

YOUTH AND WOMEN LEADERSHIP TOOLKIT



ACKNOWLEDGEMENTS

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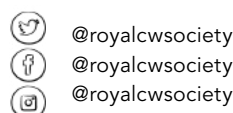
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2. TOOLKIT OUTLINE



Welcome! This Youth and Women Leadership Toolkit is designed to serve as a resource for capacity building to maximise women's and young people's potential to handle leadership responsibilities and run for public office. This toolkit seeks to position youth and women as leaders in their personal and professional lives and in their communities. It is designed to guide them to gain the skills and knowledge they need to lead civic engagement, undertake community organising activities, run their organisations and serve in public office.

Chapter 1 covers the concept of leadership, the qualities of a good leader, and how to choose between leadership styles.

Chapter 2 focuses on team building and communication skills. It seeks to build understanding of the need for team building, the characteristics and components of an effective team, and different communication styles.

Disagreements are an inevitable, normal, and healthy part of relating to other people; **Chapter 3** contains tools that can be used to manage such conflicts.

Women and youth can be strong advocates through effective messaging. Better framing of a social problem can help to build awareness, change public perceptions and motivate people to act. **Chapter 4** outlines the difference between advocacy and activism, the qualities of a good advocate, different types of advocacies, channels for advocacy messaging, how to develop an effective advocacy strategy, advocacy in practice, and influencing policy.

2. TOOLKIT OUTLINE

The rule of law and the protection of human rights are necessary for democracy to function effectively. **Chapter 5** focuses on these concepts, as well as the separation of powers, and how to work with diverse groups, youth and women in public policy.

Today, political participation is becoming increasingly important. **Chapter 6** covers why there is a need for political participation, the barriers to such participation, and how women and young people can become involved in politics without political affiliation.

Funding is key in socio-political engagement, from solving social problems to running for public office. **Chapter 7** covers concepts in fundraising; for social causes, and for politics.

Chapter 8 focuses on how to write a grant proposal and includes links to websites where you can find calls for grant applications.

The Youth and Women Leadership Toolkit contains case studies and action-based activities to expand on the content of each chapter. This toolkit is useful for activists, facilitators, researchers, youth networks, discussion groups, individuals or organisations working with youth and women.



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**CHAPTER 1:
UNDERSTANDING
LEADERSHIP**

CHAPTER 1: UNDERSTANDING LEADERSHIP

LEARNING OBJECTIVES:

- To understand what leadership is about.
- To know the qualities of a good leader.
- To understand various types of leadership.

1.1 WHAT IS LEADERSHIP?

'Leadership' does not have a single definition. Take a look at the quotes below and see if there is one that resonates with you:

Leadership is the art of motivating a group of people to act toward achieving a common goal. In a business setting, this can mean directing workers and colleagues with a strategy to meet the company's needs.

Jacob Morgan¹

Leadership is about helping others realise their potential and inspiring them to work with you to achieve a shared vision for the future.

Jacob Morgan¹

The task of the leader is to get his people from where they are to where they have not been.

Henry Kissinger²

Do you agree with any of the definitions above? Reflect on your answer—your reasons might lead you to your own understanding of the concept.

For this session, we will adopt the following definition of leadership: "leadership is a process of social influence, which maximises the efforts of others, towards the achievement of a goal."³

CHAPTER 1: UNDERSTANDING LEADERSHIP

Three elements can be derived from this definition:

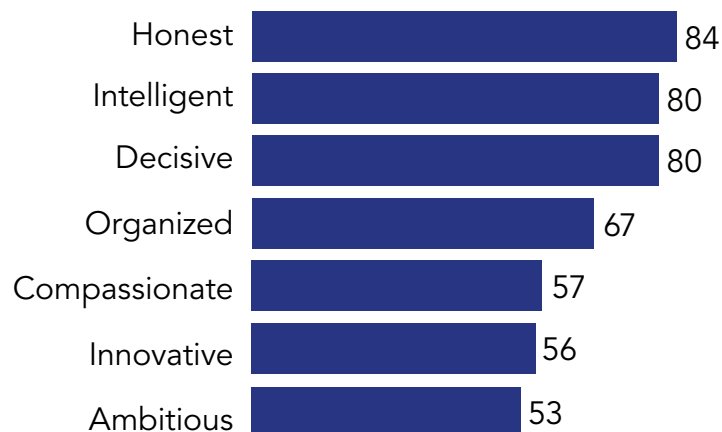
1. Social influence: not authority, power or bossing people around;
2. Maximising the efforts of others: not doing it all by yourself; and
3. Achievement of a goal: this has to be a goal common to the team.

1.1.1 QUALITIES OF A GOOD LEADER

A good leader can influence others towards the achievement of a common goal. To that end, a 2015 Pew Research Center study asked participants, 'which leadership traits matter most?' The results can be seen in Figure 1, below.

WHICH LEADERSHIP TRAITS MATTER MOST?

% saying it is absolutely essential for a leader to be...



Source: Pew Research Center survey, Nov. 12-21, 2014 (N=1,835)

PEW RESEARCH CENTER

Q25a-g

Figure 1.1. Ranked importance of leadership traits⁴

CHAPTER 1: UNDERSTANDING LEADERSHIP

The seven qualities listed above are a start. Other qualities of a good leader include:

- Accountability
- Integrity
- Being a good communicator
- Being adaptable
- Being a team player
- Passion
- Creativity
- Commitment
- Having a positive attitude

The list could go on. Think about all the famous leaders you look up to. Did they have any of the qualities listed above? Think about the qualities that made them influential, popular or admired. Were those good qualities? Did those qualities make them good leaders?

1.1.2 CASE STUDY: WOMEN LEADING THROUGH THE PANDEMIC⁵

Consider the case studies below, conducted by Sian Beilock,⁵ showing how some female leaders have leveraged their strongest qualities to successfully lead through the COVID-19 pandemic.

CREATIVITY

Sheikh Hasina, the Prime Minister of Bangladesh, had the foresight to protect her country's 161 million people by harnessing technology. Devices installed at her country's international airports have screened more than 650,000 people, leading to 37,000 being immediately quarantined. The longest-serving Prime Minister in the country's history (currently serving her fourth term), Hasina was named in Foreign Policy's list of the 'Top 100 Global Thinkers' of the present decade. In early February, she began evacuating Bangladeshi citizens from China.

CHAPTER 1: UNDERSTANDING LEADERSHIP

Soon after, she closed educational institutions and encouraged all non-essential businesses to move online. The World Economic Forum labelled her response “admirable” because she anticipated the economic devastation that a lockdown would cause. On 25 March 2020, Hasina announced a \$590 million bailout for the four million garment workers who lost their jobs as a result of international fashion brands cancelling orders during the pandemic. Creativity is an important quality in a leader. It enables quick thinking and inventive problem solving during a crisis.

DECISIVENESS

Tsai Ing-wen, President of Taiwan, acted swiftly to halt the spread of the virus among the Taiwanese without the major disruptions to daily life that have been seen in most other countries. The speed with which she implemented travel restrictions and instituted health checks, as well as specific approaches to case identification, containment, and resource allocation, have allowed the island of nearly 24 million people to avoid lockdowns. In late December, travellers on flights from Wuhan to Taiwan were checked for fever and pneumonia symptoms and instructed to quarantine at home, which was just one of more than 124 actions Tsai Ing-wen instituted to contain the virus. Under Tsai Ing-wen’s leadership, Taiwan earned global praise for its handling of the crisis and became a model to emulate. Decisiveness shows confidence and strength. Leaders who are able to make good decisions in the face of uncertainty are a great comfort—and guiding light—to those who follow them.

COLLABORATION AND TRANSPARENCY

Angela Merkel, Chancellor of Germany, did not play down the risk that COVID-19 posed to her people. She worked closely with experts to understand the full scope of the situation and was honest and straightforward from the outset, explaining, in early March 2020, that 60 to 70 per cent of the population could be infected. “It’s serious,” she said, “take it seriously.”

CHAPTER 1: UNDERSTANDING LEADERSHIP

The chancellor could have downplayed the risk, but instead, she let people know that the virus was highly contagious and that all the government could do was slow the disease's spread so that it did not overwhelm health services. Merkel, perhaps because of her background in science (she has a doctorate in quantum chemistry) respected the facts at a time of widespread disinformation around the world. This helped ensure the vast majority of Germany's 83 million people followed recommended safety guidelines. When leaders collaborate with experts and embrace transparency it provides a foundation for trust and inspiration.

These women, and many others like them, have demonstrated qualities that we value in heads of state during difficult and uncertain times. The pandemic is providing further proof that women are capable and effective leaders. By now, one thing should be abundantly clear: there is no justifiable reason that 93 per cent of the world's population should be governed by men. Let's work to change that.



1.2 LEADERSHIP STYLES

So far, we have learnt that the concept of leadership is a complex one, with varying descriptions and applications. The same is true of leadership styles. In this toolkit, we discuss Daniel Goleman's six leadership styles, as it is the most used model.

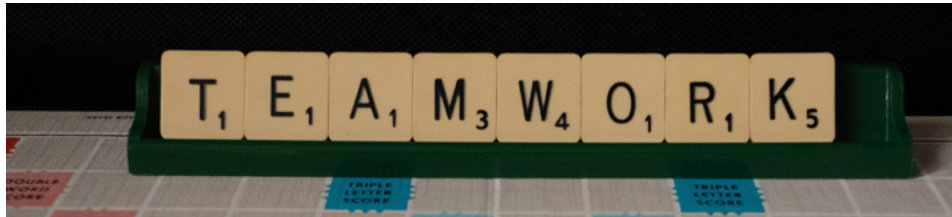
CHAPTER 1: UNDERSTANDING LEADERSHIP

In his study of leadership, Goleman, one of the leading experts on emotional intelligence found that leaders use six styles, each springing from different components of emotional intelligence.⁶ Below is a summary of the styles and the different elements that characterise them. The importance of Goleman's approach is that it also offers a clear guide to understanding each style in different contexts and how it can be applied.

	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader's way of operating	Demands immediate compliance	Mobilises people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now."	"Try this."
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kickstart a turnaround, or with problem group members	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive

Table 1.1. Goleman's leadership styles

CHAPTER 1: UNDERSTANDING LEADERSHIP



1.3 OTHER LEADERSHIP STYLES

1.3.1 STRATEGIC LEADERSHIP

Strategic leaders have the ability to share a strategic vision for the group/organisation and, in turn, motivate and persuade others to take up that vision. For example, a manager notices that her company's sales are low. She then suggests a revision of the company's marketing plans by re-evaluating them to benefit the company. She goes to her employees and shares the strategy with them.⁷

1.3.2 TRANSFORMATIONAL LEADERSHIP

Transformational leadership is a leadership style by which leaders inspire, encourage and motivate members to create change and innovate, which will assist with the growth and future success of the organisation. These leaders encourage their members to think of new ideas and correct the errors in their area of work in ways that will benefit the organisation.⁷

1.3.3 LAISSEZ-FAIRE OR HANDS-OFF LEADERSHIP

The laissez-faire style focuses mostly on delegating tasks to team members and providing little to no supervision. As a laissez-faire leader does not spend their time intensely overseeing their team, they often delegate the majority of the work and spend time doing other things. Managers may adopt this leadership style when all team members are highly experienced, well-trained and require little oversight.⁷

CHAPTER 1: UNDERSTANDING LEADERSHIP

1.4 CHOOSING BETWEEN LEADERSHIP STYLES

Knowing which of the leadership styles works best for you is part of being a good leader. Developing a signature style with the ability to stretch into other styles as the situation warrants may help enhance your leadership effectiveness. Understanding your personality type is central to developing an effective leadership style, which will give you further insight into your strengths and weaknesses. Once these are understood, you can then choose how to approach situations and more effectively work with your team.

