

Step-down Training Toolkit on Legislative Engagement



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1. INTRODUCTION

*Tell me, and I will forget. Show me, and I may remember.
Involve me, and I will understand.
Confucius, 450 BC*



This toolkit provides information and reference materials the National Democratic Institute (NDI) has used in conducting a series of legislative advocacy/engagement workshops in Liberia under its Building Citizen Centered Political Engagement program funded by the Embassy of Sweden (EOS). This toolkit – alongside additional resources provided in the links in the appendix – provides reference and support materials, and allows its users to organize similar trainings to assist civil society groups and to lobby and advocate with individual lawmakers and the legislature as a whole on issues of importance to citizens.

Aside from providing resources, including agendas, this toolkit provides step-by-step guidance and suggestions on how to organize workshop logistics, identify and select a facilitator and/or trainer and present information during workshops that vary in length from one to three days.

NDI organized a series of legislative advocacy workshops in 2013 and 2014 in Liberia. The workshops were designed to enhance CSO understanding of how the legislature functions, the roles of lawmakers and how to identify strategic entry points into the legislative process. Several CSOs that attended these introductory workshops have since shared the materials and skills with their colleagues and like-minded activists in through their own step-down trainings. NDI developed this toolkit to encourage more CSOs to increase the capacity of their members and all CSOs in Liberia.

ELECTRONIC COPIES OF MATERIALS All resources in this toolkit, including agenda templates, PowerPoint presentations, videos and other relevant reference materials, are accessible by clicking the links contained in the “Resource” boxes and in the Appendix at the end.



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2. SEVEN KEY STEPS TO ORGANIZING A CSO WORKSHOP ON LEGISLATIVE ENGAGEMENT

As you will see in this toolkit there are various approaches, tools and topics to be considered while thinking about organizing a workshop on legislative advocacy. Whatever you choose, the following seven key steps should always be taken to prepare for a successful workshop.

STEP 1: WHY ORGANIZE A WORKSHOP ON LEGISLATIVE ENGAGEMENT? IDENTIFY THE NEED FOR THE WORKSHOP

As a CSO, you may work on important issues like women's empowerment, improvement of water and sanitation in your community, accountability of authorities, or land disputes in concession areas, among others. To be effective at legislative advocacy, you need to work constructively with your elected lawmaker, provide them evidence that reflects realities on the ground and elicit their support to address the policy problem/challenge your organization has identified by providing them evidence-based solutions to address the said problem or challenge. However, if your members know the basics of lawmaker engagement, an advanced workshop will be more appropriate than an introduction to how the legislature works. The key to organizing a successful workshop is first having a good sense of the participant's knowledge and skills. To ascertain this information, you may want to consider developing a short questionnaire for them and use that information to tailor the workshop appropriately.

STEP 2: IDENTIFY THE OBJECTIVES AND OUTCOMES OF THE WORKSHOP

Objectives are intended goals of the learning process during a workshop. Outcomes are achieved results of what was learned by participants and what they can put into practice. There should be causality between objective and outcome.

It is important to identify the objectives of the workshop. These objectives should align with the activities your CSO is planning to conduct and should be tailored to the needs of your activists. The objectives should be reflected in the content of the sessions of the workshop. In the Appendix, you will find a more detailed example of an agenda of suggested workshops (see section

7), including the objectives of the sessions. Objectives and workshop sessions should be specific and relevant to the context in which you are working.

Once you know the objectives, you should develop the learning outcomes of the workshop. In other words, what will the participants gain from the workshop – in practical knowledge, behavior and performance? To emphasize the practical approach of the workshops, learning outcomes are included in descriptions of the workshops in section 6.

STEP 3: WHO WILL PARTICIPATE IN THE WORKSHOP?

The workshop is meant for active members of your CSO; those who are willing and able to actively use their new skills after the workshop. Most of them will also have been active before the workshop. Legislative engagement that results in a policy outcome is not accomplished in a week; it has to be connected with the activities your CSO is working on. It is essential to have a core group of motivated activists to be successful.

A group of around 15 participants is sufficient for an effective workshop. Think carefully about how you could encourage them to attend. As the workshop is meant to train members of your CSO to be active in a follow up, you should be sure that this expectation is shared with potential participants. Make clear what the purpose of the workshop is and what benefits it will bring for the participants and the CSO. Invite people personally to participate in the workshop. Be aware that a workshop is not a town hall meeting, where everybody is welcome, but a strategic forum for active members of the CSO to learn new skills.

Pay extra attention to achieving a gender-balanced approach in your organizations and workshops. Most CSOs are dominated by men, which excludes perspectives of a large portion of the population. If this is the case in your CSO, try to engage women by including gender-issues in your programming (section 6, sessions 11 and 21) and inviting women as experts for interviews and panels (section 6, sessions 8 and 14).

STEP 4: WHO WILL PREPARE AND CONDUCT THE WORKSHOP

This toolkit is meant to support your CSO in a way that the leadership of the CSO is able to organize and conduct the workshop. The best way to do this is to identify a team of three to five members who are enthusiastic and

capable of organizing the logistical and content aspects of the workshop. The facilitator/trainer is a key figure. He or she should be an experienced person in this field.

STEP 5: SELECT THE TRAINER AND FACILITATOR OF THE WORKSHOP

The preparation team will have to select a trainer and/or a facilitator appropriate for the role and who has the right technical skills.



The trainer will guide, assist and advise the participants during the workshop, which requires a strong grasp of the workshop topic. They may also provide guidance and input on the workshop's curriculum. The trainer/facilitator will not only chair the workshop but also monitor the time schedule; ensure that the equipment and supplies that are used during the workshop – such as computers or project screens – work and are ready to use; and facilitate discussions amongst members and be prepared to fulfill other tasks. If the group of participants is small (up to 10 people), the trainer and facilitator may be the same person. If the group is bigger, it is wise to identify a separate trainer and a facilitator. (For more information about the

roles of a trainer and a facilitator, see the paper ‘Some guidelines and thoughts for adult education’, mentioned in the resource box of section 4.)

The trainer and facilitator should know the course curriculum and objectives, and they must be involved in the steps below. They will likely have knowledge of the training topic and will add technical expertise to the curriculum. Review with them each of the points below. The trainer/facilitator may need to coordinate some of these issues with the workshop sponsor, host, or the manager of the workshop venue.

STEP 6: DRAFT AN AGENDA AND INVITATION LETTER FOR THE WORKSHOP

In this toolkit you will find agenda program suggestions for a one-, two- and three-day workshop on legislative engagement (see section 7). Adapt the agenda to your CSO’s needs and the skills of the participants. Discuss the draft agenda with the trainer/facilitator. Identify special guests for the different sessions. Approach the special guests as soon as possible by phone and official letter. Consider the different ways the sessions may be held (see section 3).

In the invitation letter, inform the participants on the upcoming workshop. Venue, dates, time and purpose of the workshop should be included in this letter. Make clear that the workshop is important for the CSO’s success and the participants’ involvement within the CSO.

