WRUA ADVOCACY TRAINING MODULE

A training module on strengthening transparency, accountability and participation in Water Resource Users Associations in Kenya

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Accounting for Every Drop!

WATER RESOURCE USERS ASSOCIATIONS ADVOCACY TRAINING MODULE

ACKNOWLEDGEMENTS

Water Resources Authority institutes and recognizes the significant role of the water resources users associations in integrated water resources management in Kenya. This, therefore is an acknowledgement of the contribution and work of our partnering organizations indicated below that made possible the realisation of this WRUA advocacy training module.

Partners:

We also thank Seecom and MetaMeta for their work in development of content for this training module.

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ABBREVIATIONS

CBNRM	Community Based Natural Resources Management
CBOs	Community Based Organiszations
CESPAD	Centre for Social Planning and Administrative Development
CoK	Constitution of Kenya
CSOs	Civil Society Organiszations
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HDSR	Hoogheemraadschap De Stichtse Rijnlanden
IWaSP	International Water Stewardship Programme
IWRAP	Integrated Water Resources Action Plan Programme
SCMPs	Sub-Catchment Management Plans
WDC	WRUA Development Cycle
WGC	Water Governance Centre
WIN	Water Integrity Network
WRA	Water Resources Authority
WRUAs	Water Resources Users Associations
WSTF	Water Sector Trust Fund
WWF	World Wide Fund for Nature
WWF-KCO	WWF Kenya Country Office

BACKGROUND

The advocacy training module was developed under the project "Strengthening transparency, accountability and participation in and through Water Resources Users Associations (WRUAs)". The project was implemented in partnership between Water Resources Authority (WRA), GIZ International Water Stewardship Programme (IWaSP), Water Integrity Network (WIN), World Wide Fund for Nature (WWF) (through Integrated Water Resources Action Plan Programme (IWRAP) and Community Based Natural Resources Management (CBNRM) Programmes in Kenya) and Center for Social Planning and Administrative Development (CESPAD).

The development of the module was informed by a WRUA organizational capacity assessment that was conducted on 12 Lake Naivasha Basin WRUAs in 2015 by WWF and WRA in partnership with Imarisha Naivasha and GIZ IWaSP. The assessment tool was developed by WWF, HDSR and WGC through the Integrated Water Resource Action Plan (IWRAP) Programme.

This module builds on institutional capacity development for WRUAs to foster partnerships and collaborate with other stakeholders. The module builds on the WRUA Development Cycle (WDC) initiative implemented by the Water Resources Authority (WRA). The WDC framework defines the arrangements between WRA and the Water Sector Trust Fund (WSTF) regarding funding of water resource management activities through the WRUAs. It highlights the need for stakeholder participation and collaboration with WRUAs in water resource management (WDC, 2015).

WRUAs represent the interests of the water users in a sub-catchment and are important in promoting compliance to water laws. The Advocacy training module will enhance the WRUA's capacity to strengthen their stakeholder networks, effectively demand for accountability on policy and regulatory decision-making processes with regard to water resources management. In those cases that there is an umbrella WRUA, it will also be able to follow up on policy, regulatory or programmatic area that they would like to see change within their Basin under the devolved system in Kenya.

INTRODUCTION TO THE TRAINING MODULE

Structure

This is a three-day training module that offers guidelines and methodological tools on participatory planning and implementation of advocacy initiatives within a basin. The tools benefit the community especially the marginalised groups. At the end of the training the facilitator should guide the WRUA in developing short term action plans on capacity areas with regards to advocacy that require strengthening as well action points that can be implemented to further the WRUAs' advocacy agenda. Follow up visits or backstopping to support the implementation of activities laid down in the action plans is required. This is to strengthen the ability of the WRUAs to engage with other stakeholders in advocating for better water resources management.

The module has several activities per session that mostly involve the participants to make it more participatory.

It is advisable for the facilitator to go through the facilitator's notes to have an idea of the activity before facilitating a session.

The module is organised into 8 sessions:

Session 1: Agenda setting and getting to know each other

Session 2: Introduction to advocacy (definition, processes of advocacy and types in brief)

Session 3: Situational analysis

Session 4: Stakeholder mapping

Session 5: Developing advocacy messages

Session 6: Advocacy action planning

Session 7: Advocacy monitoring and evaluation

Session 8: Training Evaluation

Facilitation

In order to ensure that the participants have sufficient support throughout the training, at least two facilitators should be present for each session. A lead facilitator trains and directs the session and a co-facilitator offers other related support as requested by the lead facilitator or as required in the training process. This will ensure a smooth execution of the activities and overall sessions. At the beginning the sessions, there are facilitator's notes providing additional guidance, advice and pointers to the facilitator on how to organise the activities under the sessions.

Seating arrangement

The recommended seating arrangement of the participants is similar to a round dinner table with the participants seated around facing inwards. This will enhance full participation and involvement of participants in the training. It also allows for easy movement of the facilitator around the room as he/she makes his/her presentations. In addition, the facilitator should take into consideration space and cultural issues with regards to sitting arrangement.

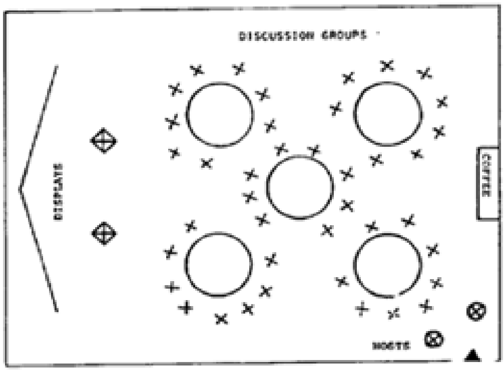


Figure 1: Training seating arrangement

Preparation

The facilitator should ensure that the facilitation materials listed in Annex 2 are available:

Taking notes

Depending on the specific activity, the facilitators should be aware of different ways of taking notes and presenting to the participants. These could be outputs from group discussions or from individual participants for display to the rest of the participants for example by use of flip charts, separate (coloured) cards and/or Manila paper. Specific guidance on this will be provided with each session and/or activity.

SESSION 1: AGENDA SETTING AND GETTING TO KNOW EACH OTHER

Introduction	This session aims at setting the scene, exploring expectations and creating a training atmosphere where participants and facilitators are at ease.
Objective	After completion of this session, the participants should: ▪ know each other and the facilitators ▪ have identified what they expect from the training ▪ be familiar with the objectives of the training ▪ have established rules that will be followed throughout the training
Methodology	Plenary exercise, group discussions
Activities	Getting to know each other; what are the expectations
Materials	Ball of thread, pens, markers, flip chart and sheets, manila cards
Time	1 hour

Topics summary: Session 1

- Activity 1: Who is in the training?
- Activity 2: What are the expectations?

ACTIVITY 1: WHO IS IN THE TRAINING?

Group exercise to get to know each other (30 minutes)

Step 1: The lead facilitator introduces the other facilitators

Step 2: The lead facilitator asks the participants to stand in a circle. There should be enough space for all the participants.

Step 3: The lead facilitator throws a ball of thread to one participant while holding one end of the thread. The participant that catches the roll tells their name and position in the WRUA.

Step 4: The participant throws the roll to another participant while holding the thread. In this way, everyone holds the thread and the group will have created a web.

Step 5: Once every member has shared their information, the facilitator probes the participants on the meaning of the web.

Some of the answers that the participants come up with can include: coordination and information sharing among WRUAs is important for their progress; importance of having synergy among stakeholders; importance of working together as a WRUA network since everyone is interconnected in some way.

ACTIVITY 2: WHAT ARE THE EXPECTATIONS?

Group exercise to manage expectations (30 minutes)

Step 1: The facilitator gives an overview of the programme (e.g. on a flipchart).

Step 2: The facilitator hands out a card to each participant.

Step 3: The participants then write down what their expectation from the training workshop is.

Figure 2: Participants getting to know each other

Step 4: The co facilitator collects the cards and sticks them according to the thematic areas in the module. This can on a flip chart or board.

Step 5: Discuss the expectations pointed out by the participants. It is important to note that ,during the group feedback, the facilitator should clearly link participant expectations to specific sessions. It is therefore useful to have the training schedule clearly outlined during this feedback process so that these connections are made visible.

The facilitators should also collect and store outcomes from this session (flip chart sheets and cards) so that they can be reviewed during the training evaluation to see if participant expectations have been met.

The facilitators can also use this session to ask participants for ground rules during the training such as putting phones on silent; time keeping, respect for each other's opinion etc. (hang this on the wall). The facilitator can also select a timekeeper and someone to lead in energisers.

SESSION 2: INTRODUCTION TO ADVOCACY

Introduction	This session introduces the concept of advocacy with respect to WRUA's roles and responsibility as well as defines the different types of advocacy.
Objective	After completion of this session, the participants should: ▪ explain what advocacy is and what it is not ▪ describe different types of advocacy ▪ explain the importance of advocacy in the WRUA context
Methodology	Group discussions, group exercises, case study
Activities	What is Advocacy, Different types of advocacy
Materials	Pens, markers, flip chart, newspapers, scissors, glue, manila paper
Time	2 hours and 15 minutes

Topics summary: Session 2

- Activity 1: What is advocacy?
- Activity 2: Different types of advocacy: why is it important?

► Facilitator's notes

Advocacy definition and reasons (Activity 1)

- **Definition of advocacy**: advocacy is a process of influencing targeted actors or institutions in order to achieve desired policy, practice, social, behavioural or political changes that will benefit particular groups.
- **Why advocacy**: advocacy is about influencing others towards jointly changing a situation that we cannot address by ourselves.

WRUA advocacy focuses on:

- Bringing communities and water resources users together to articulate needs and concerns to decision makers (County and National Governments)
- Using experience from the WRUAs to draw evidence based arguments on water resources management
- Engaging County and National Governments to influence policy and demand accountability on water resources management

ACTIVITY 1: WHAT IS ADVOCACY?

Group exercise to get an understanding of the meaning of advocacy– by cutting out newspaper articles (40 minutes)

Step 1: The facilitator divides the participants into five groups and gives each group two sheets of manila papers, scissors, glue, markers, and several newspapers (make sure the newspapers cover different aspects of advocacy)

Step 2: The groups cut images from the newspapers of what they think are examples of advocacy and glue them to the first sheet of manila in a creative way

Step 3: On the second sheet of manila, the group draws or lists other types of advocacy that they think are important but that the newspapers did not have

Step 4: The groups hang their sheets on the wall and presents their findings to the rest of the participants

Step 5: The facilitator points out several questions to trigger discussions such as:

- What do we see in the posters?
- What are some of the different ways that advocacy is done within our Basin?
- What are some things that have been done well and others that have not been done well during advocacy efforts in our country?

Figure 3: Newspaper cut-outs by participants to define advocacy through print media

Note: The facilitator should collect the newspapers prior to the training and ensure that the collected newspapers capture the different kinds of advocacy. This will avoid bias on what the participants think advocacy is about.

► Facilitator's Notes

Advocacy types (Activity 2)

There are different types of advocacy activities (means by which to implement an advocacy plan). The WRUA determines the activity to use by the likelihood of achieving impact.

There are five types of advocacy :

- **Collaboration**: This is a formal commitment with policy makers to working together to investigate and resolve a problem or an issue. It requires a shared commitment to solving the problem as well as mutual trust and respect between the policy makers and the IWRM advocacy organisations.
- **Direct persuasion**: This involves presenting clear and appropriate arguments to the policy makers and decision makers. It requires some form of direct access to those policy makers as well as a clear argument supported by credible evidence. Gaining access may result from building your credibility through continued engagement with lower levels of the government administration, or it might be from building your power through public campaigning and gaining support from other influential actors.
- **Building support**: This involves bringing together influential stakeholders or segments of the pub-

lic to garner masses to influence the decision makers especially on issues that are controversial. Governments are unlikely to take the action we want unless there is a lot of support (or pressure) for them to do so. While public campaigning to build support from the public may involve being critical of the government (or sharing information from others that is critical of the government's stance); it is possible to build support from influential stakeholders while still maintaining friendly relations with the government.

- **Coercive pressure**: This involves raising the political, economic or social cost on the policy makers if they do not do as we want. Tactics include strikes, boycotts or other forms of direct action. It is a risky activity and is often used when other methods of influence have failed or are not available.
- **Litigation**: Suing the policy makers in the national courts. This can happen when the policy makers are clearly breaking the law and the courts are sufficiently strong and independent to enforce the law.

Note: There is a difference between collaborative and confrontational advocacy. It should be a conscious decision which method you choose as you can still move from collaborative to confrontational advocacy but not the other way around.

Advocacy approaches include:

- ***Advocacy for***: An outsider speaks on behalf of the affected. The outsider may not fully understand the issue. There are chances of disagreement with the affected (they may agree with the issue but disagree on approaches and tactics.)
- ***Advocacy with***: An outside agency carries out the advocacy campaign together with the affected. The outright visible involvement of the outsider may raise suspicion by the decision maker.
- ***Advocacy by***: The outside agency builds the capacity of the affected to wage their own struggle.