In order to understand your personality type, you could take the test below: <https://www.16personalities.com/free-personality-test>

If you need assistance identifying your leadership style, this quiz could be a good starting point: <https://www.idealists.org/en/careers/quiz-leadership-style>

1.5 PRACTICE ACTIVITY

Now that you have an understanding of the concept of leadership, consider the following scenarios and see if you can match them with a particular leadership style:

- A new manager has just been hired and, after joining, she immediately starts by telling the crew that she is not happy with the reports she has been seeing about their work, telling them what changes need to be made. When some suggestions are made by the crew, she says that she does not have time to consider them and that her decision is final.
- A group of musicians has worked together for the past 10 years with very little change in membership. They always vote whenever a decision has to be made on how to proceed with their gigs.

CHAPTER 1: UNDERSTANDING LEADERSHIP

- A new hospital manager who has little experience in the medical field is newly recruited to oversee a large group of nurses and doctors. She immediately calls her team together for a meeting and asks for their ideas on how best to handle certain issues. She develops a tool allowing her to consult weekly with team leaders on issues that affect their departments.
- A manager is working on a very important budget and on a tight deadline. She also needs to start implementing a large donor-funded project. She calls her staff together and explains the project. She then tells them to get it up and going while she completes the budget.



**CHAPTER 2:
TEAM BUILDING
AND COMMUNICATION
SKILLS**

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS

Learning objectives:

- To understand the characteristics of an effective team.
- To learn the characteristics of team development.
- To get acquainted various models for team development.
- To understand the diverse communication styles and their effective usage.

2.1 THE NEED FOR TEAM BUILDING

According to Kozlowski and Ilgen, teams are central to all activities in the modern age.² There is ample research linking effective team building skills to the success of both individuals working within organisations and for organisations overall. This section of the toolkit will help you tap into effective and tested ways of benefiting from team building and avoiding the pitfalls.

2.2 CHARACTERISTICS OF AN EFFECTIVE TEAM

The most important component of an effective team is effective team members,³ but how do we make our team members effective? There are some guiding characteristics that can help.

2.2.1 CLEAR SENSE OF PURPOSE

You definitely want your team to be motivated. This can be achieved by having a shared vision that your team members strongly relate to. A vision-building activity could look something like the one laid out in Box 1:

Ask your team members to close their eyes and list characteristics that they would like to see in the company or organisation, or goals for the next three years. Afterwards, ask them how they would like to contribute to these characteristics and developments. Finally, ask them to think about how they could implement these changes in practice and achieve these goals.

Box 1: Vision-building Activity

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS

Day-to-day, all team members must be clear on their tasks and what is expected of them. Team members must also be well-aware of their contributions towards building an effective team. As a leader, you can play a crucial role in creating a clear sense of purpose by:

- Motivating the team to have a vision for the future, develop a mission statement, work on goals and objectives, and then periodically revisit and revise them;
- Creating milestone charts and offering bonuses;
- Acknowledging and appreciating the team's efforts; and
- Ensuring the involvement of all members in achieving the goals.

2.2.2 ENJOYABLE CLIMATE

Your team must be able to have fun while they are working; it should not be a boring experience for them. This includes ensuring the easy flow of conversation and freedom of speech. For a culturally diverse group, an informal setting facilitates interaction among team members and building of strong professional and personal bonds. Such a team environment can be achieved by carrying out some ice-breaking activities. A potential team-building activity could look something like the one described in Box 2 below:

- Divide your team into groups of three or four and ask them to spend 10 minutes talking to one another. Afterwards, have them list some things they have in common.
- Host get-togethers such as a Christmas party or a cultural dinner.
- Having a bring-your-pet or bring-your-kid-to-the-office day can be fun.
- You can arrange an activity everyone does together, such as a game of basketball or paintball.
- Ask your team members their favourite thing to do and try to incorporate that into the work culture.

Box 2: Team-building activity

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS



2.2.3 ENCOURAGING PARTICIPATION

To make your team members feel seen and an integral, it is crucial that you provide them with opportunities to ask questions and freely communicate their concerns with you. However, this must be balanced with the agenda of a meeting or achieving the crucial aspects of a task. For example, some members may take up time telling their life stories or joking around, potentially leading to goals not being achieved.

2.2.4 LISTENING

As much as your team members need to be seen, they also need to be heard. There are certain listening techniques that might be helpful for you. One technique is to use active listening in your daily interactions. Try the techniques suggested in Box 3.³

You can be an active listener by:

- Waiting for others to have their say before expressing your own opinion;
- Being able to take constructive criticism and negative feedback;
- Changing your behaviour if your team does not agree with a certain leadership style, e.g., your team might want a higher level of autonomy and a flexible work environment; and
- Taking your team's concerns into account when making transformative decisions.

Box 3: Techniques to become an active listener

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS

Apart from practising these techniques, you can also employ active learning to be a good listener. Table 1 shows a few examples from book on *Organization Development* by JV Gallos (2006) of what active learning could potentially look like³:

Use of Active Learning	Examples
To convey interest in what others have to say	I see!
To encourage someone to elaborate their point	Yes, go on Please tell us/me more
To help someone explain their point of view in their own way	Then the problem as you see it is...
To get the person to hear what they said in a way that it sounded to the listeners	This is your decision then, and the reasons are... If I understand you correctly, you are saying that we should...
To summarise the key ideas from a long discussion	Your major point is... You feel that we should...
To respond to a persons' feelings more than their words	You feel strongly that... You believe that...
To summarise specific points of agreement and disagreement as a basis for further discussion	We seem to have agreed on the following points... but we need further clarification on these points
To express a consensus of group feeling	As a result of this discussion, we as a group seem to feel that...

Table 2.1. Active Learning

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS

2.2.5 CIVILISED DISAGREEMENT

As a leader, you should be ready for disagreements to arise within your team. This can be a testament to your leadership; it means your team members are actively participating in decision making and freely expressing their opinions. Even though it sounds counter-intuitive, disagreements should be encouraged. Dealing with such disagreements is a real test of your leadership skills, and some helpful conflict resolution tactics will be described in the next chapter.

2.2.6 EFFECTIVE LEADERSHIP

A team cannot be effective if the leader is ineffective. The following table inspired from *Organisation Development* by JV Gallos might be a good starting point.³

Task	Process
Initiating: suggest new tasks, aims and collective actions; defining problems within the team and suggesting solutions	Harmonising: apply techniques for conflict management to help team members reconcile if differences arise
Expressing: share feelings and give constructive opinions	Facilitating: help all team members to actively participate and exchange ideas
Showing interest: seek information by asking questions about opinions and feelings	Consensus Testing: assess whether the team is nearing a decision through discussion and giving prompts to test possible scenarios
Clarifying: be sure to correctly communicate what you expect from your team	Encouraging: be friendly, accepting and warm towards your team and show active interest when others are participating in discussions
Summarising: be articulate when you are bringing together ideas and incorporating feedback from your team	Compromising: acknowledge that everyone will not have the same opinion as you and be open to reaching a middle-ground in case a conflict arises
Reality Testing: critically analyse ideas to assess whether they would be feasible	

Table 2.2. Leadership responsibilities

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS



2.3 COMPONENTS OF EFFECTIVE TEAM BUILDING

■ **Setting goals** ^(4,5):

- ◇ **Aim:** setting individual and team objectives and goals.
- ◇ **Team activity:** assessing feasibility of goals and making action plans to achieve them.
- ◇ **Explanation:** setting goals helps strengthen the sense of interdependence and working towards a shared outcome. It can motivate individuals to think critically and to evaluate the feasibility of set goals by determining the presence of needed resources.

■ **Interpersonal relations** ^(4,5):

- ◇ **Aim:** Building teamwork skills, including effective communication and mutual support.
- ◇ **Team activity:** Developing trust among team members.
- ◇ **Explanation:** As a leader, you need to perform the role of a facilitator and help your team achieve a level of mutual trust and open communication. Intrinsic to this is developing cooperation and cohesive thinking among your team.

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS

■ **Role Clarification**^(4,5):

- ◇ **Aim:** Communicating the team's assigned duties clearly.
- ◇ **Team activities:** Gain complete understanding of their own roles and also the roles of their team members so that tasks can be coordinated effectively.
- ◇ **Explanation:** As a leader, you must assign some roles that are attributable to all members to build a sense of community. Role allocation should not be ambiguous, but it should be open to discussion, to a degree. This helps the members to feel empowered while maintaining clarity. In other words, team member roles must be defined in detail while also being negotiable and adjustable to needs of different individuals.

■ **Problem solving**^(4,5):

- ◇ **Aim:** Identifying and addressing major task-related concerns among team members.
- ◇ **Team activities:** Practise problem-solving techniques, become involved in action planning, identify problems and make a combined effort to develop feasible solutions.
- ◇ **Explanation:** It might be beneficial as a leader to build a sort of autonomous structure in your team so that whenever a problem arises within the team, they have the ability and skills to address the issues on their own and only come to you as a last resort. You can train your team through some problem-solving tasks to strengthen these skills.



CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS

2.3.1 ACTION-BASED ACTIVITIES

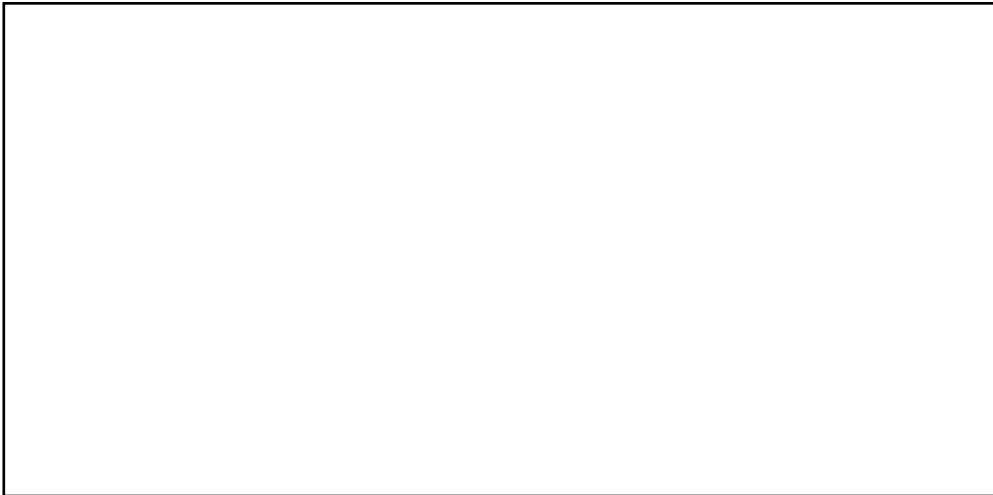
If you are currently leading a team, make a list of ice-breaker activities that you think would fit well with your team. You can also use the space provided to brainstorm new ideas for interactive activities.

Here’s an interactive activity that might help you break the ice with your team. Spend the day interacting with each of your team members separately and fill in the spaces provided. Note that nicknames must be genuinely accepted by the person they refer to.