If you decide to include an evaluation at the end of the workshop (see sections 5 and 8), then you should discuss the evaluation questionnaire with the trainer/facilitator and include it as an item in the agenda.

STEP 7: DISTRIBUTE AGENDA AND INVITATION LETTER

At least one week before the workshop starts, the letter and attached agenda should be sent to the participants. Special guests should also receive an agenda alongside a cover letter inviting them to join the workshop.

3. WORKSHOP PREPARATIONS AND LOGISTICS

The right venue, equipment, available hard copies of the agenda and some other supplies are important for the engagement of participants and the success of the workshop.

3.1. VENUE

The venue you choose for the workshop should be well equipped and located in a quiet setting free of distraction. Ensure the following conditions are met:

- Sufficient chairs and tables;
- Electricity (for projector, laptop, fan/airco etc.);
- Restrooms;
- Sufficient space to break up in groups; and
- Quiet surroundings.



3.2. WORKSHOP SUPPLIES FOR PARTICIPANTS

Ensure that each participant has sufficient pens, paper, and other materials and that there are adequate flip charts and marking pens for the workshop exercises.

3.3. HARD AND SOFT COPIES: AGENDAS HANDOUTS AND RESOURCE MATERIALS

Ensure that there are enough hard copies of the agenda available during the workshop. Although participants have received the agenda in advance, many will forget to bring it. You will need to print additional copies.

If PowerPoint presentations are conducted, it is a good idea to provide participants a hard copy of the presentation so they can jot down notes. A good practice is to print several slides per page to save paper. Carefully select the number of resource materials you distribute to avoid overwhelming participants with information. If they receive too many materials, they are likely to pay more attention to the handouts than to the presenter.

We have included examples of resource materials (see section 6). You can distribute these materials on USB sticks or CD's, which is cheaper than making hard copies. However, please note that participants may not have ready access to a computer.

3.4. VENUE SET-UP

Ensure sure that the projector, computer, screen, extension cords, flip charts, markers, and all the participants' supplies are in place. Do a test-run of all your PowerPoint files to make sure the presentation and all animation is working properly. Confirm that all printed materials have been copied and are ready to be handed out.

4. TIPS FOR A SUCCESSFUL WORKSHOP

No one likes to sit through boring lectures or listen to a presenter read directly from a PowerPoint presentation. You should design your workshop in a participatory manner that will engage and spark the interest of your participants in learning something new. The most successful workshops are those that engage and entertain so well that attendees do not realize they are learning something new. Everyone learns differently – some people learn through movement, others through seeing something, still others through hearing - which makes this task very difficult. The tips in this section are useful for all types of workshops and will help with all learning styles. Good facilitators and trainers should structure the workshop to encourage engaged learning and utilize various ways of presenting information to ensure a greater likelihood that information and skills will be attained.

4.1. BREAK UP IN SMALLER GROUPS

Too often a workshop is a listening shop, where attendees sit and listen to a presenter. Since the goal of your workshop is to build skills, which requires learning by doing, consider including breakout sessions with small working groups of three to five people. This provides participants a greater opportunity to actively participate and put the knowledge they are gaining towards a task.

When designing the workshop, the facilitator/trainer should be clear about the purpose of the small group/breakout sessions. How participants are divided will be informed by the type of task they will perform and the desired outcome. To ensure diversity within each group the facilitator/trainer should assign participants to groups based on gender, expertise, location, age, and other categories. Groups can also be assigned at random by having participants count-off according to the number of groups you want (e.g., 1, 2, 3, 4 if you want four groups). This will force people who know each other to split up. Depending on the task assigned for small group work, the facilitator/trainer should decide if the groups will stay together throughout the entire workshop or if new groups will be formed for the various activities/tasks throughout the workshop.



As noted above, breakout sessions are most effective when participants clearly understand the session's purpose and tasks. The facilitator/trainer can use various tools to keep participants on track. One such tool is a worksheet that clearly spells out steps to accomplish the task assigned. The facilitator/trainer would introduce the worksheet, instruct participants about what is expected in the session, and asks the group to assign a note-taker or rapporteur if the workgroup will have to report back to the plenary. For example, a facilitator/trainer could hand out a template for a legislative/engagement advocacy plan and ask the participants to fill in the various components. The outcome of the session would be a draft action plan. Examples of these types of templates are hyperlinked in the 'Resource materials' box (see section 6) and in the Appendix.

4.2. TOOLS FOR PRESENTING

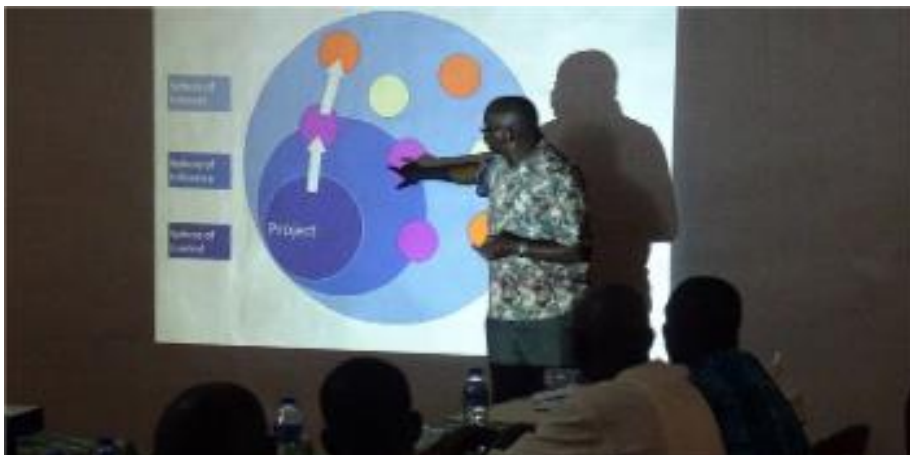
It is important to use a variety of tools to present information during a workshop. Participants find it very boring when the format of each session is

the same, for instance a PowerPoint presentations followed by a question and answers session. Aside from being a boring format, if repetitive lecture-styled presentations are used too often, participants will sit and listen for extensive periods of time and do not actively participate or work on developing any particular skills. To encourage learning and participation, facilitators/trainers should use various tools in an interactive way. The following tools should be considered. Please see section 6 for additional descriptions.

PowerPoint Presentation (PPT)

In itself, a PowerPoint presentation is a good tool. The presenter commands the presentation and the participants obtain information through their ears and their eyes. However, there are a few “rules” for a PowerPoint presentation:

- Avoid slides that are full of just text and do NOT read the text on the slide. Include bullet points on the slide and tell your story around the bullets.
- Use visual components like cartoons, photos or short videos in the PPT
- Use the PPT interactively. For example, put questions on the slide and discuss participant answers with them.
- Allow participants to formulate answers on a question that’s on a slide and then show the answers in bullet points the presenter has prepared.
- Minimize the use of animation and sound effects as they are distracting and often unnecessary.