ACTIVITY 2: DIFFERENT TYPES OF ADVOCACY: WHY IS IT IMPORTANT?

Lecture and plenary discussion on the various advocacy types, focusing on WRUAs (30 minutes)

Step 1: The facilitator outlines the different types of advocacy (i.e. collaboration, direct persuasion, building support, coercive pressure, and litigation) using a short explanation and a concrete example of each. This can be explained using the posters stuck on the wall by the participants.

SESSION 3: SITUATIONAL ANALYSIS

Introduction	This session helps the WRUA visualise their ideal Basin by drawing a vision of how they would like their Basin or Sub basin to look like in say 5 years. After visioning, the group then looks at where they currently are in terms of the issues/ problems they experience at the Basin/ Sub basin level. Once they identify the problems through the problem tree analysis, they then identify solutions for the problems and come up with a solutions tree. They prioritise the issues to advocate for - issues that will bring change to the larger Basin.
Objective	After completion of this session, the participants should: ▪ visualise how they would like their Basin/ Sub Basin to look like in the future -what to work towards to ▪ analyse the water related problems that their WRUA faces ▪ prioritise the problem to advocate for ▪ develop action points (solutions) and base the advocacy process on evidence
Methodology	Group discussions, group exercises, case study
Activities	Visioning the future, Problem Tree analysis, Turning problem tree into Solution tree and Collecting evidence for defined problems.
Materials	Pens, markers in different colours, flip chart, coloured cards
Time	4 hours

Topics summary: Session 3
• Activity 1: Visioning the future • Activity 2: Problem tree analysis • Activity 3: Turning your problem tree into a solution tree • Activity 4: How to collect evidence for the defined problems

Facilitator's Notes (Activity 1)

Visioning is the process of developing a shared description of how a WRUA (or another group of stakeholders) would like their Basin or Sub Basin to be or look like in the future.

The facilitator will translate the vision into policies, legislation and practices.

It starts with the development of a common view of the future.

Through the process of visioning, stakeholders think beyond the day-to-day reality of problem solving and imagine an achievable medium to a long-term future. The WRUA is then able to define common goals and objectives. All stakeholders should share and own the vision.

ACTIVITY 1: VISIONING THE FUTURE (IDEAL BASIN)

Group work to create images of how the group views its ideal basin (1 hour); example provided in figure 2 below activity steps)

Step 1: Still in the groups that they had formed previously, let the participants draw a visual image of how they would want their basin to look like in five years. Allow the group to apply their creativity.

Step 2: The groups should do this exercise on a flip chart and base it on the visioning lecture shared above. Encourage group participation and as much creativity as possible.

Step 3: Let the participants hang their rich pictures on the wall for reference and brainstorming in plenary

Step 4: All participants then move round and discuss what they see in each picture

Step 5: The participants then choose a favourite poster that they think represents their vision for the Basin and populate it with features from the other pictures that are important to the participants but not present in the chosen poster.

Figure 4: A rich picture of LANABWRUA showing their ideal Basin including natural resources (e.g. lake and river), conservation measures (e.g terraces) and human impact (infrastructure and factories)

► Facilitator's Notes

Problem Tree Analysis (Activity 2,3,4)

A problem tree analysis helps the WRUA to understand the current situation. WRUAs are able to focus on the issue that they want to address by understanding the problems and identifying the solution. This is the starting point for action. Problem analysis helps to set the advocacy priorities. It also provides WRUAs with a baseline on which they can measure progress.

The branches are the manifestations of the 'health' of the tree. They represent the visible effects of the problem and that we seem more tempted to respond to (for instance, women walking too far to fetch water).

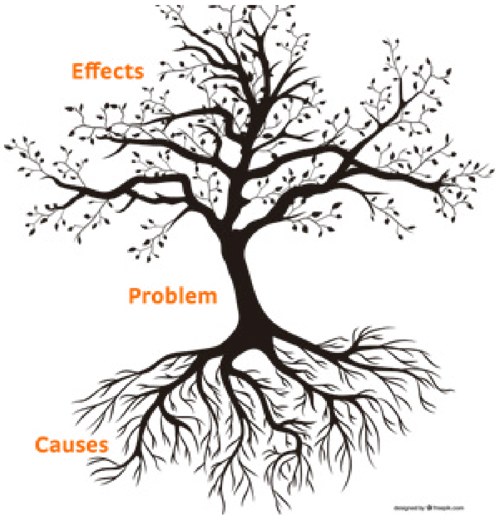


Figure 5: Outline of a problem tree

The trunk is the most visible part of a tree. It is what tends to represent the problem. (For instance, polluted rivers or water scarcity).

The roots support the tree. The roots also feed the tree and feed off it. The details of the nature or character and strength of the tree are in its roots. These are the causes of your problem. (For instance, deforestation, riparian encroachment).

If you uproot a tree, it dies; therefore, if you solve the root causes then the advocacy problem ends.

It is important to differentiate between causes and effects. This is because advocacy efforts target causes and not effects. A proposal to solve a problem will be effective only if it addresses the root causes of the problem. Proposals that have an impact only at the level of effects will not solve the underlying problem.

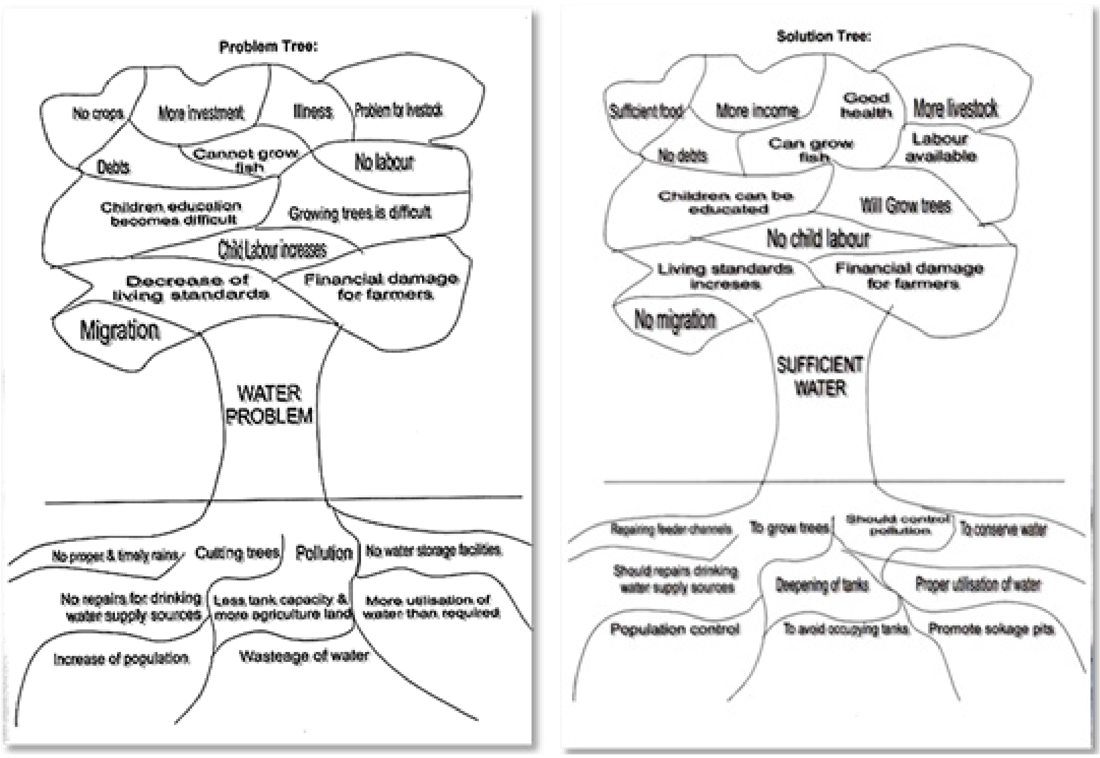


Figure 6: Example of problem tree and solution tree

If there is a clear distinction between causes and effects, WRUAs will be able to identify those groups that are most affected by the problem. These persons are most likely to be interested in being part of the advocacy campaign. The advocacy effort should incorporate them from the beginning.

The WRUA must identify linkages, causes and effects. The final step is to reverse the problems into solutions, which will result in a solution tree.

ACTIVITY 2: THE PROBLEM TREE: WHAT, WHY, HOW?

Plenary introduction (15 min)

The facilitator explains to the participants that once they know where they want to go, they need to identify where they currently are to identify what they need to change. The facilitator can draw or use example problem trees to achieve this.

ACTIVITY 3: DEVELOPING YOUR OWN PROBLEM TREE

Group exercise to develop a problem tree for the WRUA (30 minutes)

Step 1: In the plenary, discuss several water related problems that the basin could be facing and select the five most pressing problems

Step 2: Give each group one problem identified to discuss their causes and effects. Let them note the identified causes and effects on the coloured cards. Each problem, cause and effect should be on its own card

Step 3: Let them begin by drawing a treeon a flip chart, as shown in the example belowand then placing the main problem in the centre (tree trunk)

Step 4: Let the participants discuss causes of that problem and the consequences or effects

Step 5: The effects should be listed/placed above the main visible problem and root causes below it i.e. at the treetop and roots respectively

Step 6: List as many causes of the problem as there are

Step 7: The facilitator should use the Facilitator's notes given above to guide the participants

Step 8: Draw arrows from the causes to the visible problem. While listing each cause, brainstorm on the cause of the cause. The cause may also turn out to be another problem.

Step 9: List as many effects of the visible problem as possible. Draw an arrow from the visible problem to the effect. For each effect, ask what further effect it could have on the situation or the people.

Step 10: Look at the causes that can be improved or addressed through advocacy

Step 11: The participants should then present their work in plenary.

ACTIVITY 4: TURNING YOUR PROBLEM TREE INTO A SOLUTION TREE

Plenary introduction and group work to analyse the problems and identify actionable solutions (1 hour)

Step 1: The facilitator shows the participants the format of the solution tree as illustrated below and explains its link to the problem tree in Figure 7. The facilitator can alternatively draw this on a flip chart or a white board or write it on coloured cards.

Step 2: The facilitator then gives the participant the format as in in Fig. 6 above) to analyse in groups the problems and solutions they came up with in the problem tree. The groups will come up with many problems and solutions. Since they cannot address all of them at the same time due to resources (time and finances) constraints, there is need for prioritisation on what issue affects most people and will have a greater impact.

Step 3: The facilitator lets the participants turn the problem tree into a solutions tree

Step 4: For each cause of problem identified in the problem tree, the participants should propose a solution to solve the problem. The solutions identified to address the cause of the problem (in the problem tree) will be the source of a specific advocacy initiative.

Step 5: Once each group has come with its proposed solutions, the facilitators assist in combining the solutions from the different groups on a flip chart and brainstorm in the plenary to prioritise them by voting.

For each potential solution, there is a need to evaluate the following things:

- Impact (Who will benefit, who will be left behind and how?)
- Does it address the underlying problem (cause)?
- Which resources and partnership opportunities are available to address the problem?
- What are the risks and how can they be overcome?

Step 6: The solution with the most votes will be the one that the WRUA has determined to be the most appropriate for the advocacy.

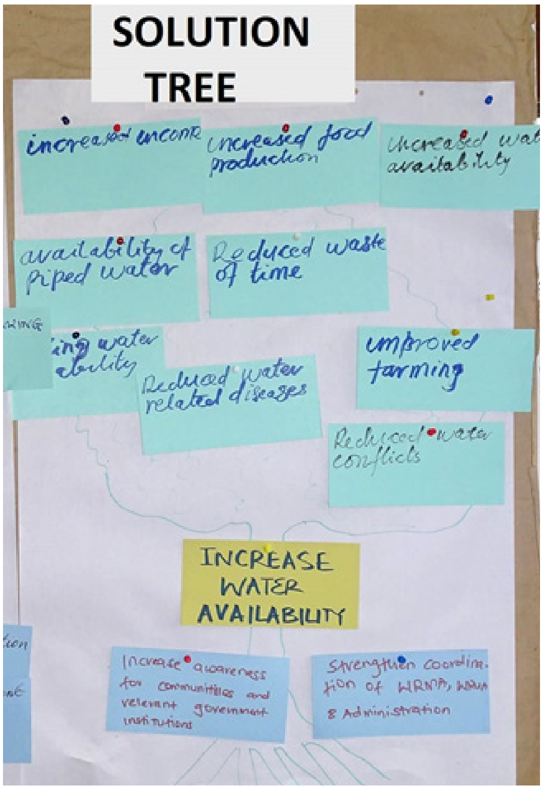


Figure 7: Example of a solution tree

► Facilitator's Notes

(Activity 4 Step 2) Prioritization of Causes

As we analyse deeply, it is common to find that a problem has several causes and that the WRUA must address each of these causes if they are to solve the problem. This requires prioritisation. Guiding questions include:

- Which of the causes should the WRUA address first? Why?
- Is there one cause whose resolution would contribute more than the others to solving the problem? Why?
- Which cause is most readily resolved in the short term? Why?