Team member name/ nickname	Commonality between you two	Something interesting about them

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS

Have a look at the Table 2.2. that discusses leadership responsibilities and self-evaluate your behaviour. Ask yourself: Is there something I am lacking? What can I do better?



2.4 UNDERSTANDING COMMUNICATION STYLES

Effective communication is one of the most crucial tools at the disposal of an effective leader.⁶ In order to work out what communication style you should adopt, it is important for you to first analyse and gauge your personality type (introverted, extroverted or ambivert) and how that translates into your leadership style.

However, it can also work the other way around; your communication style might determine your leadership style. Broadly, there are four major communication styles: *authoritarian*, *authoritarian-exploiter*, *consultative*, and *participative*. These names are self-explanatory and suggest a scale between autocracy and democracy.

It would be interesting for you to reflect on which category you belong in and whether that is the best communication style for the betterment and productivity of your team. It is also crucial for you to identify the needs of your team and to be able to cater to them through your communication style.

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS

The following table from the *Leadership Communication Toolkit* by Marianne and Annett might help you with analysing your target group.⁷

Understand your target group	Target group 1	Target group 2	Target group 3
What do they already know?			
What relevance does your message have for the them?			
What would they like to know?			
What is new to them?			
What can prevent them from following instructions?			
What relationship do you have with them?			
Do you have an equal relationship with them?			
Do they regard you as trustworthy?			
What is their opinion of you?			
Do they prefer a direct or an indirect style of communication?			

Table 2.3. Understanding your target group

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS



Besides having clarity about your target group, you must also assure that you are aware of the purpose behind the message you are trying to get across. Be clear about the objective of your communication. Is it:

- Disseminating information;
- Bringing about some changes;
- Motivation of the team; and/or
- Setting new goals and objectives?

It is important that you identify the main aspect of your message and do that in an assertive, amicable manner. Once you know exactly what you wish to communicate, find a way to do it that works for your target group. This might mean organising a meeting, sending an email, making a call or having a one-on-one talk. This would depend on the situation, the context, and what you and your team are most comfortable with.

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS

2.4.1 ACTION-BASED ACTIVITY

Fill in the following table before communicating information to your team:

Target group	Main message	Objective	Channel	Timing
- Directly affected - Indirectly affected - Not affected	- Be precise, short and specific - who, what, where and when	- Information - Changing opinions or behaviour - Engagement	- Email, intranet - Face-to-face meetings/ social media	- Adjust with other communication plans

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS

2.5 CASE STUDY

2.5.1 BACKGROUND

A construction company called Nu-Style Products Ltd, based in Aberdeen, manufactures and supplies laminate, roofing and sheet metal products to the UK-wide construction industry.⁸

The managing director of the company, Graham Cowie, and sales manager Stephen Murray attended a workshop in 2017, held by BlueSky Experiences. The workshop aimed at using Insights Discovery to improve personal and team effectiveness in the workplace.

2.5.2 THE BRIEF

Nu-Style had merged with a similar business earlier that year, which brought new challenges to the team:

- Changes in employee culture;
- Integration of existing employees with new core values;
- Creation of new work councils; and
- A new personal development programme for supervisors.

2.5.3 THE BLUESKY APPROACH

BlueSky Experiences designed a tailored Insights Discovery programme specific to the needs of the employees at Nu-Style.

Day one: Personal and Team Effectiveness using Insights Discovery.

Day two: Leadership Effectiveness for line managers.

Day three: Influencing and Sales Effectiveness for the team of telephone and face-to-face sales teams.

CHAPTER 2: TEAM BUILDING AND COMMUNICATION SKILLS



2.5.4 THE RESULTS

- The workshop broke down boundaries and created a sense of community within the business.
- Delegates of the programme discovered and explored their own personalities.
- All individuals were able to recognise and appreciate the diversity of the team.
- Delegates learned new techniques to adapt, connect, and build rapport with others.

**CHAPTER 3:
CONFLICT
RESOLUTION**



CHAPTER 3: CONFLICT RESOLUTION

Learning objectives:

- To learn ways to resolve conflicts.
- To equip yourself with tools and skills to deal with conflicts.
- To get familiar with tactics to avoid conflicts from arising.

When you are leading a team, conflicts are unavoidable and inevitable. However, there are ways you can deal with them efficiently. Conflict is an integral part of life due to individual human differences—our experiences, upbringing, ideology, social status, and education. Conflict is not necessarily negative, provided it is handled sensitively.

Conflict resolution is the process of resolving conflict amicably in an effective way. Conflict can be resolved through the following processes:

- Negotiation;
- Conciliation;
- Mediation;
- Litigation; and
- Arbitration.

We are going to practise these methods by using certain aids and tools to help you understand them better. Keep in mind that all individuals are different and that you need to adopt a customised approach according to the characteristics of your team/s.

3.1 TOOL 1: ANALYSING THE UNDERLYING CAUSES OF CONFLICT

You can start analysing the problem by asking questions of the involved parties and trying to get to the root of the issue. It also might help you to understand the problem by visualising it using a diagram. Then you can ask further questions as to whether the problem was a result of broader societal or political issues or something more trivial. As a leader, you must consider the concerns of all team members and not disregard an issue without first carrying out proper analysis.

CHAPTER 3: CONFLICT RESOLUTION

In the end, you can decide whether you need to move on to the phase of conflict management.¹

3.1.1 HELPING EVERYONE INVOLVED UNDERSTAND THE UNDERLYING ISSUES

In this phase:

- Make it clear to your team how you carried out the analysis of the situation and tried your best to reach the root cause.
- Allow the involved team members to ask questions and clarify details.
- Be a good listener and try your best to understand their perspectives.
- If you notice that some individuals are not able to voice their opinions in a group setting, offer them a one-on-one session.
- If individual accounts differ, continue the discussion to figure out the reason behind this and reach a consensus.

Continue this process until you have thoroughly investigated the issue and listened to the views of those involved. Ideally, you will have reached the probable causes of the conflict.

3.1.2 CONSIDERING RELEVANCE OF CAUSES AND EVALUATING CAUSE-EFFECT CHAINS

- Work out the information that can be verified through trusted resources.
- Invite team members to identify the cause-effect chains.
- Rank the causes by their significance and feasibility of being addressed.
- Set out an action plan to address the causes of conflict and resolve underlying issues.

CHAPTER 3: CONFLICT RESOLUTION



3.2 TOOL 2: ANALYSING ISSUES THAT GIVE RISE TO CONFLICT

When you are leading a team over a period of time, you might find that there are some common issues that give rise to conflicts within your team. It is particularly important for you to identify and resolve these issues.

3.2.1 UNDERTAKING ISSUE ANALYSIS

Initial conflict assessment:

- Hold internal meetings to discuss conflicts and facilitate your team in identifying the issues according to the core issue types: *conflicting values; structural issues; conflicting interests; problems with information; and difficult relationships.*
- Identify the underlying cause of the issue: a perceived or actual difference; differing views; *a perceived or actual threat; a lack of information.*
- As a team, agree upon which issues are most crucial and identify whether they require immediate attention or long-term action.

Facilitating involved parties' analysis:

- Divide the involved team members and conduct individual sessions with them.
- Separate conflicts into core issues.
- You might also want to document the proceedings of the meetings for future use, or record and tabulate data for better organisation and preservation of information.

CHAPTER 3: CONFLICT RESOLUTION

Action-based activities:

Fill in a table based on the one below to analyse an issue that has occurred within your team.

Type of issue	Description of issue	Analysis of issue
Conflicting interests		
Information issues		
Difficult relationships		
Structural issues		
Conflicting values		

3.3 TOOL 3: ANALYSING RIGHTS, RESPONSIBILITIES, RETURNS AND RELATIONSHIPS (4RS)

Analysing the '4Rs' is a crucial step towards addressing present and future conflicts. This is because the inequalities relating to these four factors influence power dynamics and shape allegiances among team members. Understanding relationships can help you identify existing networks, potential alliances and possible intermediaries within your team.

3.3.1 CONDUCTING AN ANALYSIS

Explaining the purpose and defining the 4Rs:

- Explain the rationale behind the activity to your team members. Define the meaning of the 4Rs:
 - ◇ **R**ights are defined as access or control;
 - ◇ **R**esponsibilities are roles and power relations;
 - ◇ **R**eturns are the benefits and costs based upon these rights and responsibilities;
 - ◇ **R**elationships are how the stakeholders interact or relate to one another.

CHAPTER 3: CONFLICT RESOLUTION

- Ask the team members to list all team members that they think are involved in the particular conflict. Use the gathered information to construct a 4Rs table (see the Action-based activity at the end of this section).
- Request the involved team members to fill the table for each team member involved in the conflict.

Involved parties construct conflict matrices:

- Ask the involved team members to describe existing rights, responsibilities and returns for each stakeholder and score each on a scale of 0 to 5 (0=None and 5=High).
- It is important to clarify that scoring for responsibilities must reflect the reality of policy and legal requirements, not responsibilities that are voluntarily taken up.

Action-based activity:

Team Member	Rights	Rank	Responsibilities	Rank	Returns (positive and negative)	Rank

Once the table above has been filled out, you would have a clearer idea about the situation and you can fill out the following table.

Rank	Greatest Rights	Most Responsibilities	Most Benefits
1			
2			
3			

CHAPTER 3: CONFLICT RESOLUTION

3.3.2 INITIATE DISCUSSION

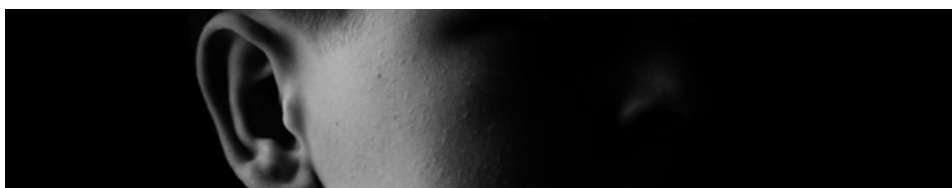
Now that you have identified the issues underlying the conflict, it is now time to work on resolving it:

- Discuss what the team learned through the 4Rs activity.
- Assess how the team members differ in their rights, responsibilities, relationships and returns, and how these differences may impact each stakeholder's power or influence in the conflict.
- Consider whether there is scope for any changes to be made that could reduce the level of conflict.

3.3.3 ANALYSE RELATIONSHIPS

Identify the relationships among the members and see what is at stake. It might help to have an open dialogue where you, as a leader, would act as a facilitator, an empath and also as an active listener:

- You might need to visualise how each member affects the others professionally and how these relationships need to be strengthened in order to resolve the conflict.
- Ask members to discuss relationships in order to ascertain whether they are negative and conflicting, or positive and cooperative.
- Encourage participants to discuss what this activity has highlighted, in particular how rights, responsibilities and returns affect relationships.
- A clearer view of this can be achieved by taking in the different viewpoints of involved members, critically analysing them, and helping them reach a consensus or resolution of the conflict.