Video

You can use a video interactively. YouTube is a magnificent resource to make your point clear by using a short video about the issue, such as an interview with an expert or a general discussion of the issue. After the video the participants can work with the content (see for instance sessions 5 and 9 in section 6).

Role-play

To effectively lobby, one must be able to present a case in a compelling way. Using role-play in a workshop is an excellent tool for participants to learn this skill and also to expose them to various positions different stakeholders have on a particular policy issue.

Interview

Interviewing an expert during a workshop is different than having an expert speak, as was mentioned above. When an expert is interviewed, the facilitator/trainer controls what is asked and steers the conversation to what the attendees want or need to know. It is a good idea to prepare the expert in advance of the workshop and to avoid controversial topics during the interview as well. Do not use this as an opportunity to “ambush” or “blindsides” the expert; doing so is unprofessional and sets a bad example for the attendees. These interviews should provide an opportunity to exchange ideas in a friendly environment, and to help the attendees build relationships with the expert.

Resource Materials Tips for Workshops (included in the Appendix):

Guide: [PowerPoint Guide Tips and Help](#)

Guide: [Tools for Workshops](#)

Paper: [Some Guidelines and Thoughts for Adult Education](#)

4.3. LOCAL EXPERTISE

Workshop participants tend to express a lot of interest in the topic of a workshop when a local expert is included to present on a particular workshop session. For many participants this grounds the workshop topic in the local context appropriately.

- For example, if you are looking for a communications expert, invite a local journalist or radio producer to discuss their work. This person's expertise would be invaluable to a workshop on "How to Use Radio as a Tool for Communication." (section 6, session 14.)
- Include a current or former lawmaker, or his/her chief of staff, from your district or county to present his/her "diaries" as part of the "Week of a Legislator, Roles & Responsibilities" session (see section 6, session 3).



4.4. TIPS FOR THE FACILITATOR/TRAINER

Don't hide behind a table or a desk, but stay engaged by standing and moving around in front of the participants while remaining visible to all participants and ensuring everybody can hear you speak.

- Listen carefully to feedback or questions from participants. This will help address misunderstandings and illuminate points for clarification.
- Make sure everyone has a chance to participate, if they want to.
- Refer to the ground-rules – rules for communicating and participating that are established at the beginning of the workshop (see section 5) – if necessary.

5. STANDARD WORKSHOP SESSIONS

Before we go into specific examples of workshops NDI has conducted on legislative engagement/advocacy, this section of the toolkit will discuss “standard” workshop sessions that are included in all workshops regardless of the topic. For a successful workshop it is important to pay attention to the content and timing of these standard sessions.

5.1. REGISTRATION AND GREETINGS

It is important to show the workshop agenda starting at least 30 minutes before the actual beginning of the formal welcome and opening remarks. Otherwise, if this is not shown on the agenda, too many participants will show up a few minutes late, then register, collect their materials, greet old friends, and take several minutes before they take their seats and become prepared to start the workshop.

Collecting accurate information during registration is very important. Ask participants to fill in the registration sheet, also with their contact details (mobile and e-mail address). Often this hand-written information is difficult to read, so keep an eye on that and ask if they have a business card. This contact information can be used to update your records and for follow-up activities.

5.2. OPENING REMARKS

The trainer or facilitator should welcome the participants and introduce everyone involved in organizing the workshop. This should be an exciting but short (three to five minutes) welcome in which the host explains the importance of this workshop in relation to the current context of the participant group. The facilitator should also enthusiastically explain that the workshop has been designed to provide an interesting and exciting experience for the participants and that it is premised on adult-learning where they will put into practice the information they gain. The facilitator/trainer should acknowledge the expertise of the participants and encourage them to further explore it during the workshop. The facilitator/trainer should also emphasize that the active participation of the participants is essential to them acquiring new skills that they can refine and improve upon later. Finally, important resources should be made apparent

to the participants including flip charts, pens, resource material table, water station and toilet facilities.



5.3. SELF-INTRODUCTION OF PARTICIPANTS

Having each participant introduce themselves is important in setting the tone for the rest of the workshop. Even in small groups, it is difficult for participants to remember the names of more than one stranger. Icebreakers are a good way to loosen up the participants and help everyone remember names.

Icebreakers are short activities that make everyone feel more comfortable around a group of strangers because they are fun and relieve any stress attendees may feel about the workshop. A good way to break the ice is to have the participants introduce themselves by stating their name and organization/affiliation, followed by an answer to the following below.

1. One expectation they have for the workshop.
2. One experience (bad or good) with legislative engagement.

3. One idea of how they will use what they learn in the workshop when it is over.

The objective for this type of introduction, when each person answers one question, is for everyone to participate without participants repeating each other, which is quite boring and not productive. So it may be a good idea to give each participant a number by counting beforehand (eg. 1,2,3) so each participant knows which question he/she will have to answer.

It may make sense to project these three possible questions (or other prompts you may think of) on a screen.

Participants could also be encouraged to provide a fun-fact about themselves. Below are some examples of questions that can be used as part of the icebreaker.

1. What is your favorite food?
2. What animal do you believe you look like?
3. What word that starts with the same letter as the first letter of your first name would you use to describe yourself?

You should choose one out of the three above for all participants, but they are not allowed to repeat answers!

Icebreakers are useful tools during other times of the workshop. Every workshop has moments when participants become sleepy and the workshop begins to feel “dead”: people become tired, a Liberian lunch makes participants sleepy, or a presentation was boring. These moments are perfect for an icebreaker. The moderator should introduce a short exercise that encourages participants to stand up, move their arms, shake their hips, and move around in a funny way, which can positively change the tone of a workshop by increasing the energy level of participants.

5.4. GROUND RULES

After introductions, the facilitator/trainer should establish the ground rules for the workshop. If a projector is available, the facilitator/trainer should type the ground rules the group develops in a Word document or a PowerPoint slide projected on the screen.

Examples of ground rules that participants will likely need to be reminded about include:

- Mobile phones switched off
- No laptop working
- No side meetings within the workshop
- Introduce yourself before speaking
- Respect each other
- No sleeping
- No walking away

It is fun to discuss potential “punishments” if someone, after a first warning by the facilitator/trainer, breaks the ground rules. A fun example is to require “offenders” to sing a song they learned in their youth or require them to dance, but the group could suggest alternate faux-punishments.

Timing of the workshop

Registration should not be more than 30 minutes, ideally 8:30 am to 9:00 am. Opening remarks, introduction of the participants, and discussion of the ground rules, should follow and only take one hour. The first legislative engagement/advocacy session should then start at 10:00am, with lunch between 1:00 pm and 2:00 pm.

The last session should end at 4:30, so you have 30 minutes left for the closing part: summary, evaluation and closing statements.