- Is there one cause that is blocking the resolution of the others? How?

The WRUA members must look at critical causes that they would address to solve the problem and a cause that is feasible in the short term. Sometimes we have to weigh and choose a cause that is less critical but easier to address. An early win helps the WRUA gain valuable hands on experience and become stronger. It also motivates the WRUA to forge ahead.

The Box below can make it easier to prioritise the causes of the problem by asking the guiding questions.

Box 1: Prioritisation of problem causes

Identified problem: ....

Possible solution: ....

Would it solve the problem?	Is it feasible to achieve?	Would our WRUA become stronger.	Who would benefit from this solution?	What do we not know?

► **Facilitator's Notes**

Collecting evidence on the identified problems (Activity 5)

Doing research supports the WRUA advocacy in order to:

- Better understand the situation, and so develop a more comprehensive analysis to inform WRUAs influencing strategy
- Provide evidence in support of WRUAs policy recommendations and advocacy objectives

The information gathered through research can either be quantitative (involving numerical data; often comparing different groups or trends over time, documenting how funding is spent, etc.) or qualitative (descriptive; usually through written and spoken words and photographs).

Some of the questions that we can ask include:

- Does the evidence highlight the causes of a problem?
- Does the evidence provide convincing solutions to the problem?
- Has the WRUA complemented the evidence with human-interest stories or experiences that highlight the human and personal dimensions of the problem?
- Can the WRUA easily disseminate the evidence?
- Is the evidence timely?

It is important here to keep in mind that it is also very important to determine the source of the data and the interests of this source. Data can be adjusted to "suit" the source and in that sense seizing to be neutral.

ACTIVITY 5: HOW TO COLLECT EVIDENCE FOR THE DEFINED PROBLEMS?

Group discussion to plan for generating evidence (25 min)

Step 1: The facilitator explains to the participants that once the problems and solutions have been identified, it is important to generate evidence regarding the problem in order to know if it is worthy of the cause. It would be advisable that the participants are aware of the situation on the ground.

Step 2: Let the participants identify information they need for effective advocacy to duty bearers within the groups that they had previously formed

Step 3: In the same groups, the facilitator guides the participants to identify the sources for this information and sensitizes the participants on the need of evidence, add brainstorming on evidence in the planning session

Step 4: Coaching after the training to strengthen the capacity of the WRUA on data collection and use of reliable data for effective advocacy is required

SESSION 4: STAKEHOLDER MAPPING

Introduction	The session introduces the participants to who a stakeholder is; the different types of stakeholders and categorises the different types of stakeholders. This will help the WRUA members to be able to identify how to approach each category of stakeholder in an effort to build support for their advocacy agenda. The introduction of the Water Act 2016 will also allow the WRUAs to understand the different stakeholders in the Water sector and their relationship to the WRUA.
Objective	After completion of this session, the participants are able to identify the most important stakeholders and the influences they have on WRUAs advocacy issues.
Methodology	Group discussions and group exercises
Activities	Introduction to who a stakeholder is; roles of water resources institutions as conferred in the Water Act 2016, stakeholder identification; stakeholder analysis; partnership building.
Materials	Pens, markers in different colours and flip chart.
Time	3 hours and 20 minutes

Topics summary: Session 4
Activity 1: Who is a stakeholder?
Activity 2: Understanding the Water Act
Activity 3: Stakeholder identification: who is important?
Activity 4: Analysis: what do stakeholders want?
Activity 5: Partnership building

► **Facilitator's Notes**

Stakeholder (Activity 1)

A stakeholder is any person that affects or whom a certain project, course or issue affects. Stakeholders may include:

- **Primary stakeholders**: these directly affect or are affected by a certain project, course or issue affects. Include the communities.
- **Secondary stakeholders**: those who play an intermediate role between the end users and the local Government. Include NGOs, donors.

ACTIVITY 1: WHO IS A STAKEHOLDER?

Plenary introduction and group exercise to understand different stakeholders within the network of a WRUA (10 min)

Step 1: The facilitator gives the participants 5 minutes to discuss in groups of two or three on what they understand by the term 'Stakeholder.'

Step 2: The facilitator collects answers from different participants. Sample at least 2 or 3 answers from the participants

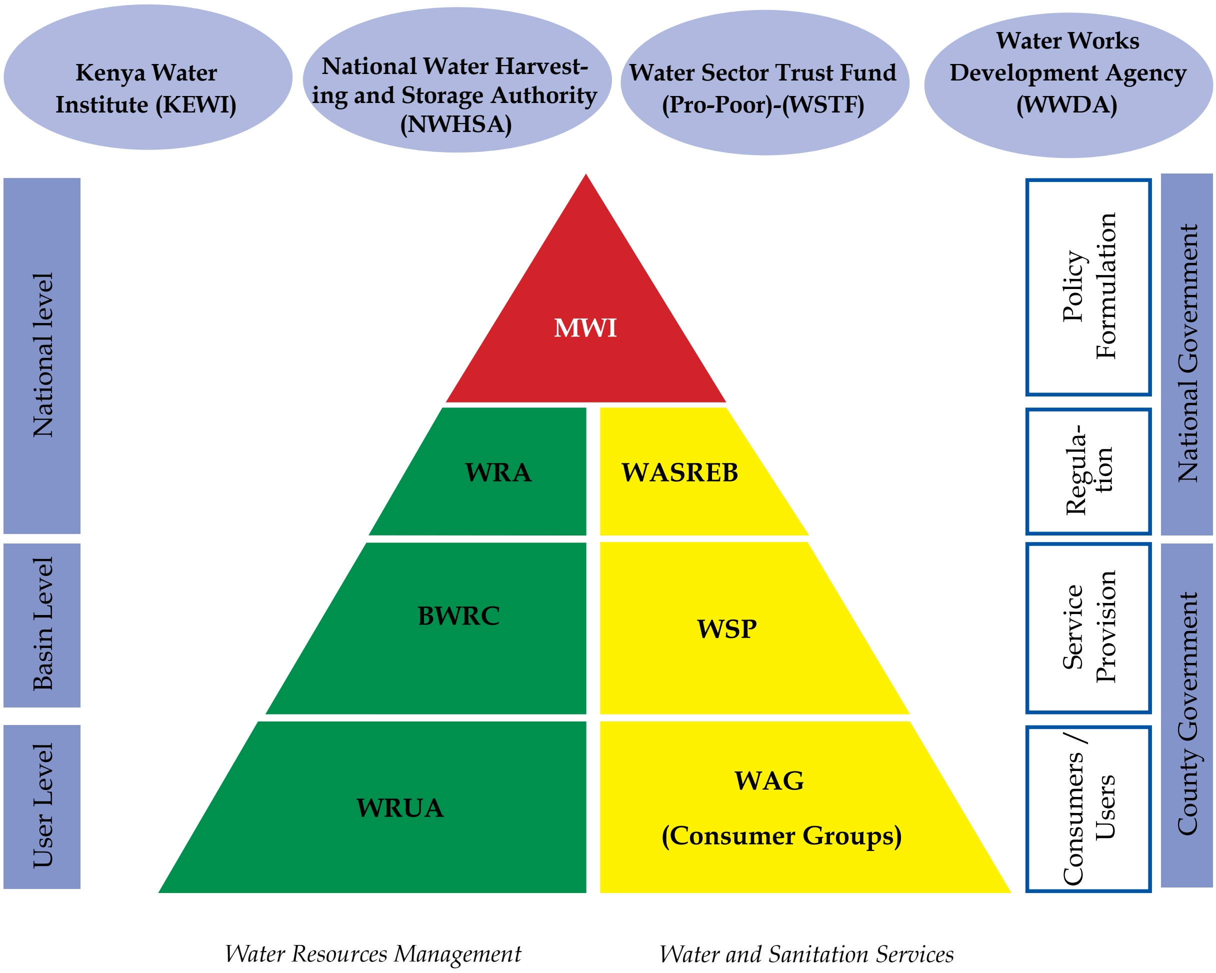
Step 3: The facilitator links elements of the answers provided by the participants, and provides a definition of the term stakeholder. He/she then allows for feedback and questions to establish a common understanding of who is a stakeholder

ACTIVITY 2: ROLES OF WATER RESOURCES INSTITUTIONS AS CONFERRED IN THE WATER ACT 2016

► Facilitator's Notes

Water sector institutions and institutional framework (Activity 2)

The Kenya Water Sector– Institutional Set-Up



Sector agencies and their main mandates:

- **Ministry of Water and Irrigation (MWI)**: Formulates policy and provides oversight in the water sector. Sector coordination, monitoring, finance and supervision.
- **Water Resources Authority (WRA)**: Regulates the management and use of water resources by developing principles, guidelines and procedures for the allocation of the water resources.
- **Water Services Regulatory Board (WASREB)**: Protects the interests and rights of consumers in the provision of water services through setting standards & license conditions, regulating tariffs, and monitoring compliance and performance.
- **Basin Water Resource Committees (BWRC)**: Advises WRA and county governments on water resources management in the basin area.
- **Water Service Providers (WSPs)**: Provide water (and sewerage) services and develop and manage county assets for the same.
- **Water Action Groups (WAGs)**: Consumer groups that receive and handle customer complaints, provide feedback to WSPs and support WASREB in monitoring compliance and performance of a WSP
- **National Water Harvesting and Storage Authority (NWHSA)**: Develops, maintains and manages national public water works for water resources storage and flood control; develops a water harvesting policy and enforces water harvesting strategies.

- **Water Works Development Agency (WWDA)**: The Water Act provides the Cabinet Secretary for Water with the power to establish an undefined number of "Water Works Development Agencies" to develop, maintain and manage national public water works (which extend across more than one county by nature of the water resource they use and are funded from national government budget).
- **Kenya Water Institute (KEWI)**: Training and research.
- **Water Sector Trust Fund (WSTF)**: Assists in financing the development and management of water services in marginalised and underserved areas.

Group exercise for WRUA to get acquainted with the Water Act 2016. This is limited to the roles of WRUA in water resources management and the roles of different players in the Water resources sector with relation to the WRUA. (60 min)

Step 1: The facilitator introduces the Water Act 2016 explains how useful it is to the formation and role of WRUAs

Step 2: The facilitator allocates different groups of participants to discuss different roles of the different players in the water resources sector formed under the Water Act 2016

Step 3: The participants then share what they have read in the plenary for comments

Step 4: The facilitator highlights the key points that they need to know

The participants need to have copies of the Water Act 2016 so that they can keep referring to them in their day-to-day activities.

► Facilitator's Notes

Stakeholder Identification (Activity 3)

It will be important to steer the participants to be specific and to prioritise the stakeholders they identify. In the prioritisation, the participants need to consider both influence/power and the level of interest of a stakeholder.

Some examples of relevant stakeholders include: National and County government departments who interact with WRUAs or water resources, politicians and other influential individuals, CBOs, NGOs, donor and international communities, other water users within a basin, community members and so on. Let the participants name as many stakeholders as possible and be as specific as possible.

ACTIVITY 3: STAKEHOLDER IDENTIFICATION: WHO IS IMPORTANT?

Group work and plenary discussion (40 min)

Step 1: The facilitator asks each group to identify the most relevant stakeholders within a specific stakeholder group and note them on the colour cards. The participants identify relevant stakeholders that affect or are affected by WRUA activities as the facilitator lists them on cards (one stakeholder per card; be as specific as possible listing the individuals or organisations – 20 minutes).

- Group 1: government agencies and public institutions
- Group 2: politicians and traditional authorities
- Group 3: CSOs and CBOs
- Group 4: Donors and international partners
- Group 5: Water users

Step 2: Invite each group to present the stakeholders they identified to the plenary (only naming them, not introducing each stakeholder). Ask for feedback from the other group whether a stakeholder is missing or if there are identified stakeholder that are not relevant. Allow for a discussion on why a certain stakeholder is relevant or not. The facilitator should guide this process to agree on a prioritised list for each stakeholder group and keep it within the scheduled time (20 minutes).

► Facilitator's Notes

Stakeholder Analysis using a Football Pitch (Activity 4)

A stakeholder analysis maps out stakeholders by their power and interests. This helps explain all kinds of relationships that affect WRUAs work. Advocacy engages with stakeholders to mobilize them for change. Some stakeholders may support WRUAs work and some may oppose.