CHAPTER 3: CONFLICT RESOLUTION

3.4 CASE STUDY

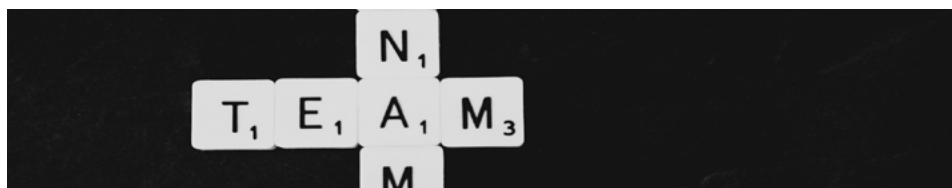
3.4.1 BACKGROUND

At a company that contracted the services of Conflict Management Strategies, there were some issues within the team; the Senior Leadership Team was fractured and frustrated.² They had problems among themselves and with the CEO. There was gossip and 'pot stirring' among the staff. The CEO's communication style was not helping the Senior Leadership Team or the organisation to function smoothly. Some key staff members were thinking about quitting.

3.4.2 THE BRIEF

Private meetings revealed the source of the fracture: unmet expectations, perceived lack of personal accountability, unclear decision-making processes, feelings of too much oversight in some areas and too little oversight in others, and avoidance of honest conversations. All of which, of course, cascaded down the organisation.

As a solution, it was decided to start at the top. This started with coaching the CEO on communication and conflict resolution. The CEO and the Conflict Management Strategies team worked on ways to be more effective while staying true to core personal and organisational values. The senior leadership team established more cohesive and productive working relationships by defining their expectations of each other, discussing operating principles, and articulating shared values and the behaviours that support those values. They then worked on re-establishing trust.



CHAPTER 3: CONFLICT RESOLUTION

3.4.3 THE RESULTS

Things got better. The senior leadership team became more cohesive. They began expressing their concerns more openly and working through them. They defined how they wanted to work together, and what they expected from each other. The senior leadership team did not keep their work a secret. They shared it through direct reports and then with the organisation as a whole. People started talking about important matters such as respect, conflict resolution, teamwork, and recognition. Gossip decreased. Accountability increased.





CHAPTER 4: ADVOCACY

CHAPTER 4: ADVOCACY



Learning objectives:

- To understand the meaning of advocacy.
- To identify and distinguish the different types of advocacy.
- To know how to draft and plan your own advocacy structure.
- To understand how to effect change as an advocate.

4.1 MEANING OF ADVOCACY

The word 'advocacy' comes from the Latin *advocare*, which means 'to call out for support or aid'.

Advocacy is a broad set of coordinated interventions directed at placing policy/funding improvements high on the political and development agenda, to secure international and local decision makers' commitment and action. Advocacy includes many different types of activities. It can mean researching new solutions, creating coalitions of like-minded people, public campaigning to raise awareness, and much more.

4.2 DIFFERENCES BETWEEN ADVOCACY AND ACTIVISM

Activism, on the other hand, can be described as the use of direct, often confrontational action, such as a demonstration or strike, in opposition to or support of a cause to bring about social change, political change, economic justice, or environmental wellbeing. The table below offers further comparison.

CHAPTER 4: ADVOCACY

	Advocacy	Activism
Perceptions	•Displayed as a process of dialogue, friendly exchange. •A tool to create social and political change. •Often seen as working 'within the system' to generate change.	•Depicted as a more radical process, involving forceful type of actions, such as protests. •A tool to create social and political change. •Seen as working 'outside the system' to generate change.
Targets	•Decision makers-centric	Public leaders • Decision makers • Calls for mass action
Forms/ activities/ actions/	•Public speaking. •Media campaigns. •Conducting and publishing research.	•Protest. •Dissent. •Strikes.
Channels	•Petitions. •Meeting with government officials. •Etc.	•Boycotts. •Rallies. •Street marches. •Sit-ins and hunger strikes.
Purpose	•Political commitment and action. •Resource mobilisation—domestic and foreign.	•Quick course correction demanding political commitment and action. •Promotes accountability.

Table 4.1. Comparing advocacy and activism

4.3 QUALITIES OF A GOOD ADVOCATE¹

4.3.1 PASSIONATE

Enthusiastic, driven, compassionate, caring. All of these characteristics convey the passion of exceptional advocates. Their work is more than a job or a professional responsibility. It is a calling and a lifelong mission.

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4.3.2 INFORMED

Great advocates are often the most knowledgeable people in their field of interest. They are continually learning, plugged into up-to-date streams of information, and always ready to share their knowledge and expertise to educate others.

4.3.3 GREAT COMMUNICATOR

Advocates communicate clearly, persuasively and respectfully to share information and viewpoints, and to advance their mission, whether expressing themselves verbally or non-verbally.

4.3.4 GOAL-ORIENTED

Without a clear goal, there is no clear focus and no clear path forward. Exceptional advocates have laser-focused goals, whether that is passing certain legislation, creating new programmes, or garnering support for worthy causes.

4.3.5 CONNECTORS

Great advocates seem to have connections everywhere, with stakeholders at all levels. They are adept at building partnerships and coalitions, and in connecting people with useful resources. They are often the first people go to for information, support and advice.

4.3.6 FLEXIBILITY

The most effective advocates know the power of collaboration and compromise. Not every battle can be won. Sometimes small victories are the only road to eventual success. These advocates know that flexibility is essential in moving steadily forward to achieve their longer-term goals.

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4.3.7 INSPIRING

What does it mean to be inspiring? This is hard to articulate, but great advocates move us, and they stir our thoughts and feelings. They give us hope for a brighter tomorrow and they outline a path for how we can reach it.

4.3.8 EMPOWERING

The best advocates not only inspire us, they instill in us a desire to pitch in and help out to collectively achieve a worthwhile goal. They show us how to raise our own voices to be heard and how to help others find their voice.

4.3.9 PERSISTENT

Important goals can take years or decades to achieve. Great advocates show up and keep showing up. They are not deterred by setbacks or disappointment. They are the first to arrive and the last to leave.

4.3.10 SERVANTS

Great advocates are public servants. They do their work not for glory or fame, but for the quiet satisfaction of helping others and the steadfast belief that the work is the right thing to do and the *only* thing to do.



CHAPTER 4: ADVOCACY

4.4 TYPES OF ADVOCACY

4.4.1 SELF-ADVOCACY

Self-advocacy is simply speaking up for oneself. Self-advocacy refers to an individual's ability to effectively communicate his or her own interests, desires, needs and rights. It recognises that people are experts by experience, and involves them in speaking out for themselves about the things that are important to them. It means that people are able to ask for what they want and need, and to tell others about their thoughts and feelings.

4.4.2 PEER ADVOCACY

The term 'peer advocacy' is used to describe advocacy relationships in which both the advocate and their partner share a common experience or environment. Peer advocacy refers primarily to who does the advocacy, rather than how it is done.

Examples of peer advocacy would be for sexual and gender-based violence awareness by people who have been victims.

4.4.3 CITIZEN ADVOCACY

Citizen advocacy aims to involve people in their local community by enabling them to have a voice and to make decisions about the things that affect their lives. Citizen advocacy partnerships are long term, not time-limited, and last for as long as the citizen advocate and the individual want them to.

4.4.4 GROUP ADVOCACY

Group advocacy involves people with shared experiences, positions or values coming together in groups to talk and listen to each other and to speak up collectively about matters that

CHAPTER 4: ADVOCACY

are important to them. These groups aim to influence public opinion, policy and service provision. They vary considerably in size, influence and motive. Representatives of local groups are often included on planning committees and are involved in the commissioning and monitoring of health and social care services.

Group advocacy has the advantage of working with others to achieve goals. Sometimes, having many voices advocating on the same issue can be more effective than advocating by yourself. Group advocacy also allows people to share the workload.

An example of an advocacy group is the Commonwealth Youth Gender & Equality Network (CYGEN), which is a group of young people from the Commonwealth advocating for gender equality.

4.4.5 NON-INSTRUCTED ADVOCACY

Non-instructed advocacy is needed when, despite the provision of assistance and support, a person is still unable to give their views and make their own decisions. If this is the case, the independent advocate needs to use the information they have gathered to represent the person. The aim of non-instructed advocacy is to secure the person's rights, promote their wellbeing and ensure their wishes are fully considered.

4.4.6 POLICY ADVOCACY

Policy advocacy is a specific type or form of advocacy. It is the process of taking action, using a series of strategies, to influence the creation and development of public policy.

Typically, policy advocacy employs several strategies to pursue a change in policies, strategies, cause or direction of action and intervention. It is usually directed at shaping public policy.

CHAPTER 4: ADVOCACY



4.5 CHANNELS FOR ADVOCACY MESSAGES

4.5.1 IN-PERSON ADVOCACY

This involves an advocacy visit to policy makers, individuals or groups whom you want to influence to achieve desired change. This is perhaps the most obvious channel of advocacy.

4.5.2 MASS MEDIA

Mass media comprises an array of platforms that reach a large audience, including radio, television and newspapers. Mass media as an advocacy platform has great potential for reaching large numbers of people with information.

4.5.3 SOCIAL MEDIA

Social media sites have become rich forums for conversations about social change. Social media allows advocates to converse with a global audience and to disperse information faster than ever before.

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4.6 DEVELOPING AN EFFECTIVE ADVOCACY STRATEGY

To develop an effective advocacy strategy, the advocate needs to do the following.

Identify the mission:

- What are the long-term social changes you wish to see?
- Who is affected by these changes and how?
- What changes, if any, are you seeking to make to decision-making or power structures?
- What are the short-term outcomes or solutions you wish to achieve?
- Name three to five objectives that will help you achieve short-term outcomes or solutions.
- What is your plan's expected impact?

Build a coalition:

- What are the different tasks to be carried out that will help you meet your objectives?
- Who will perform each task?
- Who are your support networks and allies at the local, national, regional, or global level? Who can provide concrete support toward helping you achieve your advocacy goal?
- Who are your potential opponents? How can you persuade them to support you or how can you overcome the obstacles they may present?
- Who are the 'experts' who can help enhance your advocacy?
- How can you make each member of your coalition feel involved, take ownership, and have a stake in the outcome?
- What will be the role of coalition members? Will they be merely consulted or will they actively participate? Will they be recipients of information or will they participate jointly in decision making?
- What decision-making methods and communication styles will you promote to minimise conflict and maximise cooperation within the coalition?
- Are the decision-making processes transparent and accountable?

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Develop a shared vision:

- Can you articulate your vision in three minutes or less, to any audience?
- What are the specific objectives to help achieve this vision?
- Are your objectives measurable?
- Are your objectives realistic, considering the resources you have available?
- What are your non-negotiable objectives—the least you are willing to accept?
- Do the objectives help you clarify specific action strategies?
- Do you have a timeline for accomplishing your goals?
- Will coalition members participate in further shaping this vision? If so, how?

Formulate and implement strategies

- Who do you need to approach at the government, corporate, civil society, community, family, and/or individual levels to implement the proposed solution?
- What strategies can you use to reach these groups and individuals?
- Does the combination of strategies you plan to use reflect the best use of your coalition's strengths?
- Will the strategies help you achieve your objective within your timeline?
- Do your strategies require additional human, financial, material or other resources? If so, how will you mobilise these resources?
- How can you use communication technologies—such as radio, television, email, or websites—to expand the reach of your advocacy?
- What are some current events—such as elections, policy meetings, or recent news stories—that offer opportunities for your campaign? Which strategies can help you take full advantage of these opportunities?
- Will your campaign lead to any backlash? If so, what strategies can you use to minimise such backlash?
- What are some other potential threats or risks to your campaign? What can you include in your strategy to reduce the impact of threats?