5.5. SUMMARY, EVALUATION AND CLOSING OF THE WORKSHOP

There are different options to mark the end of the workshop. Often, after an intensive workshop, participants are tired and may not want to spend another 30 minutes completing a task. The facilitator and organizers should assess the “feel” of the room to determine how to close the workshop.

Examples of how to close a workshop are listed below.

Summary

Summarize key messages from the workshop:

- Ask participants what other key points they learned during the workshop.

- Ask for any final questions. Is there anything that remains unclear to participants?

Evaluation

You may prepare a questionnaire to be filled in by the participants. If so, explain to the participants that their responses are valuable because they will allow the organizers and the facilitator/trainer to ascertain how well information was communicated and presented. A good way to frame this is to state that you are not evaluating the participants, but rather, yourselves as organizers and facilitators. Do not make the questionnaire too long: it should be done in 10 minutes. (For more details: see section 8.)

Closing

It is time to close the workshop! Thank the hosting team and the participants, acknowledging that they have taken time out of busy schedules to be there and that they have worked hard to contribute to the group's learning. Underline that the workshop should be followed up with specific activities related to the content of the workshop, and for the purpose of this toolkit, legislative engagement/advocacy activities. For the follow-up to be effective, everyone's participation is needed.

If certificates are required these can be handed out at this time, along with the workshop-related materials in hard or soft copy. And don't forget to shoot a 'Family Photo' of all participants in front of the venue of the workshop!



6. SESSIONS ON LEGISLATIVE ENGAGEMENT

This section contains 21 examples of workshops on legislative engagement that NDI has conducted in Liberia under its legislative advocacy program. They are divided into three categories:

- Functions of the legislatures (sessions 1-9)
- Awareness Raising and Community Organizing (sessions 10-14)
- Lobbying and Advocacy (sessions 15-21)

Each of the workshop sessions has a short description followed by “tool/methodology,” “duration of the session,” “intended learning outcome” and “resource materials.” Under tool/methodology you will see suggested activities, tools, and different types of teaching methods such as a role play, PowerPoint presentation, video or worksheet. They are included via hyperlink in the “resource materials,” with background information related to the topic of the session including manuals and best practices. All these resource materials are also available via hyperlink in the Appendix at the end of this toolkit.

Consider the examples of workshop sessions in this section as a menu you can choose from to design your own workshop. The steps described in section 2 of the Toolkit will help you to select the type of workshop you want to organize, including the number of days, and the type of sessions you would like to conduct. Additionally, section 7 of this toolkit gives a few suggestions for structuring your workshop.

6.1. SESSIONS ON THE FUNCTIONS OF THE LEGISLATURE

SESSION 1

INTRODUCTION TO THE LIBERIAN GOVERNMENTAL SYSTEM

This session includes a brief historical overview of the Liberian governmental system along with a description of its three branches: executive, legislative and judicial. The session discusses how balanced (or unbalanced) the government is, how checks and balances work, and

positive developments within all three branches that have made government more democratic.

Tool/Methodology:

PowerPoint Presentation and Q&A.

Duration:

60 minutes.

Learning outcome:

Participants get a clear understanding of the governmental system in Liberia, its three branches, and developments that have made the government more democratic over time.

Resource Materials Session 1:

PowerPoint Presentation: Liberian Governing System

SESSION 2

INTRODUCTION TO THE THREE MAIN FUNCTIONS OF THE LEGISLATURE

The session highlights the legislature's three main roles, including lawmaking, oversight and representation. This session is designed to increase CSO-activists' knowledge and understanding of the functions of the legislature and the tasks of a lawmaker.

Tool/Methodology:

PowerPoint Presentation and Q&A.

Duration:

60 minutes.

Learning Outcome:

By the end of this session, participants will be able to state the three main functions of the national legislature

Resource Materials Session 2:

PowerPoint Presentation: Functions of the legislature

PowerPoint Presentation: The three roles of the legislature and Legislators

Main Roles and Functions

Representation

- legislators stand in for others or a group of others (constituents)
- legislators are elected officials who speak for their constituents
- legislators represent the “public interest.”

Lawmaking

- Legislators make laws (legislation), which are passed by the legislature

Oversight

- Review and monitor the activities of the Executive
- Supervise the implementation of programs and policies

SESSION 3

THE WEEK OF A LEGISLATOR: ROLES & RESPONSIBILITIES

Using an example of a typical legislator’s weekly schedule, this session will explain the different structures and processes the legislature does its work through, including: plenary sessions, committee meetings, leadership meetings, caucus meetings, requests of citizens, media sessions, and others.

Tool/Methodology:

PowerPoint Presentation and Q&A.

Duration:

45 minutes

Learning outcome:

At the end of this session, participants will be able to describe the various ways the legislature conducts its work.

Resource Materials Session 3:

PowerPoint Presentation: [The diary of a legislator](#)

SESSION 4

HOW LAWS ARE MADE: THE ODYSSEY OF A BILL

This session addresses how laws are made from the start (who drafts a bill) to the end (which involves signature of the President) and everything in between.

Tool/Methodology:

PowerPoint Presentation, video and Q&A.

Duration:

75 minutes.

Learning outcome:

At the end of this session, participants will be able to explain the steps by which a bill becomes law.

Resource Materials Session 4:

PowerPoint Presentation: [How laws are made](#)

Video: [The lawmaking process](#)

Paper: [How laws are made](#)

SESSION 5

PUBLIC HEARING: TESTIFY YOUR CAUSE

A presentation and video will show how to prepare for and deliver effective testimony. The video provides an example of a compelling testimony during a public hearing conducted before the U.S. Congress. After viewing the video, participants are broken up into small groups to prepare and deliver a five-minute testimony on a specific bill/issue.

Tool/Methodology:

PowerPoint Presentation, video, and role-play (testimony).

Duration:

90 minutes.

Learning outcome:

At the end of this session, participants will be able to describe the kinds of support needed to pass pending bills.

Resource Materials Session 5:

PowerPoint Presentation: [Public Hearing](#)

Video: [An incredible, powerful testimony](#)

Guide: [Testifying at Public Hearings](#)

Paper: [DOs and DON'Ts of Public Hearings](#)

SESSION 6**THE OVERSIGHT ROLE OF THE LEGISLATURE**

This session addresses the oversight role of the legislature and answers the questions: What is oversight? Which institutions does the legislature have constitutional authority to oversee? What tools are available for lawmakers to conduct oversight? How can CSO's and other stakeholders contribute to the oversight function of the legislature?

Tool/Methodology:

PowerPoint Presentation, video, and Q&A. If possible, a powerful way to demonstrate how CSOs can support and contribute to the legislature's oversight would be to have a CSO provide an example of a positive experience working with a lawmaker to support oversight.

Duration:

60-90 minutes.

Learning outcome:

Participants learn what oversight entails, the role of the individual lawmakers in oversight and the legislature at large. They also learn how CSOs can strategically intervene in supporting legislative oversight to meet their organizational objectives in the area of legislative advocacy.