The football pitch is a playful and engaging way to analyse stakeholders. It uses six categories to capture how the participants currently assess their relationships with stakeholders:

Figure 8: Example football pitch

- **Team "Fair play for our water resources"**: Actively support the work of WRUAs because they will benefit from the envisaged change, and have power to influence the situation directly.
- **Opposing team**: They oppose and block WRUAs advocacy objectives, for instance because they benefit from the status quo, they are engaged in pollution and other illegal practices. It is important to understand their interests and their operations. The WRUA may transfer some of these to its team.
- **Substitute bench**: They have the power to influence and may be generally supportive, but they are not actively engaged in WRUA's objectives. The WRUA can activate them to join the team on the pitch.
- **Supporters**: They support the WRUA's objectives and benefit from the work of WRUAs, but they have little influence on the situation. In some cases, they may be empowered to become active players.
- **Observers**: They are undecided but also have little influence on the situation. They may become supporters.
- **Referees**: They set rules, oversee and ensure that the players are implementing them. They share the values of the WRUA ("fair play") and can be more or less active in enforcing rules.

The pitch should provide a picture of how the WRUA members perceive their environment. The facilitator and resource persons can ask questions and steer the discussion among various participants. He/she should however not guide where the participants place the stakeholders.

ACTIVITY 4: ANALYSIS: WHAT DO STAKEHOLDERS WANT?

Group work and discussion, plenary synthesis (60 minutes)

Step 1: Introduction (10 minutes): The facilitator explains the football pitch using one of the prepared manila papers and some example stakeholders. The facilitator explains the meanings of how to place a stakeholder:

- Team "Fair play for our water resources"
- Opposing team
- Substitute bench
- Supporters
- Observers
- Referees

The facilitator splits the participants into two working groups who will each work on a football pitch displaying the following specific stakeholder groups:

- Group 1: Government agencies & public institutions, politicians & traditional authorities
- Group 2: CSOs & CBOs, donors & international partners, water users.

Step 2: Group work (15 minutes): The 2 groups gather around a table where each groupputs the football pitch on a brown/ manila paper. They place stakeholders on their football pitch and discuss where to place which stakeholders. The facilitator may ask questions to help clarify the discussions in the groups.

Step 3: Presentation (15 minutes): The facilitator invites all participants to gather around the football pitch of group 1. Group 1 presents their pitch. The facilitator allows for questions, clarifications and discussion. Stakeholders may be moved based on the discussion. Then proceed with group 2 in the same manner.

Step 4: Synthesis (10 minutes): The facilitator asks the participants to select the most important stakeholders from both pitches for an all-star match. All participants jointly place these stakeholders on a newlyprepared brown /manila paper and glue the cards agreed upon.

Note: (the group can keep this pitch; it may be used during coaching session later on)

Step 5: Reflection (10 minutes): Ask participants which stakeholders they want to focus on. The facilitator should guide the participants to realise that they can use advocacy to convert e.g. observers into supporters, substitutes into team members or opponents into team members.

► Facilitator's Notes

Building partnerships (Activity 5)

Advocacy requires building relationship in order to achieve a goal that a WRUA cannot achieve on its own. Think about linkages with other WRUAs as well as links to WRA, NGOs, etc. Once a network/ partnership is established, maintain and strengthen it through:

- Exchange of information on new evidence, new policies and new stakeholders. Establish simple but effective communication guidelines (e.g. working with focal points, sharing contact details, reporting from meetings, making one person responsible for communication, etc.).
- Build trust between network members. Trust, respect, and a commitment to working together build successful networks.
- Use participatory processes to plan and develop a shared understanding of advocacy objectives and make decisions about network activities. These processes should determine network governance structures.

- Invest in capacity building for network members, for instance on advocacy methods, or drawing up stakeholders' power analysis.
- Provide continuous feedback to network members during the planning and implementation phases of advocacy activities.
- Ensure your network remains open to change, for example linking up with new stakeholders to strengthen the network's lobbying and advocacy efforts.
- Monitoring is important to stay abreast of political and policy developments at all relevant levels can allow timely adjustment of the network's advocacy strategies and thus enhance its potential impact.

Securing Partnerships

WRUAs can also collaborate with other stakeholders identified in the stakeholders analysis map to pursue their objectives. The following are guiding questions when building partnerships:

- Can they influence our target audience?
- Do we have shared interests and goals?
- Do they increase legitimacy, credibility and effectiveness of advocacy campaign?
- Do they bring evidence, knowledge or technical expertise?
- Do they bring other resources to the advocacy initiative?
- Do they have global, national or local presence?
- Are their strengths and abilities complementary to ours?

Benefits of building partnerships

- ***Evidence for advocacy***: partnerships can significantly facilitate the exchange of knowledge and expertise around water issues.
- ***Access to decision-makers***: partnerships often facilitate enhanced access to decision-makers who the WRUAs may otherwise not have access to. Partnerships widen networks and contacts of policy-makers, and those who can influence them.
- ***Resources for advocacy***: partners play an important role in attracting financial and other resources for water resources management by influencing the decisions of donors and the corporate sector.
- ***Technical expertise***: partnerships bring technical expertise in areas that are crucial to the success of the advocacy initiative and may be lacking within the WRUA network
- ***Catalyst for behaviour change***: partnerships often involve the sharing of ideas that facilitate behaviour change.
- ***Capacity building***: exchange of information builds capacity of the WRUA to be able to carry out advocacy effectively.

ACTIVITY 5: PARTNERSHIP BUILDING

Lecture, group discussion and plenary discussion (30 minutes)

Part 1:

Step 1: Introduce the session by asking the participants to discuss for 4 minutes in groups of 2-3 how they have previously involved others in carrying out advocacy/WRUA activities. (Especially how they have involved the stakeholders named in the session on Stakeholder analysis to pursue their objectives)

Step 2: Pick 2 or 3 answers from the participants and note them down on a flip chart.

Step 3: Probe the participants using the following questions

- Can the selected stakeholder influence the WRUA's target audience and do they have shared interests with the WRUA?

- Do they increase legitimacy, credibility and effectiveness of the advocacy campaign?
- Do they bring evidence, knowledge, technical expertise or other resources to the advocacy initiative?
- Do they have global, national or local presence and is their strength/ability complementary to the WRUAs?

Step 4: Take the participants through the short lecture on how to maintain a partnership.

Part 2:

Step 1: In groups of 2--3 ask the participants to discuss the importance of partnership building

Step 2: Each group presents their answer as the facilitator writes them down on colour cards / flipchart. Sample three or four different answers from the groups

Step 3: The facilitator then harmonises the participants' responses and how the WRUA can engage the stakeholders identified in the previous session to build partnerships

SESSION 5: DEVELOPING ADVOCACY MESSAGES

Introduction	This session enables the participants to develop advocacy messages to different stakeholders identified in the previous session. The participants are able to formulate messages based on their advocacy issues and targeted for the different stakeholders identified. They are able to use different tools of communication to pass the messages to the stakeholders.
Objective	After completion of this session, the participants should: ▪ formulate evidence-based messages that can reach specific audiences. ▪ identify the right message for each audience. ▪ identify processes, opportunities and entry points for advocacy messages.
Methodology	Group discussions and exercises.
Activities	Developing advocacy messages and choosing a communication format.
Materials	Pens, markers in different colours and flip chart.
Time	2 hours and 10 minutes

Topics summary: Session 5
Activity 1: Developing advocacy messages
Activity 2: Choosing a communication format

► Facilitator's Notes

Developing advocacy messages (Activity 1)

Advocacy messages are developed and tailored in order to frame the issue and persuade specific target audiences to support the WRUA's position. One necessity for effective communication is a clear understanding of the target audience and the ability to see the issue from the audience's perspective. Put yourself in the audience's shoes and see how the audience members will benefit from supporting your cause.

The WRUA should consider that audience need information to develop a thorough understanding of the issue, the situation, and the desired policy change. Once the audience is informed, the next level is to persuade the audience to feel as strongly as the WRUA does about the issue and to adopt the desired position.

Your advocacy message should be simple, concise, have an appropriate language for the target audience, and should include the desired action.

Some guiding questions to develop effective messages include:

- What action do you want that audience to take (given that different audiences have different capacities to bring about change)?
- What do they already know? What new information are you offering?
- What objections might they have?
- Do their backgrounds (personal, educational, professional) suggest a bias?
- Can the issue be linked to something they support?

ACTIVITY 1: DEVELOPING ADVOCACY MESSAGES

Role-play and reflection to define effective messages (1 hour)

Step 1: The facilitator asks two participants to volunteer to act out the following role-play

Step 2: Assume you have spotted the County Executive Secretary for Water on his way from a restaurant to his car and you have been looking for him to pass on an important message about the WRUA issues. He looks at you and smiles at you casually. You have 2 minutes with him between the restaurant's exit and his car.

Step 3: Discuss in plenary using the following guiding questions:

- What was the central advocacy message communicated to them and was it clear?
- Put yourselves in the place of the County Executive Secretary. How did the WRUA inform, persuade, and move you to act?
- Which communication techniques or part of the message encouraged the audience up the advocacy communication scale?
- What, if anything, would you add or do differently?

Step 4: Discuss in plenary about developing messages and let the participants know that once they have identified the core issues, the proposed actions and different stakeholders, they need to come up with messages specifically targeting the different groups. The facilitator will keep referring to the exercise done by the participants above for clarification.

► Facilitator's Notes

Communication tools (Activity 2)

Advocacy is most effective when the WRUA develops messages in a variety of ways that complement and reinforce each other. Different tools* for delivering an advocacy message include:

▪ Person to person	▪ Conferences	▪ Drama and Folk Art
▪ Annual General Meeting	▪ Workshops	▪ Street Theatre
▪ Public Barazas	▪ Print	▪ Music and songs
▪ Religious Gatherings	▪ Billboards	▪ Flash cards
▪ Ceremonies	▪ Letters	▪ Photovoice
▪ Outreach in Schools	▪ Brochures/Fliers	▪ Newsletters
▪ Ambassadorship	▪ Organogram	▪ Phone Calls
▪ Exchange Visits	▪ Emails	▪ SMS
▪ Television	▪ Radio	▪ Videos
▪ Poems	▪ Connecting to WRUA activities	▪ Social media handles
▪ Engagement with the County Government (Face to face meetings)		

While making your choice, consider audience, costs, visibility, timing (where appropriate, link to existing events)

* **Note**: Refer to the tools used for advocacy and external Communication (Annex 4)

ACTIVITY 2: CHOOSING A COMMUNICATION FORMAT

Guided discussion and group work (1 hour and 10 minutes)

Step 1: The facilitator explains to the participants that the format chosen to deliver the advocacy message depends on the target audience, what you want to tell the target audience and the WRUA ability to work with that format. Illustrate with examples from own experiences.

Step 2: Divide participants into 4 groups (allies, opponents, target audience and beneficiaries) and ask them to formulate a maximum of three advocacy messages, including the communication tool they want to use to communicate the message. Briefly explain the tool kit attached on Annex 4. Hand out tool descriptions (see annex 4) to the participants to help them in this step.

Note: During the follow up sessions, dedicate at least one day to go through the tool kit (Annex 4) practically. What the participants select as a priority for use in their advocacy work and external communications will guide the choice of tools that they will work on.

SESSION 6: ADVOCACY ACTION PLANNING

Introduction	This session allows the participants to plan for advocacy actions that the WRUA will undertake after the training. The participants are able to understand why planning is important in advocacy initiatives and are able to develop their own action plans which they can monitor with the help of the facilitators at a later agreed date.
Objective	After completion of this session, the participants should: ▪ undertake advocacy action planning. ▪ explain practical ways to deal with anticipated potential difficulties that may arise when the WRUA is executing the activity plan.
Methodology	Guided plenary discussion and group exercise.
Activities	Defining an action plan and developing an action plan template.
Materials	Pens, markers and flip chart.
Time	4 hours

Topics summary: Session 6
Activity 1: What is an action plan?
Activity 2: Develop an advocacy action plan

ACTIVITY 1: WHAT IS AN ACTION PLAN?

Guided discussion to introduce the concept of Action Planning in plenary (2 hours)

Step 1: The facilitator introduces action planning by asking the following guiding questions in the plenary:

a) What does it mean to plan?

b) How is planning helpful?

c) Ask the participants to mention times in their lives when they had to plan.

Step 2: Drawing on these examples the participants share ideas about the usefulness of planning. Write them down on a flip chart.

Step 3: Why do we plan our advocacy initiatives?

Step 4: What might happen if we do not plan before we act?

Step 5: What effort does planning imply?

Step 6: Write the following questions on cards (one question per card). Stick them on a flipchart to form a template (see template below). Discuss the questions in plenary.

a) What activity are we going to do?

b) Why are we going to do it?

c) How are we going to do it?

d) When are we going to do it?

e) Who among us will have primary responsibility for making sure that it happens?

f) What resources will we need?

Step 7: Guide the participants into coming up with actionable points based on the action points in the solution trees above.

Step 8: Divide the participants into groups depending on the number of action points and let each group discuss an activity each.

Action Plan template

Action plans set out in more detail how you will engage with the target audiences you have selected. It is best to start by looking at each audience individually to work out what is the best method of achieving your influencing objective with them.

What activity are we going to do?	What do we want to achieve through the activity?	How are we going to do it?	Responsible person	When are we going to do it?	What resources will the WRUA need?

