desired Change (outcome)</p> <p style="text-align: center;">Policy Recommendation</p> </div>

Steps	Description	Type	Min	Note to the Trainer
	<p>Explain to participants that there is a clear framework for communicating policy. Introduce the policy communication framework and explain briefly each segment of it:</p> <ul style="list-style-type: none"> ● <u>Problem</u> – one or two sentences defining or describing the problem ● <u>Reason for Bringing the Problem Forward</u> – explains why the problem is being brought forward ● <u>Symptoms</u> – lists how the problem manifests itself ● <u>Elaborate on the Symptoms</u> – for each symptom listed, explains what is happening and the impact of the symptom (why it matters) ● <u>Context</u> – explains the history of the problem: <ul style="list-style-type: none"> - What are the trends that contributed to the problem? - Are other geographic locations facing the same situation? ● <u>Vision for Desired Change (outcome)</u> – describes the change that the policy response is expected to achieve (the outcomes) and outlines the benefits of implementing the policy and the vision of what change the policy will bring ● <u>Policy Recommendation</u> – recommends a course of action, and describes the policy framed as a solution to the problem. <p>Explain to participants that this structure is a very useful way to think through how you will communicate policy. As a larger group, use any remaining time to discuss how they would apply this communication framework to the policy issue on which they have been working.</p>			

CONCLUSION – 5'

Developing policy proposals starts with identifying issues and conducting research to gather the necessary evidence needed to fully understand the issue.

Analyzing the issue is the next step: understanding its cause and recognizing its symptoms.

The final policy proposal is selected from more than one policy option developed to achieve wanted outcomes, applying the principles of good governance to the political environment, and meeting SMART criteria.

Communicating policy is about using language that makes sense to the targeted audience and presenting a vision for what desired changes the policy will bring.