Resource Materials Session 6:

PowerPoint Presentation: [Oversight function of the legislature](#)

Video: [Congressional oversight](#)

Paper: [CSOs and committee oversight](#)

SESSION 7

THE REPRESENTATION ROLE OF THE LEGISLATURE

This session probes important questions about the representation function of the legislature, such as: What does representation mean? How do lawmakers fulfill their representative role and responsibilities? What does this look like in practice? Additionally, this session includes CSO experience with lawmakers in the area of representation.



Tool/Methodology:

PowerPoint Presentation and Q&A.

Duration:

60 minutes.

Learning outcome:

Participants learn to identify the representation role of the individual lawmakers. They learn how a CSO in this role can intervene strategically to meet their own organizational objectives.

Resource Materials Session 7:

PowerPoint Presentation: [The representation function of the Legislature](#)

SESSION 8**INTERVIEW AND Q&A WITH A (FORMER) LAWMAKER**

A (former) lawmaker from the CSO's county or district is invited to share information with participants about his/her role and experience in the legislature. Particular emphasis is placed on how they benefited from the work of CSO's. What kind of relationship did he/she build?

Tool/Methodology:

Interview by moderator followed by Q&A.

Duration:

60 minutes.

Learning outcome:

Participants learn that CSOs and the legislature/lawmakers have different tasks and responsibilities but are dealing with the same issues. They learn practical approaches to building constructive engagement between CSOs and lawmakers.

Resource Materials Session 8:

Guide: [How to conduct an interview](#)

SESSION 9**THE THREE ROLES OF A LAWMAKER IN PRACTICE**

In this session participants play the role of a lawmaker. A five-minute video of President Sirleaf's interview with Al Jazeera on Water and Sanitation is shared. Then participants will break up in small groups to discuss their roles as lawmakers in dealing with this topic and the remarks of the president. The small group sessions report back to the workshop plenary.

Tool/Methodology:

PowerPoint Presentation, video, worksheet, break up in groups and reporting back to plenary.

Duration:

90 minutes

Learning outcome:

This session builds on the previous workshop sessions. Within NDI's program, participants used this workshop to put into practice the knowledge they gained from the workshop sessions above. Additionally, this session can be particularly helpful to participants in helping them understand the challenges the legislature as a whole and individual legislators face in developing an approach for addressing important social issues.

Resource Materials Session 9:

PowerPoint Presentation: [The three roles of the legislature and legislators](#)

Video: [Interview President Ellen Johnson Sirleaf marks World Water Day](#)

Worksheet: [The three roles of the legislature in practice](#)



6.2. SESSIONS ON AWARENESS RAISING AND COMMUNITY ORGANIZING

SESSION 10

COMMUNITY ORGANIZING AND MOBILIZATION

This session combines a presentation of best practices, video, and Q&A on awareness raising, organizing and mobilization, local stakeholders, identifying barriers and challenges to community organizing. Participants will learn what community organization is and how organizations can benefit from community mobilization. This will enable participants to acquire skills and tools to guide their work in communities.

Tool/Methodology:

PowerPoint Presentation, video and Q&A.

Duration:

60 minutes.

Learning outcome:

At the end of this session, participants will be able to explain what community organization is and how to improve CSOs' community mobilization skills.



Resource Materials Session 10:

PowerPoint Presentation: [Community Organizing and Mobilization](#)

PowerPoint Presentation: [How to build coalitions](#)

Paper: [Collective Action Toolkit](#)

Paper: [Wheel of Change Executive Overview](#)

Guide: [The Basics of Community Organizing](#)

Video: [The Road to Darwin](#)

SESSION 11**MAPPING THE CHALLENGES OF YOUR COMMUNITY**

After a plenary presentation on general principles of awareness raising and community organizing, participants will break up in groups to map the challenges faced in their communities and how their particular organization can identify solutions to address these challenges.

Tool/Methodology:

Presentation, Template Mapping Directory.

Duration:

90 minutes.

Learning outcome:

After this session the CSO will have a better picture of the problems that community dwellers are facing on the grassroots level and which activities the CSO can conduct to address these.

Resource Materials Session 11:

PowerPoint Presentation: [Identifying community assets](#)

Worksheet: [Community mapping template](#)

Guide: [Community mapping guidelines WaterAid](#)

Paper: [Mapping the assets of your community](#)

Guide: [Gender Analysis Trainer's Guide](#)

Presentation: [Gender Analysis: Gender, Women and Politics](#)

SESSION 12**BUILD YOUR OWN MEDIA TOOLS FOR COMMUNITY ORGANIZING AND ADVOCACY**

A menu of medial tools is discussed to help CSOs determine the most effective way to disseminate their legislative advocacy messages. Presentation of the many media tools CSO's can develop themselves so they have control on their own messaging.

Tool/Methodology:

PowerPoint Presentation, presentation of best practices and Q&A.

Duration:

60 minutes.

Learning outcome:

Participants understand the use of media tools for community organizing and advocacy campaigns

Resource materials Session 12:

PowerPoint Presentation: [Media – Radio outreach](#)

Paper: [Engaging with the media](#)

Report: [Social Media in West Africa](#)

Guide: [How to Conduct an Effective Press Conference](#)

SESSION 13**HOW TO ORGANIZE A SUCCESSFUL TOWN HALL MEETING**

Participants learn strategies for organizing a town hall meeting in collaboration with legislators and stakeholders within communities. This will help build synergy between participants and legislators.

Tool/Methodology:

PowerPoint Presentation and presentation of town hall meeting 'best practices'.

Duration:

60 minutes.

Learning outcome:

At the end of this session, participants will be able to identify strategies on how to organize a town hall meeting involving legislators and stakeholders.

Resource Materials Session 13:PowerPoint Presentation: [Town Hall Meetings](#)Guide: [How to Organize a Town Hall Meeting](#)**SESSION 14****HOW TO USE RADIO AS AN IMPORTANT TOOL FOR COMMUNICATION**

Because radio is the primary communication medium in Liberia, participants will learn about ways they can more strategically utilize radio to disseminate their advocacy messages and encourage dialogue between the legislature and CSOs and citizens on policy issues of collective importance.

Tool/Methodology:

Presentation of a journalist from a community radio station, playing of fragments of one of his/her radio shows as best practice and Q&A.

Duration:

60 minutes.

Learning outcome:

At the end of this session, participants will be able to explain the role of community radio in Legislative engagement.



6.3. SESSIONS ON LOBBYING AND ADVOCACY

SESSION 15

ADVOCACY AND LOBBYING: DEFINITION, SKILLS AND TOOLS

Participants will learn about the difference between advocacy and lobbying skills, and be introduced to tools that are useful to CSOs.

Tool/Methodology:

PowerPoint Presentation and Q&A.

Duration:

60 minutes.

Learning outcome:

At the end of this session, participants will be able to explain the difference between advocacy and lobbying skills and recognize the various tools available to CSOs.