► Facilitator's Notes

Activity 1

The WRUA derives the action plan from the prioritised causes from the problem- objective tree analysis.

The groups should then come up with activities to support their advocacy action points. They should decide on how they are going to do it e.g. through meetings, community outreach meetings, lobby and face-to-face meetings, posters etc. They should then have a member of the WRUA heading the activity and ensuring that the activity runs smoothly. There should be a time frame for doing the activity. The participants should list all the resources they will require to accomplish the activity and it should not necessarily be in monetary terms.

ACTIVITY 2: DEVELOP AN ADVOCACY ACTION PLAN

Role-play for further development of action plan (2 hours)

Step 1: The participants in their groups discuss their selected activity (one activity per group)

Step 2: Each group prepares a role-play to show how it will carry out their selected activity plan after completing filling in their template

Step 3: Members of the group assume the roles of those in the core group and other key actors

Step 4: The groups present the role-plays in plenary

Step 5: The facilitator uses the following questions for groups to reflect on each of the role-plays in plenary:

- What did you observe?
- What aspects went well?
- What aspects could have gone better?
- Did the groups achieve the desired outcomes of their work plans? Why or why not?
- What suggestions do we have related to the execution of the plan?

Step 6: After all of the presentations, the facilitator does a wrap-up and summarises the main points

Step 7: The groups meet again to modify the work plan to take into account the suggestions that were made

Step 8: The groups present the modified plans a second time

SESSION 7: ADVOCACY MONITORING AND EVALUATION

Introduction	This session introduces the participants to monitoring and evaluation of their advocacy efforts. The participants will be able to differentiate monitoring of advocacy efforts and evaluate the entire advocacy process. The facilitator introduces the idea of mentorship and coaching that will be done throughout the advocacy process.
Objective	After completion of this session, the participants are able to monitor their advocacy efforts in a structured manner.
Methodology	Group exercise and plenary discussion.
Activities	Introduction to Monitoring and Evaluation.
Materials	Pens, markers and flip chart.
Time	1 hour

Topics summary: Session 7
Activity 1: Introduction to monitoring and evaluation

► **Facilitator's Notes**

- Monitoring is the continuous process of routinely gathering information throughout the advocacy process
- Information gathered provides steps of progress or lack of progress against the advocacy plan or expected results
- Monitoring information allows the WRUA to learn what is working and what is not and allows the WRUA to learn and adapt or change tact
- Evaluation occurs at the end of a certain activity to determine whether they have achieved their goal or not. It involves a systematic, objective analysis of the WRUA's performance, efficiency, and impact in relation to its objectives. Its ultimate purpose is to draw lessons from experience in order to improve the quality of an advocacy process; improve the design of future advocacy processes; and demonstrate the WRUA's merits to supporters, policymakers, donors and members
- One can think of an evaluation as an assessment at a critical period or a process of looking at impacts or achievements
- Evaluation is a key element of any advocacy process geared toward achieving social change. It is an attempt to learn from both successes and failures in order to strengthen the capacity to engage in advocacy on public policies and programs

Questions that should be reflected on regularly include:

- What worked well?
- What did not work?
- What could be the WRUA improve on?
- What lessons does the WRUA draw for next time?
- What action turned out better than hoped for?
- What disappointed the WRUA members?
- What messages resonated well with the target audience?

ACTIVITY 1: INTRODUCTION TO MONITORING AND EVALUATION

Guided discussion and group work to explain the importance of monitoring and evaluation (1 hour)

Step 1: The facilitator asks the participants in groups of 2 or 3 to describe the difference between monitoring and evaluation

Step 2: The facilitator selects a few of the answers given for discussion in the plenary

Step 3: The facilitator points out that monitoring is a process that tracks the implementation of activities. An important monitoring question is, "Did we implement the activities according to the action plan?"

Step 4: The facilitator explains that evaluation is a process that assesses the results of the activities. In other words, "Did we achieve our desired results?"

Step 5: Let the participants discuss in plenary on how often they will meet to monitor and evaluate the action plan they came up in Session 6 above

SESSION 8: TRAINING EVALUATION

Introduction	This session looks at evaluating the whole training from the venue, delivery of the training by the facilitators and understanding of various topics by the participants.
Objective	Each participant will assess: (i) the facilitators' delivery of the topics (ii) their own understanding and ability to apply the training in their day-to-day running of the WRUA
Materials	Coloured pins, marker pens, pin board, coloured cards, flip chart and evaluation forms.
Activities	Individual feedback on various topics.
Time	30 minutes

Topic summary: Session 8
Activity 1: Training feedback/evaluation

ACTIVITY 1: TRAINING FEEDBACK/EVALUATION

Individual feedback on the training program (content and logistics)

Step 1: Draw three faces on three different coloured cards and stick at the top of the flip chart

Step 2: Draw three columns and several rows representing the different topics done on the 3-day training

Step 3: Turn the pin board towards the wall. Let the participants pick pins as per the total number of items they will be assessing, queue and pin them on the different faces depending on their level of satisfaction. Each participant should do this (secret ballot).

REFERENCES

- Jim Schultz, Strategy Development: Key Questions for Developing an Advocacy Strategy. www.democracyctr.org/advocacy/strategy.htm
- Train-Sea-Coast GPA, 'Stakeholder Analysis', www.training.gpa.unep.org/content.
- B. Boyd Et al (1999): Networking for policy change: An advocacy training Manual
- WRUA Development Cycle (2014)
- Care International Advocacy Handbook (2014)

ANNEXES

ANNEX 1: WRUA ADVOCACY TRAINING PROGRAMME

Time	Activity	Person responsible
DAY 1		
8.30 am – 8.40 am	Introduction and welcome remarks	
8.40 am – 9.10 am	Session 1, Activity 1: Who is in the training?	
9.10 am – 9.40 am	Session 1, Activity 2: What are the expectations?	
9.40 am – 10.20 am	Session 2, Activity 1: What is advocacy?	
10.20 am – 10.50 am	Session 2, Activity 2: Different types of advocacy: why is it important?	
10.50 am – 11.05 am	Tea break	
11.05 – 11.50 am	Session 3, Activity 1: Visioning the future	
11.50 am – 12.50 am	Session 3, Activity 2: Visualising your ideal future	
1.00 pm – 2.00 pm	Lunch	
2.00 pm – 2.45 pm	Session 3, Activities 3 and 4: Problem tree	
2.45 pm – 3.45 pm	Session 3, Activity 5: Turning your problem tree into a solution tree	
3.45 pm – 4.10 pm	Session 3, Activity 6: How to collect evidence for the defined problems?	
DAY 2		
8.30 am – 8.45 am	Recap of previous day	
8.45 am – 8.55 am	Session 4, Activity 1: Who is a stakeholder?	
8.55 am – 9.55 am	Session 4, Activity 2: Understanding the Water Act	
9.55 am – 10.35 am	Session 4, Activity 3: Stakeholder identification: who is important?	
10.35 am – 10.50 am	Tea break	
10.50 am – 11.50 am	Session 4, Activity 4: Analysis: what do stakeholders want?	
11.50 am – 12.20 am	Session 4, Activity 5: Partnership building	
12.20 am – 1.20 pm	Lunch	
1.20 pm – 2.20 pm	Session 5, Activity 1: Developing advocacy messages	
2.20 pm – 3.30 pm	Session 5, Activity 2: Choosing a communication format	
DAY 3		
8.30 am – 8.40 am	Recap of previous day	
8.40 am – 10.40	Session 6, Activity 1: What is an action plan?	
10.40 am – 11.00 am	Tea break	
11.00 am – 1.00 pm	Session 6, Activity 2: Develop an advocacy action plan	
1.00 pm – 2.00 pm	Lunch	
2.00 pm – 3.00 pm	Session 7, Activity 1: Introduction to monitoring and evaluation	
3.00 pm – 3.30 pm	Evaluation of the training	
3.30 pm – 3.45 pm	Closing remarks	

ANNEX 2: PREPARATIONS AND LOGISTICAL ARRANGEMENT

Preparation

It is important to prepare materials and the venue for the training beforehand.

Facilities

- The venue should be conducive for learning. (Ventilation, light and space)
- The toilets should be clean
- The venue should have enough space for display and group work

Equipment, tools and materials

- Pin Board (alternatively, you may work with brown papers on the wall)
- Flip chart Stand
- Flip charts
- Newspapers
- Coloured markers
- Pins
- Scissors
- Roll of knitting thread
- Masking tape
- Stapler/staples
- Coloured cards
- Large brown papers
- Sticky gum (especially if you plan to work on the wall)
- Copies of hand-out in sufficient numbers
- Copies of WRUA tool kit for advocacy and external communication (see annex 4) for each group
- At least one copy of the Water Act 2016

Things to prepare before each day of the training

- Flip chart with training agenda and objectives
- Program of the day
- Flip charts with guiding questions for all the group work
- Check activity descriptions for other brown papers to prepare beforehand!

Stationery

- Notepads for the participants
- Pens

Seating arrangement

- Check if there enough seats and tables
- The training venue should have adequate space to allow mobility of the participants during the training, role-plays and group activities

ANNEX 3: PRE-ASSESSMENT FORM

Name of the WRUA:

1. What is your understanding of "Advocacy" to your WRUA?

2. What are the main activities you undertake in your WRUA?

3. Do you undertake any activities through which you try to influence specific decisions, policies or practices by other actors that affect people's lives? Which ones? Give examples

4. What kind of change would you like to work towards or would you like your work as a WRUA to contribute to?

5. Please describe how you plan and implement such activities

6. What are the key challenges you encounter with regards to influencing other actors' decisions, policies and practices?

ANNEX 4: WRUA TOOLS FOR IMPROVED ADVOCACY AND INTERNAL COMMUNICATION

1.1 Introduction

Advocacy is a deliberate process of influencing targeted actors or institutions in order to achieve desired policy, practice, social, behavioural or political changes that will benefit particular groups. It is the act of pleading or arguing in favour of something, such as a cause, idea, or policy; active support. There cannot be advocacy without communication. In order to be able to influence decisions within political, economic, social and legal systems, effective communication skills are fundamental in being persuasive and determining change.

While "communication" is the act of conveying intended meanings from one entity or group to another, "advocacy" refers to the efforts of an individual or group to effectively communicate, convey, negotiate or assert the interests, desires, needs and rights of yourself or another person.

The tools in this chapter will give you information, strategies and advice to enable you to become a better advocate for your WRUA.

The toolkit is based on adult training principles giving stepwise guidelines on how to develop and use the communication tools and it is more practical oriented. Its successful adoption by WRUAs has the potential not only to improve communication in and through WRUAs, but also enhance the visibility of the WRUAs, attract more financial support (through partnerships and new membership), increase WRUA efficiency, and improve the accountability, transparency and responsiveness of the WRUA.

1.2 Why this toolkit?

Everybody understands the importance of good communication. However, it is not always easy to get our ideas across in a simple way using simple tools. So, how do WRUAs become better communicators?

This toolkit offers a wide range of tools that can be used for example to:

- Increase the visibility of WRUAs
- Create awareness on conservation and protection of water resources
- Inspire other community members to join the WRUA
- Help improve WRUA governance

1.3 What is in it?

For each tool provided, this toolkit answers 5 questions:

- What is the tool?
- Why is it useful in strengthening WRUAs' advocacy activities?
- How to use it
- What are the requirements and costs
- Where to find more information

1.4 How to use it?

After identifying your communications goal and messages (see box 1), select the most appropriate tool and simply follow the described steps for its development and use. Keep in mind some basic design principles (see box 2).

Experiences and findings from different WRUAs informed the description of the tools. Each WRUA will need to adapt the tools according to their own situation. It is suggested to ask the below basic questions in advance to match the tools with the context as well as to optimize the tools with the content:

- What is the information that you want to share?
- Based on the information, what is the message you want to convey?
- Is this the best tool to use for the message formulated above?
- Does the WRUA have the requirements for this tool?

- Can the WRUA cover the costs?

Box 1: Tips to get your message across

It is important to phrase your message in such way that it will connect with your audience. When formulating your message, there are several steps to follow:

- Who is your target audience?
- What is the message you want to give to them? Alternatively, what information should the audience have received after reading your poster/banner/SMS? (Try to formulate this in 1 sentence)
- Phrase your message in a simple and catchy way

The following examples illustrate how the same tool, in this case a leaflet, should contain different information to serve different goals.

Example A: You are going to visit an International NGO to ask for support on building a sand dam and you are bringing a leaflet along which gives additional information on your WRUA. This is what your leaflet could include and why:

- Short introduction with main objectives of your WRUA (to briefly inform the reader on the WRUAs background)
- Examples of the work carried out (to show what the WRUA is capable of and to give an idea on the types of activities it does. Presenting successful examples also creates trust)
- Contact details of the WRUA (to ensure that the WRUA can be reached)

Your leaflet could have a professional look and feel to show that the WRUA is a serious organization that should be valued accordingly.