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Rethink strategies:

- Does your timeline consider or anticipate unplanned obstacles?
Is your plan flexible and adaptable?
- What are the resources that can help you re-strategise if needed?

Measure success:

- How will you know you have been successful? What are three to five quantitative and three to five qualitative indicators, criteria or benchmarks you will use to measure the short-term and long-term impact of your campaign?
- How will you celebrate your achievements?

Evaluate progress:

- At what stages of the campaign will you evaluate progress to ensure you are meeting your objectives and priorities?
- What criteria will you use to evaluate your progress toward achieving the objectives of your campaign?
- What criteria will you use to evaluate the process by which you achieve your objectives?



CHAPTER 4: ADVOCACY

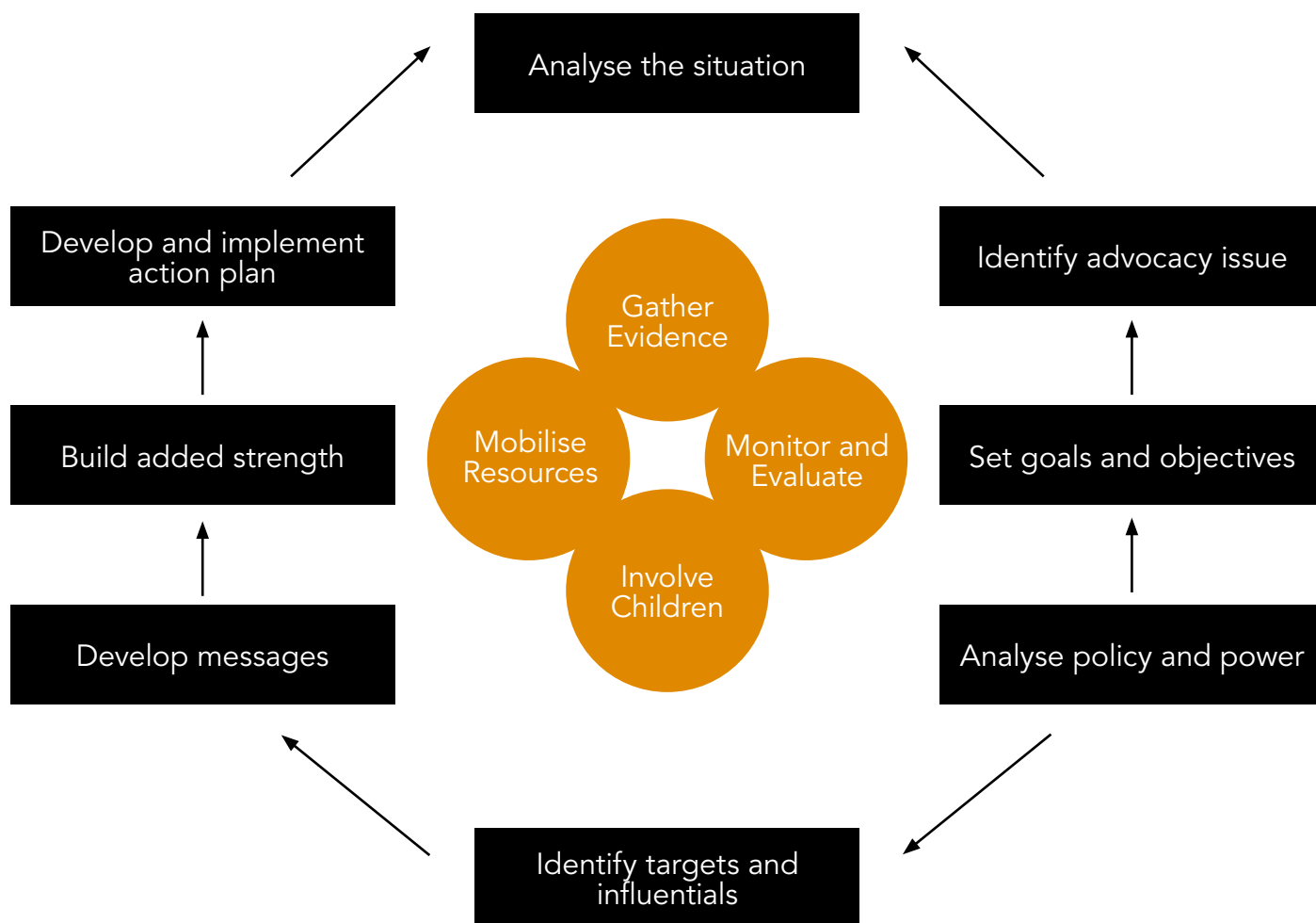


Figure 4.1. The advocacy strategy cycle²

4.7 ADVOCACY TO INFLUENCE POLICY

A policy can be described as a set of principles or rules to guide decisions and achieve rational and predictable outcomes. Policies are generally adopted by government bodies and parliaments, or the board of, or governance body within, an organisation or company.

'Policy influencing' is the deliberate and systematic process of influencing policies, practices and behaviour of targeted stakeholders who have most influence on the issue in question, involving beneficiaries and increasing their ownership and capacity of the issue.

CHAPTER 4: ADVOCACY

Activities can be singled out, or a mixed strategy can be applied, in which concerted action can increase the effectiveness of any policy-influencing interventions.

Awareness raising is a precondition of all policy influencing activities. This is a mutual exchange of information between different stakeholders or decision makers and beneficiaries.

For an advocate to influence policy, they must be a 'change advocate'. A change advocate is someone who promotes and supports change, and champions efforts toward making the change happen. There are advocates all over the world who rally around causes that are important to them: rights for minorities, rights in the workplace, religious freedom, animal rights, basic human rights, and even free speech. You have probably seen these people speaking on the news, standing on the steps of local courthouses and parliament buildings, and marching in parades or demonstrations.

While the change advocate may be passionate about the change, they do not necessarily have the authority to enact specific steps toward implementing the change. Rather, they advocate for the change by publicly supporting it and recommending it to others.

Why are change advocates important? Because they help to relay the key benefits of a particular change and they can help with the successful implementation of such change as a result of their position of expertise. By becoming an advocate, you can help to address a problem that you feel strongly about. Caring about an issue that you believe needs to change is a starting point. An advocate will identify the things that are most likely to lead to success, gather the persuasive evidence necessary, and consider the best way to find a solution.



CHAPTER 4: ADVOCACY

4.8 CASE STUDY: BUSINESS UNUSUAL FOR FAMILY PLANNING

This case study was prepared by Ifechukwu Juliet Obi for the Advocacy on Reproductive Health Initiative (ARHI), Anambra State, Nigeria.

ARHI is an organisation seeking to improve the acceptability, availability, accessibility, and affordability of family planning services in the Anambra State. Given that family planning is a controversial topic, the organisation felt the need to advocate for it at all levels. ARHI started by identifying key policy makers in the state through net mapping, and collaborated with the Anambra State Social and Behaviour Change in Communication Technical Working Group (SBCC-TWG) to identify problems, myths and misconceptions around family planning. Through strategic communications, ARHI could then positively influence community perceptions.

After an extensive consultation process, ARHI conducted advocacy visits to policy makers, increased media awareness on issues of family planning, and organised capacity building to equip community mobilisers for face-to-face and/or focus group discussions. The Challenge Initiative (TCI) was the major funder.

These collective efforts met with success. ARHI secured a separate budget line of 50 million Naira, (about 90,000 USD) with an annual increment of 10 per cent for family planning in the state, and increased access to family planning services. Women are now speaking more openly about family planning. Activities are ongoing to ensure sustainability.

4.9 REFLECTIVE QUESTIONS

1. Are you an activist or an advocate?
2. Will your desired policy change be achieved through advocacy or activism?
3. What advocacy actions are you taking today?



CHAPTER 5: DEMOCRACY

CHAPTER 5: DEMOCRACY



Learning objectives:

- To learn about some key aspects of democracy.
- To understand the principle of rule of law.
- To understand separation of powers.
- To understand the meaning of human rights.
- To understand the place of youth and women in public policy.

5.1 DEFINITION OF DEMOCRACY

Democracy is a political process in which power and civic responsibility are exercised by all adult citizens, directly, or through their elected and/or appointed representatives. Democracy rests upon the principles of majority rule and individual rights. Its origin is the Greek word *dēmokratiā*; *dēmo* meaning 'people' and *kratos* 'rule'.

5.2 THE SIX CONCEPTS OF DEMOCRACY

According to the Learning and Tutoring Centre, there are six core concepts of democracy.¹

CHAPTER 5: DEMOCRACY

A	B
Fundamental worth of the individual	Each person and their dignity must be recognised and respected.
Equality of all persons	Each person must have equality of opportunity, which means each person must be free to do whatever his/her skill, talents and abilities will allow.
Each person must be equal before the law	Majority rules/minority rights A) The larger number of people have to be trusted to make satisfactory decisions for all. B) The smaller number of people need to have freedom to present their ideas and try to convince enough people that a minority becomes the majority. C) The minority has to be protected from discrimination based on race, religion, ethnic group, age, gender, disability, etc.
Necessity of compromise	When a problem arises, the situation must be acceptable to the greatest number of people possible.
Individual freedom	Each person must be free to do as they want but is restricted by what the freedom of all persons allows.
Right to vote	A national citizen of legal age has to be able to participate in free and fair elections.

Table 5.1. The six concepts of democracy

5.3 PRINCIPLES OF DEMOCRACY

There are basic principles, which must exist in order to have a democratic government.² These principles often become part of the constitution or bill of rights in a democratic society. While no two democratic countries are exactly the same, people in democratic countries support many of the same basic principles and desire the same benefits from their government. The principles are as follows.

CHAPTER 5: DEMOCRACY

5.3.1 CITIZEN PARTICIPATION

One of the most basic signposts of a democracy is citizen participation in government. Participation is the key role of citizens in democracy. It is not only their right; it is their duty. Citizen participation may take many forms, including standing for election, voting in elections, becoming informed, debating issues, attending community or civic meetings, being members of private voluntary organisations, paying taxes, and even protesting. Participation builds a better democracy.

5.3.2 EQUALITY

Democratic societies emphasise the principle that all people are equal. Equality means that all individuals are valued equally, have equal opportunities, and may not be discriminated against because of their race, religion, ethnic group, gender or sexual orientation. In a democracy, individuals and groups still maintain their right to have different cultures, personalities, languages and beliefs.

5.3.3 POLITICAL TOLERANCE

Democratic societies are politically tolerant. This means that while the majority of the people rule in a democracy, the rights of the minority must be protected. People who are not in power must be allowed to organise and speak out. Minorities are sometimes referred to as the opposition because they may have ideas, which are different from the majority. Individual citizens must also learn to be tolerant of each other. A democratic society is often composed of people from different cultures, racial, religious and ethnic groups who have viewpoints different from the majority of the population. A democratic society is enriched by diversity. If the majority deny rights to, and destroy, their opposition, then they also destroy democracy. One goal of democracy is to make the best possible decisions for the society. To achieve this, respect for all people and their points of view is needed. Decisions are more likely to be accepted, even by those who oppose them, if all citizens have been allowed to discuss, debate and question them.

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5.3.4 ACCOUNTABILITY

In a democracy, elected and appointed officials have to be accountable to the people. They are responsible for their actions. Officials must make decisions and perform their duties according to the will and wishes of the people, not for themselves.