Resource Materials Session 15:

PowerPoint Presentation: [Advocacy and Lobbying, skills and tools for legislative engagement](#)

Guide: [Legislative Advocacy Resource Guide](#)

Guide: [Advocacy Toolkit](#)

Paper: [Legislative Advocacy Tips](#)

Paper: [Top 10 Advocacy Tips](#)

Chart: [NDI Advocacy Strategy Chart](#)

Paper: [NDI Advocacy - Critical Thinking](#)

SESSION 16

BEST PRACTICES AND RECOMMENDATIONS ON LOBBYING

This session will discuss best practices in lobbying and allow participants to work and discuss in small working groups and create a list of feasible and effective tools for lobbying based on best practices.

Tool/Methodology:

PowerPoint Presentation, break up in groups, worksheet and reporting back to plenary.

Duration:

90 minutes.

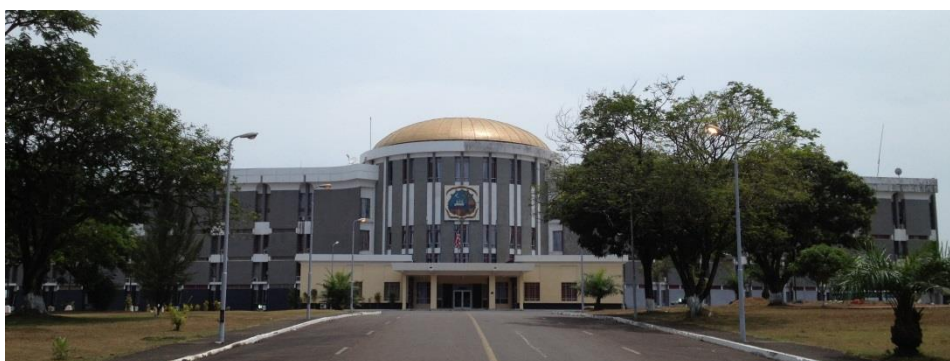
Learning outcome:

At the end of this session, participants will be able to list several tools for effective lobbying to legislators.

Resource materials Session 16:

PowerPoint Presentation: Do's and Don'ts for Legislative Advocacy and Access

Worksheet: Tools for lobbying the legislature

**SESSION 17****TEN DO'S AND DON'TS OF ADVOCACY MEETINGS WITH LAWMAKERS**

This session will highlight key do's and don'ts for advocacy meetings with lawmakers from a PowerPoint that includes short examples. This session is designed to really energize participants and should be conducted in an entertaining way to get participants motivated to learn.

Tool/Methodology:

PowerPoint Presentation.

Duration:

20 minutes.

Learning outcome:

At the end of this session, participants will be able to identify the do's and don'ts of advocacy meetings with lawmakers

Resource Materials Session 17:

PowerPoint Presentation: Do's and Don'ts of Advocacy Meetings with Lawmakers

SESSION 18**LOBBY AND ADVOCATING TO YOUR LAWMAKER**

This session should be done after session 17. Small groups (max. four persons) organize a lobby meeting with a lawmaker on a specific issue the CSO is dealing with. Each group should focus on the same policy issue. The role of lawmaker is played by senior members of the CSO and the facilitator/trainer. The role-play will take 20 minutes. Each role-play will be monitored by (at least) one person; a scorecard will help this person to pay attention to the relevant aspects of such a meeting. After the role-play the lawmaker and the monitor will comment on their performance. If you have an hour more for this session you may consider another role-play where participants switch roles to get a chance to experience the other side. To ensure the same arguments are not made, a different policy issue should be discussed.

Tool/Methodology:

Introduction, worksheet (including scorecard), role-play and feedback.

Duration:

60 minutes.

Learning outcome:

At the end of this session, participants will be able to demonstrate how CSOs/ CBOs can effectively advocate and lobby lawmakers.

Resource Materials Session 18:

Worksheet: Lobby Meeting with a Lawmaker (including scorecard)

Paper: Eight tips for a successful lobby visit

SESSION 19**DO'S AND DON'TS FOR CSO LOBBYING**

This session will highlight key do's and don'ts for lobbying with a PowerPoint that includes short examples. This session is designed to energize participants and should be conducted in an entertaining way to get participants motivated to learn.

Tool/Methodology:

PowerPoint Presentation.

Duration:

20 minutes

Learning outcome:

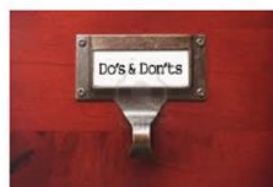
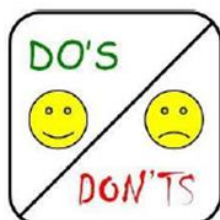
To enhance participant understanding about constructive and counterproductive approaches for lobbying.

Resource Materials Session 19:

PowerPoint Presentation: [10 Do's and Don'ts for CSO Lobbying](#)

Session 10

Ten Do's and Ten Don'ts



Workshop 'CSO's & Legislative Advocacy'
17-19th of April 2013
Corina Hotel - Monrovia



SESSION 20

DEVELOPING A LEGISLATIVE ADVOCACY ACTION PLAN

This session may be a follow up of sessions 15 and maybe 16. The presentation highlights the questions you have to ask yourself while drafting a Legislative Advocacy Action Plan, and which core elements have to be addressed. The plenary session will be followed by a break-up in small groups. Each group will receive a worksheet to develop an action plan with goals, a strategic approach, advocacy messages, and relevant tools. Each group will report back to the full plenary.

Tool/Methodology:

PowerPoint Presentation, break-up in groups, worksheet and reporting back to plenary.

Duration:

90 minutes.

Learning outcome:

Participants know how to develop a legislative action plan, using the tools and ingredients that were presented and discussed during the workshop.

Resource Materials Session 20:

PowerPoint Presentation: [Do's and Don'ts for Legislative Advocacy and Access](#)

Worksheet: [Legislative Advocacy Action Plan](#)

SESSION 21

CITIZEN OBSERVATORY

In Citizen Observatories CSO activists monitor at the local/regional level important social issues, like the quality of social services such as health facilities or public schools. Their findings are compiled into a report which also may include recommendations for improvement. This session familiarizes participants with citizen observatories and how they can be used to conduct legislative advocacy.

Tool/Methodology:

PowerPoint Presentation, plenary discussion (identifying social issue to be observed) and breaking up in groups to develop questionnaire and plan of action.

Duration:

120 minutes

Learning outcome:

Participants understand how citizen observatories work and how they can be used to conduct evidence-based advocacy.