Example B: You want to involve a large group of young people from the region to help with a tree planting activity of your WRUA. You therefore distribute leaflets to schools to attract. This is what your leaflet could include and why:

- Catchy slogan to draw attention
- Short introduction of the activity (to briefly inform what is going to happen and why)
- Date, location and timing

Your leaflet should have an appealing look and feel, for example with a picture of a young person your audience can relate to, carrying out a similar activity. Keep the language simple and do not use technical terminology.

Box 2: Design Basics

Use your creativity in terms of design, language and costs while developing your communication materials.

- Use different colours, but limit your colour palette to 4 – 6 colours
- If you have internet access, www.colourlovers.com provides a wide variety of colour schemes
- Place the most important text at the top left corner as this is where people start to read first
- By using different fonts, you can emphasize on certain parts of your text. However:
    - Do not use too many different types
    - Avoid small differences
    - Choose appropriate font styles
- When using pictures use high quality files
- Pictures with people draw more attention

Box 3: Plan your activities

Verbal – Start 5 weeks before

- Statistically, people need to hear about something 3-7 times before they respond. This calls for more than 3 times of verbal announcements
- The message should not just focus on the when, where, how of your event. Share information on the benefits of the event to their lives
- Always remember the goal here is to inform as well as to inspire them. If they see the importance, most likely they advocate the event to more people

Print – Start 4-5 weeks before

- There is a fine line with print. Too early and people forget about it. Too late and they have already made plans
- Start talking about flyers and posters with important events or opportunities in your bulletin 4-5 weeks before your event
- Make it easy for your WRUA members to invite friends, families and community members by providing flyers 3-4 weeks before your event. This gives them time to make connections and saves them the embarrassment of forgetting details. Also remember to share this with the neighbouring WRUAs and the Umbrella WRUA
- Your goal is to deliver information but also to hint at what to expect

Facebook – Start 4 weeks before

- Your Facebook page is the online reception of your WRUA. Quite a number of people will visit your Facebook page before they ever walk into your physical office.
- Use the space as an opportunity to demystify any queries that people might have about attending a WRUA event since you can directly respond on questions asked

Mail – Start 2-3 weeks before

- Depending on the day of your event, plan to send several mails (without overdoing it) over the course of 2-3 weeks
- Its key objective is to make the communication official

WhatsApp – Start 2-3 weeks before

- Use your WhatsApp group to spread the excitement of what is coming
- Minimize posts about the when, where, how of your event. Instead, build excitement with visual posts about last minute planning, event details, volunteers and what to expect.
- It offers a great opportunity to make your event personal and relational
- Link to more expanded event details for those who want to know more. Moreover, do not forget to encourage followers to share your content.

SMS– Start 2 weeks before

- Harness the power of your connected friends, community and WRUA members by messaging them directly. Utilise the bulk texting services offered by available service providers to send texts to a large group.
- Like email, keep your messages short and send people to your website or social media for more details or to register.

1.5 Communication and Integrity

Integrity should be an integral part of an organisation's values and strategic considerations. Communicating with Integrity requires:

- Objective thinking free of bias or prejudice caused by personal feelings
- Integrity is about acknowledging the truth! Truthfulness, accuracy, honesty, and reason are essential to the integrity of communication.

- It is predictable: you do what you say you will do. Integrity tells your team, “You can trust me.” The most effective communicators and leaders know that people appreciate transparency and truth.

Whether the news is good or bad, they know it is better to be forthright, honest and timely. Be honest in all your communications. Lack of integrity in communication can result in mistrust and damage relationships. This is why it is important to make the time to think about how we are communicating as well as what we want to accomplish.

This communication toolkit has put forward a number of communication tools that WRUAs can use in raising awareness on water resources conservation and management, the importance of integrity and to engage stakeholders (internal and external) in anti-corruption activities. The WRUAs can also use them to show that they are acting with integrity via external communications campaign.

You do not need to be a professional to develop communication materials. Practicing and keeping in mind some basics will help you create effective tools. This toolkit provides a set of tools that can easily be developed and used at an affordable cost for external and internal communications of a WRUA.

ADVOCACY COMMUNICATION TOOLS

TOOL 2.1 AMBASSADORSHIP

What?	A person who acts as a representative or promoter of a WRUA.
Why useful?	▪ WRUA ambassadors embody what the advocacy issue is all about ▪ They create awareness ▪ Intensifying advocacy efforts ▪ Garner support from allies and other stakeholders ▪ Promote your campaign and activities ▪ Lead coordination of WRUA members and stakeholders taking part in advocacy activities
How to develop and use it	All WRUA members are potential WRUA ambassadors. As an ambassador, you are responsible for sharing the WRUA ideology. Ambassadors can invite and recruit new members, arrange trainings for them, make the WRUA as appealing as possible and make sure they are engaged enough to be retained by the WRUA. A WRUA ambassador needs to be: ▪ Confident and a good communicator ▪ Easy to approach with good listening skills ▪ Well organized ▪ Enthusiastic and motivating ▪ Knowledgeable about the WRUA Ideally, ambassadorship is practiced everywhere. For example when you are at a social event and introduce yourself you can tell about your WRUA membership as well.
Costs and requirements	Free

TOOL 2.2 BILLBOARDS

What?	This is a large outdoor board for displaying a certain message in public places, such as alongside roads or on the sides of buildings.
Why useful?	▪ Designed to capture the attention of motorists and pedestrians ▪ To increase visibility ▪ To have local presence ▪ To share long-term messaging ▪ Great option for awareness and advocacy campaigns Some of the advocacy messages that can be placed on the bill boards could include conservation measures, the impact of pollution and catchment degradation, calls for duty bearers to be accountable, etc.
How to develop and use it	▪ Billboards are meant to be simple, striking, and creative ▪ Consider the content and tone of the billboard to avoid negative publicity ▪ Minimal texts should be used in a billboard ▪ Think about the location of the billboard. When placed next to a road where mainly cars pass, the time to read it is very short
Costs and requirements	Billboard advertising can be relatively inexpensive depending on the size and location. Wood (3 planks), paint (1 primer, 2 colours of 1 liter), and brushes for billboards similar to the second picture cost about Ksh. 1800
More info	The eight executional factors that are associated with successful billboard message sharing are: name identification, location of the billboard, readability, clarity of the message, powerful visuals, clever creative, information provision Read more: http://www.businessdictionary.com/definition/integrated-marketing-communications-IMC.html

TOOL 2.3 PUBLIC BARAZAS

What?	A public meeting
Why useful?	Public barazas are a great way to involve the public with space for them to air their views. It is also a forum where WRUAs have a chance to have its voice heard. Public Barazas serve the purpose of: ▪ To highlight a specific topic to a large audience ▪ To increase the visibility of the WRUA ▪ To make announcements ▪ To recruit new members
How to develop and use it	**How to get space in a public baraza** ▪ This may be done through an invitation from the chief or WRUA members proactively engaging the chief to get an opportunity to address the public. ▪ When approaching the organizers of the public baraza to request for space, there is need for the WRUA to align its message with that matter being discussed at the baraza to avoid being out of context. Show the relevance/importance of what you need to share and the value it adds to the community ▪ Make no assumptions that you will automatically be given space, so make requests well early in advance **Preparing your speech and presentations** ▪ **Beginning**: Start with an introduction that can grab the attention of the audience and set the tone of the speech. Examples: quick storytelling, a famous quotation, stating the issue and asking rhetorical questions to keep the interest of the audience, etc. While it's useful to thank sponsors and acknowledge their presence, that is if they are part of your audience , don't dwell on it so much. Avoid wasting much time on it. ▪ **Middle**: This is the main content and substance of your speech, which should be organized and logical. If your speech is a bit long, infuse some jokes or short and amusing story about a real incident or person that relate to your speech, etc. ▪ **End**: The conclusion is normally what listeners remember. A good conclusion can also build excitement in a listener and serve as a successful call to action; includes a brief statement/summary of the main points of the speech that is presented in a more memorable way. The organization of a speech or presentation depends on what the speaker is most comfortable with, and what is more appropriate to the type of audience. **Tips on public speaking** ▪ Make your message simple and clear - point out the problem you are addressing, why your intended audience should be concerned with this problem and what should be done about the problem ▪ Make your message powerful – persuasive and compelling. You will need to say something compelling to capture the attention of the public ▪ Try to create a message that is new and put a human face on it. By humanizing the issue, your issues will have a greater impact on the public than if you just state statistics ▪ Avoid jargons - use "people-speak." Avoid using slogans. Use common language or terms that are easily understood.

	▪ Know your audience - make sure your message targets your intended audience ▪ Engage and challenge your audience with a question. Speak with your audience, not at them Practice! When you are prepared it is also easier to memorize. Read your speech in front of the mirror over and over—or present it to your friends and family members and get their comments List down the key words or phrases of your speech. By practicing your speech, fewer and fewer words are needed to recall the main points. Eventually, you may only need a few key words or no visual guide at all!
Requirements and costs	Free where the event is organized by other actors If it is the WRUA organizing, its cost may vary depending on mobilization techniques and equipment used during the event

TOOL 2.4 STREET THEATRE LINKED TO YOUTH

What?	Drama performance done in public. It is informal and the audience do not have to pay
Why useful?	▪ When executed well it has the greatest potential to grab the attention and interest of a great number of people based on the fact that it is performed live and based on reality and additionally combines oral communication, physical expression, dance, image, music and song, which work together to maintain people's interest over time. ▪ Awareness creation and public sensitization. ▪ Its informal nature provokes discussion on difficult and controversial issues among the audience ▪ Since it is free of charge and takes place in a public area it attracts a lot of people of all socioeconomic backgrounds ▪ Breaks the formal barriers and approaches people directly in a variety of creative ways ▪ Highly memorable: Arouse strong emotions hence the experience and learning is not easily forgotten ▪ Adapted to local realities, plays can be performed anywhere, at any time and in local languages that the target audience can easily relate to ▪ Encourage participation and self-expression, especially from those who often go unheard ▪ Provide entertainment! People learn while enjoying themselves.
How to use it	**Preparations** ▪ Choose right location of the performance. Target where there is a high traffic to attract an audience e.g Public Parks, schools, market centres, road sides etc ▪ Get approvals for locations that require approval from local authorities ▪ Develop a script. Steps to follow: ○ Come up with a topic and developing a rough outline of the scenario the group wishes to perform including the main characters ○ With the outline as a guide allow the actors to be creative and improvise how the scene unfolds ○ Rehearsals are important. Encourage discussions and retain what worked and discard what did not ○ Writing up what worked best into a script. (Allocate this role to a third party observer or a non-actor member of the team) ○ After this process is complete, the theatre group can add to the script flourishes such as song, dance, puppetry etc. ▪ Make your Message Memorable Incorporate into a short poem, a song or rap that is performed between scenarios or performances by one of the performers or a group of singers ▪ Have a POWERFUL introduction ▪ Have the message or theme throughout (at the beginning of the performance, between scenes, and at the end) as the audience will arrive at different stages of the performance ▪ Have the characters emphasize it throughout the performance

	The Performance ▪ Remember the audience may not usually come prepared to watch a play and thus many audience members may not have a great deal of time available to do so therefore the performances need to be attention grabbing, exciting, and short. ▪ Performance success heavily relies heavily on the strength of the actors' ability to be convincing and captivating in their role. ▪ Rehearse outside or in a space similar to where the performance ▪ After the performance, invite the audience to stay for a short discussion of what they have observed. It allows the performers to see what their audience has taken away from the performance and it allows the audience the opportunity to ask questions and gather more information.
Costs	Relatively inexpensive because there are no theatre charges and very few props or costumes used.
More info	http://www.indiaprofile.com/religion-culture/streettheatre.htm http://www.cantieregiovani.org/ActLearn&Teach_web.pdf

TOOL 2.5 RELIGIOUS GATHERINGS

What?	An occasion when people come together as a group for a word of prayer or to discuss religious matters
Why useful?	▪ To highlight a specific topic to a large audience ▪ To make announcements ▪ Alliance building Information shared may include inviting church goers and people of high ethics and integrity to help in advocacy
How to develop and use it	Start 5 weeks in advance ▪ Statistically, people need to hear about something 3-7 times before they respond. With the typical church-goer only attending 2-3 times a month we need to maximize the number of times we announce opportunities. ▪ Don't just share the when, where, how of your event. Take time to let people know how participating will affect their lives. Address the issues of how they will they be impacted if they attended. ▪ Your goal here is to not only inform them, but also to inspire, gunner for support and change mindsets. If they see the importance, they become an advocate for you and will be more likely to invite someone else. ▪ Since it comes at the end of prayer gatherings, It is important to be very brief and to the point as it is time limiting therefore ▪ Don't say too much – If you are trying to say everything, you'll end up communicating nothing. Say less and you'll communicate more. ▪ Respect everyone's time – Whether they are listening to announcements, reading what you have put in the bulletins or website, don't waste their time. Make sure that what you are bothering to say is important to the people (not just to you). And try not to broadcast to everyone the things that are for the WRUA members only. Use the five "I's" of Effective public Communications; ▪ Invite ▪ Inform ▪ Involve ▪ Instruct ▪ Inspire
Costs	Free
More info	Church communication