5.3.5 TRANSPARENCY

For the government to be accountable, the people must be aware of things happening across the country. This is referred to as 'transparency' in government. A transparent government holds public meetings and allows citizens to attend. In a democracy, the press and the people are able to get information about what decisions are being made, by whom, and why.

5.3.6 REGULAR, FREE AND FAIR ELECTIONS

One way that citizens of a country express their will is by electing officials to represent them in government. Democracy insists that these elected officials are chosen and peacefully removed from office in a free and fair manner. Intimidation, corruption and threats to citizens during or before an election are against the principles of democracy. In a democracy, elections are held regularly every few years. Participation in elections should not be based on a citizen's wealth. For free and fair elections to occur, most adult citizens should have the right to stand for government office. Additionally, obstacles should not exist which make it difficult for people to vote.

5.3.7 ECONOMIC FREEDOM

People in a democracy must have some form of economic freedom. This means that the government allows some private ownership of property and businesses, and that the people are allowed to choose their own work and labour unions. The role the government should play in the economy is open to debate, but it is generally accepted that free markets should exist in a democracy and that the state should not totally control the economy.

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Some argue that the state should play a stronger role in countries where great inequality of wealth exists due to past discrimination or other unfair practices.

5.4 RULE OF LAW

According to the United Nations system, the rule of law is a principle of governance in which all persons, institutions and entities, public and private, including the state itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards.³

Rule of law is, then, always founded on the respect of law and constitution. This is a system that holds the state accountable for its acts in front of its citizens, and it also gives citizens the opportunity to take a stand and to react according to the state's acts. In this state-ruled order, citizens are completely free to take part in political life as well. It is foundational to people's access to public services, curbing corruption, restraining the abuse of power, and to establishing the social contract between people and the state.

The rule of law is fundamental to international peace and security and political stability; to achieve economic and social progress and development; and to protect people's rights and fundamental freedoms. Rule of law and development are strongly interlinked, and strengthened rule of law-based society should be considered an outcome of the 2030 Agenda and Sustainable Development Goals (SDGs).

5.5 SEPARATION OF POWERS

The separation of powers is an organisational structure in which responsibilities, authorities, and powers are divided between groups rather than being held centrally. It is closely associated with political systems in which the legislative, executive, and judicial powers of government are vested in separate bodies. There are three powers within a state: legislative, executive and judicial.

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5.5.1 LEGISLATIVE POWER

The first of the three powers have the task of passing laws and supervising their implementation. This power is exercised by parliament—i.e., the National and Federal Councils, and the Provincial or Regional law-making bodies in each jurisdiction.

5.5.2 EXECUTIVE POWER

The executive branch has the task of implementing laws. It usually comprises the President and/or the Prime Minister (where applicable), Governors, and law enforcement authorities such as the police and the armed forces.

5.5.3 JUDICIAL POWER

Judges administer justice, deciding disputes independently and impartially. It is their task to ensure that laws are upheld.

In democratic countries, the notion of ‘independence of the judiciary’ is well rooted. This means that the judiciary is strictly distinguished from the executive and the legislative powers. It is only through the separation of powers that magistrates can carry out their job, free from either pressure or influence of any kind and in an independent way.

5.6 HUMAN RIGHTS: WORKING WITH DIVERSE GROUPS

Human rights are standards that recognise and protect the dignity of all human beings, governing how human beings live in society and with each other, as well as their relationship with the state and the obligations of the state towards them.⁴ Human rights law obliges governments to do some things and prevents them from doing others, and individuals also have responsibilities to respect the rights of others.

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5.6.1 UNIVERSALITY AND INALIENABILITY

Human rights are universal and inalienable. All people everywhere in the world are entitled to them.

5.6.2 INDIVISIBILITY

Human rights are indivisible. Whether civil, political, economic, social or cultural in nature, they are all inherent to the dignity of every human person.

5.6.3 INTERDEPENDENCE AND INTERRELATEDNESS

The realisation of one right often depends, wholly or in part, upon the realisation of others.

5.6.4 EQUALITY AND NON-DISCRIMINATION

All individuals are equal as human beings and by virtue of the inherent dignity of each human person.

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5.6.5 PARTICIPATION AND INCLUSION

Every person is entitled to active, free and meaningful participation in, contribution to, and enjoyment of civil, political, economic, social and cultural development, through which human rights and fundamental freedoms can be realised.

5.6.6 ACCOUNTABILITY AND RULE OF LAW

States and other duty-bearers must comply with the legal norms and standards enshrined in human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator, in accordance with the rules and procedures provided by law.

The United Nations allowed more than 50 Member States to contribute to the Universal Declaration of Human Rights (UDHR). The UDHR is a non-binding declaration adopted by the United Nations General Assembly in 1948, partly in response to the barbarism of World War II. The UDHR urges member states to promote a number of human, civil, economic and social rights, asserting these rights to be part of the “foundation of freedom, justice and peace in the world.”⁵

5.7 YOUTH IN PUBLIC POLICY⁶

According to the United Nations, ‘youth’ are people aged between 15 and 24 years. They represent an important share of voters, and can play an active part in shaping political and social life. Yet in many countries these populations express frustration with political systems. Ensuring active engagement of youth and women in leadership and decision making is essential to mitigate the risks of political, economic and social marginalisation. Their involvement can lead to better decisions and outcomes.

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Promoting wellbeing and development of young people strengthens their commitment to, and their understanding of, human rights and democracy. It also allows them to take part in decision-making processes. Governments can encourage the development of new, innovative industries, and initiatives whilst young people can provide governments with fresh ideas and approaches, and ensure that policy outcomes are responsive to youth concerns.

5.8 WOMEN IN PUBLIC POLICY

Engaging women in public policy can result in an increasing understanding and interest in civic and political affairs, and foster active citizenship. When women feel that they are actively involved in decision-making and that their concerns are taken seriously by government officials, it can contribute to social wellbeing at an individual level, by building self-esteem, and a sense of empowerment, and bring about important benefits for societies, such as an increased awareness of common challenges and a joint commitment to identifying solutions that work in the long run.

Ultimately, it also benefits society as a whole by reinforcing positive civic behaviour, participation in civil society and politics, keeping the citizenry informed on politics and voting, and encouraging women to run for office.

5.9 CASE STUDY: CIVIL SOCIETY AND DEMOCRACY IN ZAMBIA

At the beginning of the 1990s, theorists talked of the 'international momentum' of democracy and focused on the central role of civil society in advancing the democratic process.⁷ This approach was used to explore the transition in Zambia, but a close reading of events before and after Zambia's 1991 election indicates that 'older political logics' do not disappear merely because authoritarian regimes are challenged by forces from wider society.

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In Zambia, a range of civil actors were excluded from the transition negotiations by an agreement between Movement for Multi-Party Democracy (MMD) leaders and Kenneth Kaunda at the little known Mulungushi (constitutional) Conference in July 1991. This exclusion confirmed the weakness of Zambian civil society and laid the basis for an authoritarian resurgence under the Third Republic MMD Government, in which a limited social group established its dominance. Within 18 months of taking office, observers were speculating on the MMD's establishment of a de facto one-party state as older political logics reasserted themselves. This period gave rise to subsequent political events as an ever-increasing range of actors were excluded from the political arena.

5.10 REFLECTIVE QUESTIONS

Now that we have learnt what democracy means:

1. Do you think that democracy is the best political system for today's world?
2. Is it only in democracy that peace, welfare and liberty can reign?
3. Will democracy be better when women and youth take the lead?

**CHAPTER 6:
POLITICAL
PARTICIPATION**



CHAPTER 6: POLITICAL PARTICIPATION

Learning objectives:

- To understand the need for political participation.
- To learn about the barriers to political participation.
- To understand how to get involved in politics without political party affiliation.

6.1 THE NEED FOR POLITICAL PARTICIPATION

Political participation involves the liberty to speak out, associate, assemble and take part in the conduct of public affairs. It can also involve registering as a political candidate to campaign and to hold office at all levels of government. Under international standards, everyone has an equal right to participate fully in all aspects of the political process.

6.2 BARRIERS TO POLITICAL PARTICIPATION

There are numerous challenges that people may experience in exercising their right to political participation, including:

- **Poverty:** individuals who live in poverty tend to focus more on survival activities to meet their basic needs first. Politics has become a monetised game, with problems of vote buying and vote selling. This can be a threat to political participation.
- **Personal factors:** lack of confidence, fear and low self-esteem can affect a person's decision to participate, including running for public office.
- **Discrimination:** discriminatory practices still exist in the world. In some cases, people are denied access to political participation because of their gender, age, race and social class. Globally, there are 27 States in which women account for less than 10 per cent of parliamentarians in single or lower houses, including four single/lower chambers with no women at all.¹
- **Lack of disability-friendly processes:** in some countries, people with disabilities still find it difficult to exercise their right to political participation. They encounter challenges such as

CHAPTER 6: POLITICAL PARTICIPATION

access to polling stations and stereotypes that they lack the ability and intellectual capacity to run for office. These often prevent them from participating in political processes.

6.3 CASE STUDY: GHANA—ENABLING THE BLIND TO VOTE

Ghanaian voters who are blind depend on the assistance of others to help them during the voting process.² The International Foundation of Electoral Systems (IFES) was allocated a grant by the Finland Ministry for Foreign Affairs to implement a ballot project that would give blind voters the opportunity to vote secretly and independently. The ballot that was pilot tested did not use Braille—as less than one per cent of blind adults in Ghana are educated—but relied on tactile cues. The ballot was tested in elections in 2002 and was designed in partnership with the Action on Disability and Development of Ghana, the Ghana Electoral Commission and the Ghana Federation of Disability Associations.

6.4 POLITICAL PARTIES

A political party is a group of people with similar political ideologies that seeks to shape public policy by getting its members elected to public office. Most individuals depend on parties for their nomination, their base of electoral support during the election campaign, and for financial resources.

Political parties nominate candidates to run for many levels of government, including the national level, such as for parliament or the presidency, and at state and local levels as well. They also coordinate political campaigns and mobilise voters.

Political parties' policies and practices can either advance or oppose women, youth and minorities' political representation and concerns. They vary greatly in the extent to which they seek to promote women into leadership positions and to recruit women as party candidates, as well as in the extent to which they address political, economic and social issues of special concern to women.

CHAPTER 6: POLITICAL PARTICIPATION

6.5 HOW TO GET INVOLVED IN POLITICS WITHOUT A POLITICAL AFFILIATION

Although being a member of a political party may seem to be the only way to be involved in politics, there are other options, such as involvement in national movements. More broadly, non-governmental organisations, including women's, human rights and community groups, labour unions, and other civil society institutions, can contribute in various ways to the advancement of youth, women and marginalised people into political participation.

6.6 REFLECTIVE QUESTIONS

Are you a member of a political party or interested in joining a political party?

Do you think it is important for women and youth to be involved in politics? Give a reason or reasons for your answer.

What is your view of political parties? Do you think that, without political parties, a candidate cannot win elections? Give reasons for your answer.

CHAPTER 6: POLITICAL PARTICIPATION

In your opinion, how inclusive are political parties of women and youth in your country?

Do political parties in your country publicly express commitment to gender equality? If so, is this commitment reflected in their actions (e.g., leadership structure, candidate nominations, campaign financing, and policies)?



CHAPTER 7: FUNDRAISING

CHAPTER 7: FUNDRAISING

Learning objectives:

- To know how to fundraise to solve social problems.
- To understand how to fundraise for a political campaign.
- To develop and manage a fundraising strategy.