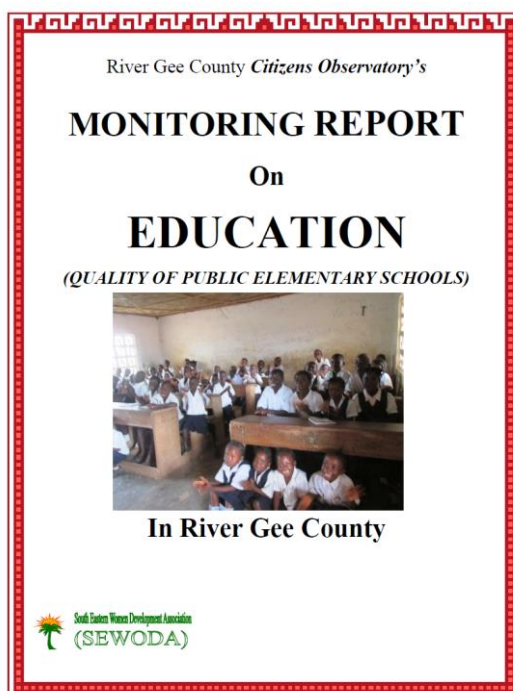
Resource Materials Session 21:

PowerPoint Presentation: Five Key Steps Monitoring Citizen Observatories

PowerPoint Presentation: Work plan for Citizen Observatories

Presentation: Monitoring Report Citizen Observatory as a Tool for Advocacy

Monitoring Report on Education (Grand Kru County)



7. SUGGESTIONS FOR THE PROGRAMMING OF THE DIFFERENT TYPES OF WORKSHOPS

As previously mentioned, you have to choose what topics you want to address and how long the workshop will be. The menu of 21 sessions on legislative engagement offers you a great variety of opportunities. Additionally, you can use the resources included with this toolkit to develop your own sessions.

Below you will find some guidance on how to arrange the workshop sessions discussed above into one-, two-, or three-day workshops. In the Appendix, you will find an example of a more detailed agenda for workshops.

Remember that there are approximately 5.5 hours available in a one-day workshop on legislative advocacy sessions (taking in account the opening and closing standard sessions). For a two-day workshop, that number increases to 12 hours, while a three-day workshop has 18-19 hours available. You can certainly change the structure and opt for two-and-half days' workshop and finish the third day at lunch.

As you design your workshop keep in mind that it is important to organize the sessions in an attractive way by varying the tools and methods, so the workshop is appealing to the participants, will encourage engaged learning and stays on a track. You should refer to section 3 to determine what teaching methods, approaches, and tools you may use.

7.1. GENERAL WORKSHOPS: INTRODUCTION TO LEGISLATIVE ENGAGEMENT

One-Day Workshop General Introduction to Legislative Engagement

Session 2: Introduction to the three main functions of the legislature (60 minutes)

Session 8: Interview with a (former) lawmaker (60 minutes) or Session 3: The Week of A Legislator: Roles & Responsibilities (45 min.)

Session 10: Community Organizing and Mobilization (60 minutes)

- Session 11: Mapping the challenges of your community (90 minutes)
- Session 15: Advocacy and Lobbying: definition skills and tools (60 minutes)
- Session 19: Do's and Don'ts for CSO Lobbying (20 minutes)

Two-Day Workshop General Introduction to Legislative Engagement **Day 1**

- Session 2: Introduction to the three main functions of the legislature (60 minutes)
- Session 8: Interview with a (former) lawmaker (60 minutes) or Session 3: The Week of A Legislator: Roles & Responsibilities (45 min.)
- Session 9: The three roles of a legislator in practice (90 minutes)
- Session 10: Community Organizing and Mobilization (60 minutes)
- Session 11: Mapping the challenges of your community (90 minutes)



Day 2

- Session 12: Build your own media tools for community organizing & advocacy (60 minutes)
- Session 15: Advocacy and Lobbying: definition skills and tools (60 minutes)

Session 16: Best Practices and Recommendations on Lobbying (90 minutes)

Session 17: Do's and Don'ts of Advocacy Meetings with Lawmakers (20 minutes)

Session 18: Lobby and Advocating to your Lawmaker (60 minutes)

Session 20: Developing a Legislative Advocacy Action Plan (90 minutes)



Three-Day Workshop General Introduction to Legislative Engagement

Each day of the workshop is individually dedicated to (1) knowledge of the legislature, (2) methods for community organizing and (3) lobby & advocacy.

Day 1 (Topic: Functioning of the legislature)

Session 2: Introduction to the three main functions of the legislature (60 minutes)

Session 8: interview with a (former) lawmaker (60 minutes) or Session 3: The Week of A Legislator: Roles & Responsibilities (45 min.)

Session 4: How laws are made: The Odyssey of a Bill (75 minutes)

Session 6: The oversight role of the legislature (60 minutes)

Session 9: The three roles of a legislator in practice (90 minutes)

Day 2 (Topic: Awareness Raising/Community Organizing)

Session 10: Community Organizing and Mobilization (60 minutes)

Session 11: Mapping the challenges of your community (90 minutes)

Session 12: Build your own media tools for community organizing & advocacy (60 minutes)

Session 14: How to use radio as an important tool for communication (60 minutes)

Session 13: How to organize a successful Town Hall Meeting (60 minutes)

Session 15: Advocacy and Lobbying: definition skills and tools (60 minutes)

Day 3 (Topic: Lobby/Advocacy)

Session 16: Best Practices and Recommendations on Lobbying (90 minutes)

Session 17: Do's and Don'ts of Advocacy Meetings with Lawmakers (20 minutes)

Session 18: Lobby and Advocating to your Lawmaker (60 minutes)

Session 20: Developing a Legislative Advocacy Action Plan (90 minutes)

7.2. SPECIALIZED WORKSHOPS

Your CSO may also opt for organizing a more specialized workshop on one of the three topics (functioning of the legislature, awareness raising/community organizing and lobbying/advocacy). You can use any combination of the sessions noted above to tailor the workshop to the specific needs of your CSO.

8. EVALUATION AND FOLLOW-UP OF THE WORKSHOP

Once the workshop has concluded, your CSO should conduct the appropriate follow-up to ensure that participants utilize the knowledge and skills gained. Think of the workshop as a means to an end, with the end being a more capable and effective CSO in the area of legislative advocacy.

8.1. Workshop Evaluation Questionnaire

As noted above it is important to evaluate your workshop through a short questionnaire that provides you with information about how well the workshop was conveyed and understood. You can use this to improve the design of future workshops. You should build in time into your workshop agenda before closing remarks for participants to fill out the questionnaire.

Resource Materials:

Paper: [Workshop Evaluation Questionnaire](#)

8.2. Follow-up

Your workshop is meant to improve the skills of the activists and to strengthen the CSO as an institution. So it is very important that the participants actually utilize the lessons that are learned, the skills that are developed, the approaches that are discussed and the action plans that are written down during the workshop.

This is why section 2 of this toolkit emphasizes that the workshop objectives should align with your CSO's activities and should be tailored to the needs of participants. The objectives have to be reflected in the content of the sessions of the workshop.