TOOL 2.6 CEREMONIES

What?	These are traditional/cultural public occasions held to celebrate events
Why useful?	▪ To highlight a specific topic to a large audience ▪ To make announcements ▪ Alliance building
How to use it	There are many ceremonies for example in Maasai society including Enkipaata (senior boy ceremony), Emuratta (circumcision), Enkiama (marriage), Eunoto (warrior-shaving ceremony), Eokoto e-kule (milk-drinking ceremony), Enkang oo-nkiri (meat-eating ceremony), Olngesherr (junior elder ceremony), etc. In addition, there are ceremonies for boys and girls minor including, Eudoto / Enkigerunoto oo-inkiyiaa (earlobe) and Ilkipirat (leg fire marks). These ceremonies can be linked up to advocacy activities such as matching in the streets carrying banners with advocacy messages as people head to the ceremony venue. They can also do WRUA specific ceremonies to disseminate information about an advocacy issue that the WRUA is pursuing. For example, hold a river conservation ceremony where they call the community elders to precede over the occasion. Ensure that the WRUA activities are appropriate. In case of doubts, do not use the occasion for the WRUA activities. Other opportunities will come.
Costs	Cost may vary depending on the approach taken
More info	http://www.maasai-association.org/ceremonies.html

TOOL 2.7 OUTREACH AT SCHOOLS

What?	Using the schools to announce your WRUA messages
Why useful?	▪ To highlight a specific topic to students and their teachers ▪ To engage school kids ▪ To make announcements for advocacy events
How to develop and use it	▪ Adjust your message and ways of communication (posters or verbal) to the age of the children / students. ▪ Liaise with the school so that it is not coinciding with other announcements. ▪ In case of event announcements: Do not just share the when, where, and how. Take time to let the school community know how participating will affect their lives. How will the information impact them if they come? ▪ Remember our goal here is not only to inform them, but also to inspire them. If they see the importance, they become an advocate for you and are more likely to invite someone else. ▪ Maximise on the school visits. When you visit any school, ask yourself what you will do to continue the relationship. Do not leave without connecting. Get some information from them. Give them an action item. Something to do. An event to attend. A way to take a next step in the conservation walk. Do not waste an opportunity to connect. ▪ Remember that communication goes both ways –Take this as an opportunity to also gather information on what they're thinking and what can work ▪ Make it appealing: Use simple language and link the activity to fun to encourage more people to attend. ▪ When involving students, use the opportunity to focus on their strengths: They are usually effective communicators, energetic, willing to try out new things, etc. By keeping the student central of this communication tool, it will ensure that their needs, developmental stage, strengths and perspective are considered.
Costs and requirements	Free

TOOL 2.8 WRUA CONSTITUTION

What?	The WRUA Constitution is a document with fundamental and enriched rules governing the conduct of the WRUA and establishing its concept, character and structure
Why useful?	▪ It guarantees the most basic rights, including the right to existence as a WRUA, freedom to conduct activities, own property and to participate freely in the management and conservation of water resources ▪ It articulates the values for which a WRUA stands and the goals which it strives to achieve ▪ It actively promotes the equality of all WRUA members and prohibits unfair discrimination of any kind ▪ Provides for the rules to be followed during elections, how they are to be conducted and the period of tenure ▪ It entrenches the right to practice and advocate for best practices in water conservation and management as legal entities ▪ It provides a blueprint for peace, justice and harmony in a WRUA ▪ It provides for the roles and responsibilities for the different committees including members and their membership category
How to develop and use it	Steps to follow in development of a WRUA Constitution **Step 1: Gathering Information** It's the initial step in developing a constitution. Encourage participation of everyone so as to enhance ownership of the constitution. Ideas on what the constitution should include are gathered and compiled. Also examine other constitutions. The code answers the following questions: • What are the functions of a WRUA? • How would they want the WRUA to be managed? • Who runs the WRUA (Committees, Sub-committees and their composition and their roles and responsibilities? • For how long will the committee and sub-committee members be in office (elections)? • How often will the committee hold meetings? • In what format would they like to keep the records of their discussions? • What laws and regulations impact the functions of a WRUA and require strict compliance? • What types of governance dilemmas have we faced in the past, and what types could we possibly face in the future • Are there any governance "gray areas" that we need to address? • What other things would they want in their rules e.g. on financing, different types of membership etc.? The end result of the information-gathering process should be the creation of an outline that serves as the foundation for the development of the constitution.

Step 2: Creating a Draft Constitution

Clear, concise language that is free of legal jargon and easy to understand for the WRUA members should be used.

The draft constitution should include the following information:

- Functions of the WRUA
- Objectives of the WRUA
- WRUA Organizational structure with clearly defined roles and responsibilities
- Who has authority to make decisions on behalf of the WRUA
- Financials: What funds can be used and how they should be accounted for
- How to elect members and how long they can stay in office
- How often meetings should be held and how they should be conducted

Step 3: Draft Constitution Review

Take the draft constitution through a comprehensive review process to ensure it complies with the parameters developed in the initial step.

Share out the draft constitution to a targeted group of WRUA members and stakeholders who were not otherwise involved in its development process and incorporate their feedback appropriately.

It is at this point that the WRUA presents a lawyer or a constitutions expert with the document to go through it and ensure legal compliance. Note that the legal practitioners' role is only advisory and NOT actual drafting.

The reviewed draft constitution is presented to the WRUA members and stakeholders in a meeting where they are guided through the constitution, their feedback is taken and they give an approval.

Step 4: Registration and approval

The WRUA submits the constitution to the Attorney General Chambers for approval after signing by all WRUA members.

Step 5: Introducing

A wide-scale introduction and dissemination process of the constitution is key for its successful implementation. Its acceptance and implementation starts at the top of the organization and trickles down through its various levels. The WRUA leadership is responsible for unveiling the constitution and providing educational resources to execute it effectively.

The WRUA chairperson or any other top official should unveil the constitution during a WRUA meeting. It is during this meeting that copies of the constitution are given to WRUA members. It is also important that it becomes the culture of the WRUA to be sharing it with any new member as part of the orientation package.

	Other effective educational resources for supplementing constitution rollout include newsletter articles, emails to all WRUA members and stakeholders, and the use of strategically placed posters in the WRUA office. Most importantly the constitution popular version which is a summary of the WRUA Constitution is an effective tool for introducing and disseminating the constitution A training on the Constitution is also important for ensuring WRUA members understand the contents of the constitution and how it should be implemented on a daily basis. **Step 6: Code Enforcement** This entails the actual implementation of the constitution. It entails transforming what is on paper into action.
Costs	Design and printing charges
More info	WDC 2014

TOOL 2.9 NEWSLETTERS

What?	A written document, issued periodically by the WRUA presenting information and news to people with a specific interest in the WRUA and/or its subjects.
Why useful?	▪ Communicate to a wide range of stakeholders ▪ Awareness creation ▪ Give updates on WRUA advocacy activities (past, ongoing and planned)
How to use it	**Think about the audience** WRUA activities might be only appealing to those who are involved. If you want to address a larger audience, the messages in the newsletter can also address other relevant topics. For example, a small news article on conservation matters in the Naivasha region. You can even have different mailing lists: one for WRUA members only and one that reaches out to a wider audience including international NGOs for example. **Make it appealing** ▪ Use consistent layout to make it recognizable. Several templates exist in Microsoft Word. ▪ Write short texts without difficult words ▪ Choose appealing titles to make people curious to read it. ▪ You may also use pictures **Think about the frequency** ▪ Send out newsletters periodically, do not overdo it. ▪ Larger newsletters could be once every two or three months ▪ Short updates can be done monthly Steps to follow when developing newsletters ▪ Engage a "team" to brainstorm ideas for the publication ▪ Develop a plan of Action ▪ Develop and share the process template with team. The template has the topic/subject, person responsible, status, anticipated publish date, actual publish date and category ▪ Monitor the progress ▪ Stick to your deadline – if it is a monthly publication… then stick to that! Set a trend! ▪ Adjust content to mode of sending (email, letter, hand delivery)
Costs and requirements	Computer and access to internet
More info	http://www.marketingwithclass.com/2013/04/plan-and-executing-company-newsletter

TOOL 2.10 FACEBOOK FAN PAGE

What?	A Facebook fan page is a social media tool (www.facebook.com/fanpage) through which you can share WRUA news, interests and pictures in an informal way with your fans. A fan page is different from a normal account and more appropriate for organizations (though slightly less interactive).
Why useful?	Nowadays we are used to the fact that we can find not only friends and family but also organizations on Facebook, Twitter, YouTube, etc. The main purpose of social media is to share knowledge, to get opinions from people within your network, and to have discussions - all in an interactive and less formal way. Using social media can also help to keep you up to date with the latest information. It is often the youth who are interested in using internet, so it is important to engage the youth through online presence. It is not necessary to be active on every possible tool, but social media might help to get insights and ideas, which you would not have received otherwise. Over the years, social media has proved to be a powerful advocacy tool. It can be used to: ▪ Instantly send advocacy messages to anywhere in the world ▪ You can share your location, photos, status, images, videos with allies and other stakeholders ▪ Exchange knowledge and ideas / keep the group up to date ▪ Awareness creation ▪ Intensify advocacy campaigns
How to develop and use it	The WRUA can disseminate information through Facebook. For example, to share what they do at the community level, mobilize indigenous communities and supporters around campaigns against environmental degradation, land grabbing, rights violations, etc. **1) Setup the fan page** ▪ As you manage the Facebook fanpage through a personal account, you have to create a free Facebook account first at www.Facebook.com ▪ Then go to Facebook.com/pages and click the green “Create a Page” button in the upper right ▪ Then select the appropriate category for your WRUA (e.g. “Organization” or “Cause or Community”.) ▪ Fill in the requested information (depending on the category you chose) ▪ Choose a sub-category to type your WRUAs name. ▪ When complete, do not forget to click “I agree to Facebook Pages Terms”, and then click the blue “Get Started” button. ▪ Complete basic information to boost your visibility ▪ Upload a profile picture, fill out your about section, and set up your Facebook Web Address ▪ When considering your Profile Picture, be sure you pick an image that is 180px by 180px. Once uploaded, the image will show on your fan page at about 165px by 165px ▪ Next

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Next, you will want to fil out some basic information about your WRUA. When filling in your basic information, consider being clear and concise while also including keywords relevant to your WRUA to get more leads through Facebook search later on
Then type in your website URL and click “Save Info”
Finally, you can set up your personal Facebook link. Your potential customers will type in this link to find you. Make it short and memorable
Facebook will recommend you use your WRUA name you entered earlier however, if that name is complicated or hard to remember, you may consider an abbreviation
Click “Set Address”

2) Filling the page

Post relevant messages on your page through status updates, milestones, images, videos, and other content that shares value with your fans
Keep updating it regularly (but don’t overdo it)
Share the tasks of filling the site with a small group of other members (make them administrators)
React to messages from fans

3) Fan page statistics

Only the fan page administrators can see the admin panel. The admin panel highlights core pieces of your page including Notifications, new people who have liked your page, and insights, which will tell you how well your fan page is doing.
Additionally, use the “Edit Page” navigation option to update your info or add new administrators. You can also use the “Build Audience” navigation option to start inviting people to your page.

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<tr><td>Costs</td><td>Browsing charges which may be as low as 20 shillings</td></tr>
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TOOL 2.11 VIDEOS

What?	Video materials, from clips to documentaries
Why useful?	Video documentation is a very powerful tool for information dissemination as it is graphic and visual. A simple video camera has great power to spark social change. ▪ It can elicit powerful emotional impact ▪ Helps connect viewers to personal stories ▪ It provides direct visual evidence of mismanagement of water resources or the impacts of the same ▪ It is an effective vehicle for building coalitions with allies ▪ It reaches a wide range of people since it does not require literacy to convey information ▪ It can be used to counter stereotypes and assist you in reaching new, different and multiple audiences, particularly if broadcast is a possibility
How to develop and use it	Before you embark on shooting a video, Kindly note the following 5 key ingredients of video advocacy: 1. Each advocacy video has a specific purpose. Ensure that your video has a clear, S.M.A.R.T. objective (S.M.A.R.T. means Strategic, Measurable, Achievable, Realistic and Time-bound). 2. Know your audience. Focus on who rather than how many will watch it 3. Most importantly, anticipate the intended impact. What action do you want your audience to take? 4. Get the best message, people and story to move your audience to action 5. Timing: Choose the right time and the right place to ensure your audience sees your video Below are 10 important questions that you should be able to answer before you even pick up a camera to start filming. 1. Who has the power to create the change you want? In other words, who is your primary audience? 2. Can you access this audience? If not, do you need to engage allies or an intermediary who has access? (allies could be persons or organizations) 3. What do you want your audience to do? 4. What will convince them to take action? 5. What will be appealing, persuasive or interesting to your audience (e.g.: factual information, potential people who can be interviewed or featured in your video, any experts you may want to include on the video or in accompanying material)? 6. Whom will your audience listen to - and why? (This should be the messenger [or messengers] in your video.) 7. How can you get the video material? Do you need to shoot it or does it already exist? Can you crowd-source it?