7.1 WHAT IS FUNDRAISING

Fundraising is the act of seeking financial support or other resources for a particular purpose. Fundraising is important because it contributes to a mission and helps you gain supporters for your cause.

7.2 FUNDRAISING FOR SOCIAL PROBLEMS

A social problem is a social condition that disrupts or damages society, such as crime, racism, stigma and discrimination, etc. The following strategies can be used in fundraising to help address a social problem.

7.2.1 CROWDFUNDING

Crowdfunding entails financing a project or venture by raising money from a lot of people who each contribute a relatively small amount, typically via the internet. Crowdfunding can be a great way for non-profits to raise funds for their cause. To use crowdfunding effectively, you need to understand your audience and the type of content that works with them. This will keep them interested in supporting your work.

7.2.2 PEER-TO-PEER FUNDRAISING

This method is a new trend in fundraising. It works by giving individuals the permission to organise fundraising on behalf of your organisation or cause. Supporters are allowed to create their own customised campaigns as it appeals to them. This gives them

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the opportunity to share their personal insights and motivate their network to donate to your cause.

7.2.3 DIVERSIFY YOUR DONORS

Due to potential donor fatigue, it is important to diversify your donors and fundraising methods. You can explore other methods, aside from grants (see Chapter 8), including corporate social responsibility (CSR), starting a social enterprise, and offering services such as consultancy. These can increase your chances of getting funds.

7.2.4 COMMUNICATING THE IMPACT OF YOUR WORK: FOCUS ON INDIVIDUAL STORIES

Donors love to read, see and hear about the impact of your work. Ask your beneficiaries' permission to share their stories. You can use one of these stories to show how your project has positively impacted their life.

Also look for non-financial support. There are other ways people can support your social cause besides money, such as by volunteering and making in-kind donations. These help you engage people and get more contacts, which could eventually lead to monetary donations.

7.2.5 UPDATE YOUR SOCIAL MEDIA PAGES

Ideally you should publish every day to keep your audience engaged and put your social cause at the top of their minds. Vary your content and format—pictures, stories, videos, infographics—and use social media platform analytics to learn about your audience. Take note: different social media channels have different audiences. This should guide you when choosing which content to share on each platform. For example, twitter is more effective for advocacy. Do not concentrate only on social media that you forget to use traditional forms of communications, such as phone calls and sending a letter/email, which can still be effective.

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Also, be sure to add a 'Donate Now' button to your website and blog; this should be highly visible and land directly on a payment page. Always thank your donors, and send them newsletters for them to be aware of the progress in your work.

7.2.6 MAP YOUR NETWORK

Network mapping represents the relationships you can utilise to grow your supporter base. List individuals you are familiar with and ask your team members to do the same. After writing out the list, make plans on how to use them effectively. They could support you by introducing you to their own networks, running a fundraising event or offering their expertise to support your fundraising efforts. People who feel a personal connection to your work—and to you—are more likely to give to your social cause.

7.2.7 PLAN WELL IN ADVANCE

Planning is key. You should not wait until a project comes to an end before you start seeking funds. Start planning long before the

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call for funding applications opens. Funding cycles differ from one donor to another. As there will be several organisations applying for funding, you need to develop a strong case to get the funds. Network and reach out to donors before sending a proposal.

7.2.8 FOLLOW UP AND PERSIST

It might take time and effort to reach out and convince people to give funds to your social cause. Allocate time for donor research and other fundraising activities. You should allocate responsibilities to team members to be involved in fundraising.

7.3 ACTION-BASED ACTIVITIES

You may want to try out one or more of these fundraising ideas:

- **Bake off:** you can get your family friends, colleagues and volunteers together to bake as a competition. Try generating a hashtag. Then each of you can share all the photos on your social media accounts. People can vote for their favourite baked product by donating. You may want to experiment with a bake off either online or in person.



- **Themed fundraising party:** you could organise a fundraising party with a specific themed concept. Invitees who show up in costume would pay a minimum amount as the pass/door fee while those you attend without the costume theme would pay more (as a penalty!).

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- **Fundraising walk:** you could organise a walkathon to raise funds. You can go a step further by getting sponsors for the walkathon. Invite your family, friends, private organisations and the general public to your organised walkathon. This is an opportunity to raise funds by signing up donors, giving out donation envelopes, and selling merchandise, such as T-shirts, caps, journals, and cookies.
- **Barter and trade fair:** organise a barter and trade fair. This is similar to a garage sale. Promote the fair to get people to show up. You could decide to charge a fee for each item people bring to the fair. In addition, you can sell your organisation's customised items or snacks and drinks at the fair to raise more money.
- **Donation match challenge:** plan for a donation match challenge. Set a date to host a donation match drive. Partner with a company that would be willing to match all the donations on the specified date.

7.4 CASE STUDY: THE SHALOM PROJECT BREAKS FUNDRAISING RECORDS WITH A CREATIVE APPROACH

The Shalom Project² develops programmes that challenge poverty in the Winston-Salem community, with a spirit of compassion, inclusion and justice. The organisation offers a food pantry, medical clinic, and other initiatives to help individuals in need.

7.4.1 THE CHALLENGE

Each year on National Ice Cream Day, the Shalom Project hosts an event called The Big Chill at a local park. Volunteers from local churches make numerous flavours of ice cream for the programme, and people who attend can vote on which flavour they like best by giving a donation. Traditionally, local celebrities have raised funds through peer-to-peer campaigns. The Shalom Project depends on this summer fundraiser to garner supporters for its programmes. However, the COVID-19 pandemic prevented large gatherings, so they had to make a shift.

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7.4.2 THE SOLUTION

The Shalom Project shared a favourite recipe, that event participants could make themselves at home. Their celebrity supporters continued to raise money through peer-to-peer campaigns using Network for Good's customisable peer-to-peer pages. The Local breweries gave special deals on pints of ice cream at mini events that observed physical distancing protocols, and a gelato shop offered collaboration with two purpose-developed gelato flavours.

The peer-to-peer fundraising pages were shared by the local celebrities. These pages were customised with photos and messages. Also, when attendees of the event voted on their favourite recipe with a donation, the Shalom Project used Network for Good's automated thank you to send them recipe cards and a hashtag for them to share on their social media platforms.

7.4.3 THE RESULT

The total raised by the event surpassed \$50,000—more than the record-breaking amount it raised the previous year—and because they used the internet more than physical spaces, the Shalom Project saved on venue hire costs, leaving more money to fund their work.

7.5 FUNDRAISING FOR POLITICS

Running for office requires huge financial resources. Although the prospect of raising such large amounts of cash during a relatively short time span could appear overwhelming, with a well-thought-out strategy and plan, fundraising may be both a successful and enjoyable part of any campaign.

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7.6 FUNDRAISING FOR ELECTIONS

Getting started with political fundraising as early as possible will offer you enough time to boost your funds. Below are strategies you can use in fundraising for politics.

7.6.1 SETTING A FUNDRAISING GOAL

Knowing how much money you will need to support your candidacy will lead to successful campaigns. Have a fundraising goal before you start soliciting for funds. These will guide the strategies you will use to gather the amount required.

7.6.2 BUILDING A TEAM

Once you budget the amount of funds required for your campaign, you need to get a team to assist with the fundraising process. You should mobilise volunteers and inform them of the diverse roles they will play. Defining your fundraising tactics will give you and your team with a clear game plan.

7.6.3 PROSPECTING

Data can help you recognise different categories of individuals and also the best strategies to reach out to them. Supporters who have repeatedly voted for, and donated to, your party in the past will be quick to support your fundraising. Voters who are undecided about which party to support may need to be persuaded (including through repeated follow-ups) before they make a donation.

7.6.4 CREATE A FUNDRAISING CALENDAR

The finance plan should include a calendar of all fundraising activities, detailing the timeline by days, weeks, and months for every tactic that will be used. Each planned fundraising event

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should be listed on the calendar, together with traditional and social media, phone calls, and door to door outreach efforts.

7.6.5 EXECUTING

A plan without execution is simply a wish. After prospecting, you and your team can start sending emails and making calls to begin the fundraising campaign.

7.6.6 KEEP UP WITH THE TRENDS

To keep your political fundraising campaign relevant, pay attention to your audience and adapt how you approach them.

7.6.7 HOSTING FUNDRAISING EVENTS

You should consider the possibility of hosting events to gather funds for your campaign. Sell your tickets ahead, with several different pricings to draw in a range of donors.

During and after the event, ensure that you thank attendees and participants whenever possible. Within the week, send thank-you notes to every donor, including a personalised acknowledgement for the host committee members and anyone else who took on a considerable role in assisting with the event.

7.6.8 ONLINE FUNDRAISING

Soliciting donations online may be a good way to succeed in reaching diverse groups of supporters. To run a successful email fundraising campaign, you will have to grow your mailing list so that your donation requests reach as many people as possible. Use platforms such as your website and social media pages to prompt supporters to opt in to receive email updates from your campaign so you can fundraise from them. Once someone has signed up for

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your campaign updates, cultivate the relationship by thanking them for their support and send regular campaign updates or newsletters.

To write a successful fundraising email, start with an intriguing subject line that should entice readers to open the email. The message should be persuasive, too; without an intriguing subject line, though, few people will read it. Keep subject lines brief and leave the reader wanting to know more.



7.6.9 DIRECT MAIL

It takes a lot more resources to send direct mail than it does to send an email. To run a profitable direct mailing system, use a tested method that maximises efficiency. The planning of your direct mail package will make or break its performance. It should be engaging and compelling. When writing the letter, be compelling and emotional, and clearly explain why your donors should support your campaign.

7.6.10 DONATION BOXES

You can use donation boxes to request small amounts of cash from the public. Donation boxes should be deployed in strategic public places like shopping centres and malls. The boxes should be branded with your flyers or posters that contain a brief story or summary of what your campaign is about. This will give people insight into what the money will be used for and help them connect to your campaign.

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7.6.11 GRASSROOTS CAMPAIGNS

If you use grassroots campaigns, you will be relying on smaller individual contributions. You must be persuasive, focusing on a policy that the community cares about. Tell your story and tell people why you are running for office. This will help you get their support.



7.7 CASE STUDY: BARACK OBAMA'S STRATEGIC USE OF THE INTERNET

When Barack Obama campaigned for the Democratic Party nomination in 2008, he was seen as an inexperienced candidate.² Few individuals have used the internet as a channel for successful campaigns. Other aspirants were focused on traditional methods to gather voter support. Not seen as an experienced politician, Barack Obama needed to interact with voters in new ways to succeed.

When it comes to elections in the United States of America, young people are the most difficult demographic to reach. They prefer to use the internet for communication and entertainment. The Obama campaign realised that, without the support enjoyed by the opposing candidates, they needed new ways to reach voters and raise funds.

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Although the social network my.barackobama.com was the hub of the campaign, profiles were created on all major social-networking sites, including YouTube, Twitter and Facebook to enable the campaign to reach supporters through numerous channels.

The Obama campaign used every opportunity for interaction to gather information that allowed it to engage further with potential supporters, from email addresses to telephone numbers and zip codes for email marketing. The campaign announced Joe Biden as Obama's running mate to an estimated 2.9 million supporters via SMS.