If during one of the sessions a legislative action plan is developed (session 20 in this toolkit), make sure that this action plan is completed directly after the workshop. You should plan a follow-up meeting, which can be announced at the end of your workshop and make a list of participants who are motivated to participate in this follow-up meeting. Remember: change resulting from advocacy is not accomplished in one day. It is a long and windy road. A long-term commitment to the process of advocacy is required. Hopefully this toolkit will help your CSO to increase and expand the impact of your work.

APPENDIX

1. Background information CSOs

[CIVICUS - Enabling Environment Index 2013](#)

[CIVICUS Civil Society Index 2008-2011](#)

[CIVICUS CSO volunteerism in Africa](#)

[CIVICUS Liberia Report](#)

[Liberia Focus Group report on CSO's and Advocacy](#)

[Presentation - NDIs and Advocacy Partners Programs](#)

[Presentation CSOs in Liberia](#)

[Promoting Good Governance through CSO - Legislators Linkage](#)

2. Tips for Workshops

[Tools for workshops](#)

[PowerPoint Tips and Help](#)

[Some guidelines and thoughts for adult education](#)

[Example of a One Day Workshop Program on Legislative Engagement](#)

3. Resource Materials Sessions 1 – 21

Session 1: INTRODUCTION TO THE LIBERIAN GOVERNMENTAL SYSTEM

PowerPoint Presentation: [Liberian Governing System](#)

Session 2: INTRODUCTION TO THE THREE MAIN FUNCTIONS OF THE LEGISLATURE

PowerPoint Presentation: [Functions of the legislature](#)

PowerPoint Presentation: [The three roles of the legislature and legislators](#)

Session 3: THE WEEK OF A LEGISLATOR: ROLES & RESPONSIBILITIES

PowerPoint Presentation: [The diary of a legislator](#)

Session 4: HOW LAWS ARE MADE: THE ODYSSEY OF A BILL

PowerPoint Presentation: [How laws are made](#)

Video: [The lawmaking process](#)

Paper: [How laws are made](#)

Session 5: PUBLIC HEARING: TESTIFY YOUR CAUSE

PowerPoint Presentation: [Public Hearing](#)

Video: [An incredible, powerful testimony](#)

Guide: [Testifying at Public Hearings](#)

Paper: [DO's and DON'Ts of Public Hearings](#)

Session 6: THE OVERSIGHT ROLE OF THE LEGISLATURE

PowerPoint Presentation: [Oversight function of the legislature](#)

Video: [Congressional oversight](#)

Paper: [CSOs and committee oversight](#)

Session 7: THE REPRESENTATION ROLE OF THE LEGISLATURE

PowerPoint Presentation: [The representation function of the legislature](#)

Session 8: INTERVIEW AND Q&A WITH A (FORMER) LAWMAKER

Guide: [How to conduct an interview](#)

Session 9: THE THREE ROLES OF A LAWMAKER IN PRACTICE

PowerPoint Presentation: [The three roles of the legislature and legislators](#)

Video: [Interview President Ellen Johnson Sirleaf marks World Water Day](#)

Worksheet: [The three roles of the legislature in practice](#)

Session 10: COMMUNITY ORGANIZING AND MOBILIZATION

PowerPoint Presentation: [Community Organizing and Mobilization](#)

PowerPoint Presentation: [How to build coalitions](#)

Paper: [Collective Action Toolkit](#)

Paper: [Wheel of Change Executive Overview](#)

Guide: [The Basics of Community Organizing](#)

Video: [The Road to Darwin](#)

Session 11: MAPPING THE CHALLENGES OF YOUR COMMUNITY

PowerPoint Presentation: [Identifying community assets](#)

Worksheet: [Community mapping template](#)

Guide: [Community mapping guidelines WaterAid](#)

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Presentation: [Gender Analysis: Gender, Women and Politics](#)

Session 12: BUILD YOUR OWN MEDIA TOOLS FOR COMMUNITY ORGANIZING & ADVOCACY

PowerPoint Presentation: [Media – Radio outreach](#)

Paper: [Engaging with the media](#)

Report: [Social Media in West Africa](#)

Guide: [How to Conduct an Effective Press Conference](#)

Session 13: HOW TO ORGANIZE A SUCCESSFUL TOWN HALL MEETING

PowerPoint Presentation: [Town Hall Meetings](#)

Guide: [How to Organize a Town Hall Meeting](#)

Session 15: ADVOCACY AND LOBBYING: DEFINITION, SKILLS AND TOOLS

PowerPoint Presentation: [Advocacy and Lobbying, skills and tools for legislative engagement](#)

Guide: [Legislative Advocacy Resource Guide](#)

Guide: [Advocacy Toolkit](#)

Paper: [Legislative Advocacy Tips](#)

Paper: [Top 10 Advocacy Tips](#)

Chart: [NDI Advocacy Strategy Chart](#)

Paper: [NDI Advocacy - Critical Thinking](#)

Session 16: BEST PRACTICES AND RECOMMENDATIONS ON LOBBYING

PowerPoint Presentation: [Do's and Don'ts for Legislative Advocacy and Access](#)

Worksheet: [Tools for lobbying the legislature](#)

Session 17: TEN DO'S AND DON'TS OF ADVOCACY MEETINGS WITH LAWMAKERS

PowerPoint Presentation: [Do's and Don'ts of Advocacy Meetings with Lawmakers](#)

Session 18: LOBBY AND ADVOCATING TO YOUR LAWMAKER

Worksheet: [Lobby Meeting with a Lawmaker \(including scorecard\)](#)

Paper: [Eight tips for a successful lobby visit](#)

Session 19: DO'S AND DON'TS FOR CSO LOBBYING

PowerPoint Presentation: [10 Do's and Don'ts for CSO Lobbying](#)

Session 20: DEVELOPING A LEGISLATIVE ADVOCACY ACTION PLAN

PowerPoint Presentation: [Legislative Advocacy Action Plan](#)

Worksheet: [Legislative Advocacy Action Plan](#)

Session 21: CITIZEN OBSERVATORY

PowerPoint Presentation: [Five Key Steps Monitoring Citizen Observatories](#)

PowerPoint Presentation: [Work plan for Citizen Observatories](#)

Presentation: [Monitoring Report Citizen Observatory as a Tool for Advocacy Monitoring Report on Education \(Grand Kru County\)](#)

4. Evaluation

[Workshop Evaluation Questionnaire](#)

This toolkit provides information and reference materials the National Democratic Institute (NDI) has used in conducting a series of legislative advocacy/engagement workshops in Liberia under its Building Citizen Centered Political Engagement program funded by the Embassy of Sweden.

This toolkit – alongside additional resources included digitally – provides reference and support materials, and allows its users to organize similar trainings to assist civil society groups and to lobby and advocate with individual lawmakers and the legislature as a whole on issues of importance to citizens.

Aside from providing resources including agendas, this toolkit provides step-by-step guidance and suggestions on how to organize workshop logistics, identify and select a facilitator and/or trainer and present information during a workshops that vary in length from one to three days.