The campaign also made outstanding use of various other e-marketing tactics, all carefully co-ordinated to get supporters to feel as engaged and involved with the campaign as possible. While Hillary Clinton raised \$13.5 million in January 2008 to support her campaign, mostly through large, traditional fundraising events, Obama raised \$36 million within the same month. Of that, \$28 million was raised online, with 90 per cent of these transactions coming from people who donated \$100 or less, and 40 per cent from donors who gave \$25 or less. Even small donors felt that they were making a difference.

Barack Obama's campaign used grassroots channels extraordinarily well to encourage voters, generate support and raise funds, making intelligent use of the internet to support his campaign. The Obama campaign's strategic use of online tools for connecting with supporters, changed global expectations of politics.



CHAPTER 8: GRANT WRITING

CHAPTER 8: GRANT WRITING



Learning objectives:

- To grasp the art of writing proposals for a grant.
- To understand the different elements of grant writing.

8.1 HOW TO WRITE A GRANT PROPOSAL

As a youth advocate, you always have impactful projects that you wish to implement within your community; some of these may require funding. This chapter sets out the steps involved in writing a grant proposal. This is the most common type of fundraising activity among non-governmental organisations and civil society. Different donors have different proposal requirements and formats. Most specify what you need to include in your proposal.

CHAPTER 8: GRANT WRITING

This can be a daunting process, but the tool in this chapter gives you a step-by-step guide to writing a grant proposal in the event that the prospective donor does not specify a format.

Proposals are important because they:

- Outline the specific activities of your organisation and its projects, past and planned;
- Provide sufficient evidence to persuade the donor to give you the funding required for your planned activities; and
- Give an idea of the challenges your organisation faces.

This chapter will focus on the two main steps involved in grants writing before developing the proposal, and the actual writing. Under the latter topic, we will discuss the structure of the proposal document.

8.2 BEFORE WRITING THE PROPOSAL

8.2.1 KNOW YOUR DONOR

You need to know two key things about a donor:

- What the donor wants in terms of their goals, mission, concerns, etc.; and
- The practical details of format and timing.

Remember that writing a funding proposal is a selling process and you need to know what the prospective buyer, in this case, the donor, wants.¹ Donors are trying to create an impact and meet their own objectives—and will also want to know just how their money is going to be used. After doing this research you should then align your objectives with the priorities of the donor so that they may be compelled to award you the grant, it would not make sense to apply for a project that goes against the objectives or values of the donor. Research your donor.

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8.2.2 STAKEHOLDER INPUT

If your project involves a larger group of people or an area in which other stakeholders are working, consult those stakeholders for assistance. This will help you to gather as much information as possible on your planned project and to understand the issue from different perspectives. Also, collaborations may arise from these consultations which might give you an advantage—donors prefer to give a lump sum to collaborative projects.

8.2.3 SWOT ANALYSIS

Most well-run organisations conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis on their programmes or on the organisation as a whole. This helps to troubleshoot and look for areas for improvement, which may help answer donor questions in the proposal. The structure below can help you conduct your SWOT analysis. Try to fill in the boxes with the answers to those questions. You are ready to start writing your grant proposal.

Strengths What does your organisation do well? What do others see as your strengths?	Weaknesses What could you improve about your structure, staff and projects? Do you have sufficient resources? What are others likely to see as weaknesses?
Opportunities What opportunities are open to you?	Threats What threats could harm you? What is your competition doing?

Table 8.1. SWOT analysis template

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8.3 PROPOSAL STRUCTURE

As discussed, the grant proposal format will vary, but you can use the one below to get you started. Remember to consult other sources for this endeavour as well. We will use the following structure:

1. Title page
2. Executive summary
3. About the organisation
4. Problem statement
5. Project goal and objectives
6. Project description
7. Results
8. Budget

8.3.1 TITLE PAGE

This is where the title of the proposal document or the project applied for is stated. It should not be long, and it should capture the essence of the project you are applying for. The title page of your proposal should be the first thing anyone who views your proposal sees. Together with the title of the project, it must also have the name of the organisation, and your address, logo, contact details, and submission date.

8.3.2 EXECUTIVE SUMMARY

This provides a brief overview of the project, what it is about, how much you are requesting, and your target audience. This section should not be more than a page long, because it is essentially, as the title suggests, a summary.

8.3.3 ABOUT THE ORGANISATION

This is the section where you introduce your organisation. This is an opportunity to make yourselves look good.

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Outline your mission, vision, areas of work and, most importantly, your previous projects and achievements. This section should show your credibility, that you are experienced in what you do, and that you do it well.

8.3.4 PROBLEM STATEMENT

Establish the need for your project by demonstrating who will benefit and how they will benefit.² State the consequences of not funding the project and the needs not being addressed. Evidence is critical in this part of the document.

According to fundsforNGOS³, a problem statement/project rationale is a brief analysis or summary of the problems relating to the project or the issue to be addressed by it.³ Consider the following for your project statement:

- Make it precise and point-to-point.
- Use quotes, live examples, references, research data and press articles.
- Make it very specific to donor issues and priorities.
- Refer to other NGO and government work in the area
- Make the 'why' (the reason) clear.

8.3.5 PROJECT GOAL AND OBJECTIVES

Usually, a project has only one goal. It should support the overall policy of the government or the donor agency to which you are applying.³ The project objectives should be SMART (Specific, Measurable, Achievable, Relevant and Time-bound).

8.3.6 PROJECT DESCRIPTION

In this section, you outline how you are going to execute the project. You provide a description of the ways in which you will achieve your objectives. You also provide insight on all the

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activities you will conduct and show how those activities will be relevant. This is where the donor will start to get a sense of how the funds will be used before you outline it for them. Also, outline the responsible person for each activity, their role in the organisation, and the timeframe you expect that activity to have been implemented within.

8.3.7 RESULTS

Results are changes that you expect to take place after implementing the project activities. They are changes that positively affect the beneficiaries.³ Elaborate on how you expect your project to be impactful.

8.3.8 BUDGET

The budget must be itemised as clearly as possible, presented in the required format, and should be in line with the activities set out in the project. Where applicable, mention contributions from other sources, such as the community or other donors.³

8.4 CASE STUDY: RED TAPE BUSTER

This case study was prepared by Red Tape Buster (RTB) for their series of grant writing articles highlighting different strategies they have worked on since they commenced business in 2000.⁴ Below is a description of a grant writing project, they undertook for another organisation which was seeking funding for its youth-based training and skills development programme. This is how Red Tape Buster helped this organisation write a fund winning proposal.

With this particular organisation, RTB were seeking funding for a youth-based training and skills development programme. Given most of the young people had left town over the years, and the population was dwindling, the organisation felt that they did not really have a sound case to pursue funding.

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A skilled grant writer from RTB initially worked with the client on their project and identified training and skills development needs of local young people. To that end, RTB developed a survey that was sent to all of the people in town seeking their views and input. RTB then discussed the matter with local community organisations, especially those already in some way assisting youth in the region. RTB then canvassed the local council and relevant state government departments seeking their input.

After an extensive consultation process RTB identified that the main area for jobs in and around the area was in customer services, so they developed a project to train young people to work in a shop, be part of a team and accept money, use a register, and acquit money at the end of the day—and deliver outstanding customer service. RTB discussed the project with a number of businesses and gained their support to employ the young people once they completed the training, if the project was funded. They obtained letters of support from each business.

RTB then identified the perfect funding programme to pursue, and their grant writer set about creating a story that identified why young people were leaving town, set out the findings of their research and consultation, detailed the impacts—economic, mental health and social—of the drought in the area. The proposal then went on to explain how this project would benefit the young people and the community.

Further, RTB reinforced that an employer would employ these young people if they had the right skills and attitude to work hard and deliver outstanding service to their clients. Many businesses did not, in fact, have a vacancy, but came on board because they could see the project was vital to the survival of the community. Through the fantastic efforts of the Red Tape Buster grant writer, they were successful in winning US\$75,000 in funding for this project.

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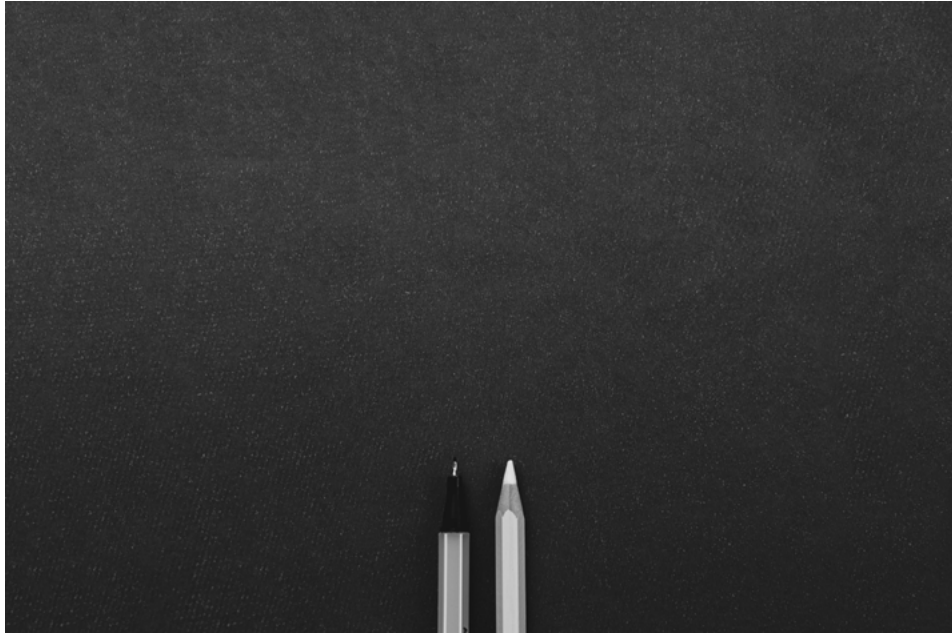


8.5 SEARCHING FOR FUNDING OPPORTUNITIES

Looking for funding? Visit the pages below to keep up to date with funding opportunities around the world. Remember, the internet is filled with such opportunities, so take the time to conduct your own research, too:

1. Bond: <https://www.bond.org.uk/hubs/funding-opportunities>
2. Opportunity Desk: <https://opportunitydesk.org/category/grants/>
3. FundsforNGOs: <https://www2.fundsforngos.org/category/latest-funds-for-ngos/>
4. OSISA: <https://osisa.org/grants/>
5. ELRHA: <https://www.elrha.org/funding/>
6. Youth Opportunities: <https://www.youthop.com/>
7. African Women's Development Fund: <https://awdf.org/grants/>
8. Ford Foundation: <https://www.fordfoundation.org/work/our-grants/grant-opportunities/>
9. Opportunities for Africans: <https://www.opportunitiesforafricans.com/>
10. Opportunities for Youth: <https://www.opportunitiesforyouth.org/>

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You can also read over these additional resources on grant writing:

1. OSISA: <https://osisa.org/grants>
2. Young African Leaders Initiative FREE online course on fundamentals of grant writing: <https://yali.state.gov/courses/course-2052/#/lesson/writing-a-grant-proposal>
3. Philanthropy University: <https://courses.philanthropyu.org/courses>
4. Community tool Box – Applying for Grants: <https://ctb.ku.edu/en/applying-for-grants>
5. Grants Plus: <https://grantsplus.com/nonprofit-grant-writing/>
6. Snowball Fundraising: <https://snowballfundraising.com/the-nonprofit-grant-writing-guide/>
7. Lesly University: <https://lesley.edu/article/the-importance-of-grant-writing-for-non-profits>



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