8. When should your audience see your video? (E.g. If your video pushes for legislation, what is the legislative session and when do bills have to be submitted)?

9. When, where and how will your audience see your video?

How to make powerful shots

Digital media like cameras and computers have enabled everybody to capture images and share them through social media. You do not need to be an expert in filming, but with simple preparations, you can avoid shooting "home videos'.

Story

- Visualize the story in your head (developing a story board would be best)
- Think also in terms of visuals: long shot, medium shot, close up (see pictures)
- What story would you like to tell?
- Who will be the main audience?

Basics on framing

The natural tendency of the audience is to look in the direction of the person. The room behind the person is ignored, so do not waste space on this. Use as little as possible Headroom. The Leading room, on the other hand, should have enough space.

Rules of thirds

- When a picture is divided in 3 horizontal and vertical equal parts, the points where the lines meet get most attention
- When you place a single item (e.g. a ball) in the frame, use one of those 4 points. When it concerns a larger object (e.g. a person), use the lines

Shooting

- Is the background important to your story? (conference vs fieldwork)
- Be aware of what is visible in the background (For example, a wilted plant is distracting and might even cause a sad feeling)
- Is there something else that distracts people from the subject? Think about bright colours or movement.
- How is the lighting? Look at shadows, especially in people's faces.
- Variety: Try to shoot 3-4 different shots of every object/ movement. Different in terms of size (long/medium/close) or different angles
- Keep the frame still (this makes a huge difference)
- Use a tripod as much as possible. When not possible to use a tripod, keep camera completely zoomed out. Walk forward or back instead of using zoom.
- Record a shot for at least 10 seconds. In the edit, use it for at least 5 seconds.

	The story: Storytelling for Advocacy This is the most powerful component of the advocacy video. It is the first thing to do before even one frame of footage is filmed, perhaps even before you pick up a camera. A good story should be able to grip the imagination of your audience and take them on a journey of discovery, through emotions, places, facts and realities. The story should be captivating, make them care and challenge them to take action. Advocacy story telling is about effectively communicating this message to the audience and encouraging them to act. Once you have done your video, you may consider the following varieties of options for engagement: ▪ Use of the video as a grassroots educational or organizing tool in your community or with other WRUAs elsewhere ▪ Streaming the video on the Internet (YouTube) with associated advocacy campaigns ▪ Presenting the video to key decision-makers ▪ Submitting video as evidence before a county or national court ▪ Uploading it on your website, Facebook and twitter ▪ Using video as source for news broadcast
Costs	Time, video camera (or smart phone), microphone, tripod,
More info	▪ Tips on how news should be reported according to BBC: https://www.youtube.com/watch?v=aHun58mz3vI ▪ http://toolkit.witness.org/ ▪ http://www.mediareform.org.uk/wp-content/uploads/2015/11/Video_for_Change-A_Guide_for_Advocacy_and_Activism.pdf

TOOL 2.12 EXCHANGE VISITS

What?	Visit made from one WRUA to another for purposes of learning and sharing experiences
Why useful?	▪ Encourages open exchange of ideas, knowledge, and sound practices. ▪ Learning from each other ▪ To highlight a specific topic to visiting WRUA ▪ Help in alliance building ▪ To make announcements
How to develop and use it	Steps to follow when organizing an exchange visit: Step 1: Identify the WRUA to visit (host WRUA) Step 2: Identify potential areas for support or sharing between Your WRUA and the host WRUA Step 3: Initiate dialogue with the host WRUA Step 4: Share out roles and responsibilities for both host and visiting WRUA during the planning and execution of the exchange visit **A) Roles for Host WRUA** ▪ Coming up and propose exchange visit. If possible, propose a time when the visiting WRUA can observe some of your activities taking place. ▪ Determining the exchange visit participants and the one who will be responsible for receiving the visitors and taking them around. ▪ Making necessary logistical arrangements, e.g. venue, local transport, meals, etc. ▪ Informing and updating WRUA members, local authority and community leaders of the upcoming visit. ▪ Preparing and sharing of the exchange visit agenda. It should include estimate travel times and distances between locations, activities to be undertaken during the visit including wrap-up or closing activities. ▪ Preparing program materials and sharing key documents and background information about the Host WRUA with the visiting WRUA at least 2 weeks prior to their coming. ▪ Identifying good ideas from the Host WRUA that they think might be helpful to the visitors. ▪ Introducing the visits to community leaders as appropriate. **B) Roles for Visiting WRUA(s)** ▪ Determining participants. (People who have a genuine desire to both offer and receive new ideas and to report back to others) ▪ Reviewing and giving feedback on the proposed agenda. ▪ Notifying the hosting organisation well in advance the number of visiting WRUA members, their names, arrival dates/times and any other relevant information that may assist in planning. ▪ Reviewing materials sent by the host WRUA.

	▪ Preparing to present/discuss Visiting WRUA programs/projects, successes and challenges ▪ Ensuring that participants are adequately prepared for the visit ▪ Sharing relevant information, approaches, skills, recommendations and ideas learnt from the exchange visit with those who did not participate **C) Roles for All involved WRUAs** ▪ Based on the needs of both WRUAs, identify visit activities/discussion ▪ Develop clear expectations about the visit, including: ○ Issues to be discussed ○ Activities to be carried out ○ Number of participants ○ Duration/length ○ Financial responsibilities – which WRUA pays for what? ○ Who will be responsible for follow-up and reporting? ▪ Maintain an open, supportive, friendly environment for discussions ▪ Provide complete, accurate and meaningful information and feedback ▪ Allow participants to give comments Step 5: Follow-up When the visiting WRUA returns home, it is time to reflect further on what you learnt. Make an effort to share the information with your colleagues after the visit. Discuss what ideas have come out of the exchange visit and how you might go forward to adapt or enhance your WRUA Step 6: Fill in the End of visit Table It is advisable that the WRUA discuss and fill out the "end of visit table" at the end of the exchange visit. (See table below) Step 7: Prepare a report **General tips for a successful peer exchange visit** ▪ Clear expectations for both WRUAs developed prior to the visit. ▪ A well-planned and well-implemented program, including enough time for visit activities ▪ A friendly and open atmosphere during the visit. ▪ All participants from both WRUAs actively taking part in the visit activities ▪ Effort is made towards trying to learn and identify lessons and ideas to use and adapt after the exchange visit and not just sharing information ▪ Effective follow-up and reporting **End of visit table (SEE EXAMPLE OVERLEAF)**
Costs and requirements	Varies depending on the numbers of WRUA members and distance travelled

Example of End of visit table

Name of Visiting WRUA *Visiting WRUA Contact information: mailing address, street address, telephone, fax, e-mail, website*	**Name of Host WRUA** *Host WRUA Contact information: mailing address, street address, telephone, fax, e-mail, website*
Overall purpose and intent of the WRUA exchange visit *Planned activities, key issues that were discussed, what both WRUAs wanted to gain from the visit*	
Names of WRUA members (Visiting) *Who participated in the exchange visit and their roles in the WRUA*	**Names of WRUA members (Hosting)** *Who participated in the exchange visit and their roles in the WRUA*
Amount budgeted for the visit	**Actual amount used on the visit**
Learning and follow-up questions: Most positive or rewarding aspects of the exchange visit for the visiting WRUA What new information, approaches, skills, recommendations or ideas were identified by the visiting WRUA(s) as something they would like to consider for their own WRUA when they returned home? What would they want to adapt? What new information, approaches, skills, recommendations or ideas were shared by the hosting WRUA and the visiting organisation would like to consider for their own WRUA? What challenges did you encounter in planning or carrying out the exchange visit? What did both WRUAs identify as the most important follow-up actions following the exchange visit? What advice would you give to other WRUAs that are planning an exchange visit? How can they make the most of the experience?	

TOOL 2.13 PHOTO VOICE

<table>
<tr><td>What?</td><td>A participatory process by which WRUA members can identify, represent, and enhance their advocacy issues using pictures they shoot themselves.</td></tr>
<tr><td>Why useful?</td><td>▪ To help those who are often unheard gain a voice, enabling them to record and reflect on their experiences and their communities' conditions, both positive and negative.
▪ To raise awareness. Through choosing, discussing, and reflecting on the subjects of their photographs, the WRUA can come to a clearer understanding of their circumstances (socio-economic, natural resources, political) and the forces that shape them.
▪ To trigger change reaching and influencing policy makers
▪ To encourage transparency
▪ To work together in a fun and creative way</td></tr>
<tr><td>How to develop and use it</td><td>▪ Form teams of two or more
▪ Identify a facilitator
▪ Before going out to shoot, discuss and plan what you will shoot. All team members have to agree with the plan. The plan should include:
    ○ What will we shoot?
    ○ Should we interview people? Whom should we interview? Local people? Officials?
    ○ Present the plan to the facilitator and discuss plenary
▪ After shooting, all the teams should come back and play back to the footage to the WRUA members. They should:
    ○ Explain the footage
    ○ Explain what the story is. (Participants should be able to write down the story told by the footage in text form as well)
    ○ Share their experiences and stories as to how the shoot went
▪ General tips on framing are given in tool 16 (videos)
▪ Using cameras with GPS will enable you to know exact locations of pictures taken.</td></tr>
<tr><td>Costs and requirements</td><td>Simple cameras. Members may also use their phone cameras</td></tr>
</table>

TOOL 2.14 TRANSECT WALKS

What?	A transect walk is a systematic cross-section through the community to collect data on the sub-catchment water resource challenges, opportunities and to have a discussion on future planning. The WRUA does this as a group in a participatory way.
Why useful?	▪ To have a detailed inventory of the area ▪ To capture the current situation (in terms of opportunities, challenges, resources) of the surroundings ▪ To develop advocacy action plans ▪ To work together in a flexible, interactive and fun way
How to use it	▪ Before starting the walk, choose a route with varied environmental and topographical features (with the whole group) ▪ If the group is too big, divide into smaller groups, each having their own focus ▪ Pause the transect walk at each pinpoint (e.g. water point) to make observations, notes ▪ Observe land type, crop cultivation, land use ▪ Take pictures ▪ Depending on the goal of the walk analyse the walk by developing a map (see picture) or ranking matrices
Costs and requirements	Time, coloured pens and paper, (optional: cameras)
More info	▪ FAO. The Forest Manager's Guide to Participatory Forest Management: Module ▪ The Participatory Process in Forest Management. Forestry Policy and Institutions Branch, Forestry Department. http://www.fcghana.com/pfma_fao/archive_docs/ref_docs/pfm_manager_guide_module3.pdf. ▪ Integrated Approaches to Participatory Development (IAPAD) website focuses on sharing information on participatory mapping methodologies and processes: www.iapad.org. Transect mapping: http://www.iapad.org/transect_mapping.htm. ▪ Rock, F., ed. 2001. Participatory Land Use Planning (PLUP) in Rural Cambodia. ▪ Annex 11. Ministry of Land Management, Urban Planning and Construction (MLMUPC), Cambodia. http://www.mekonginfo.org/mrc_en/doclib.nsf/0/BA7AA16ECF97B14247256BC90030DFF1/$FILE/Annex11.html.

TOOL 2.15 COUNTY PARTICIPATION FORUM

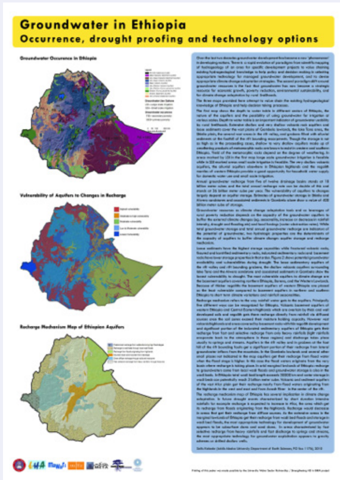
What?	A county forum that directly engages the public in decision-making and considers public input in making that decision.
Why useful?	▪ Providing information to the public that will help them understand the issues, options, and solutions ▪ Consulting with the public to obtain feedback on decisions about issues to be advocated for ▪ Involving the public to ensure their concerns are considered throughout the decision process, particularly in the development of decision criteria and options ▪ Collaborating with the public to develop decision criteria and alternatives and identify the preferred solution ▪ To shape or influence a decision or action
How to develop and use it	**Preparing your presentation** ▪ Make your message simple and clear - point out the problem you are addressing, why your intended audience should be concerned with this problem and what should be done about the problem ▪ Make your message powerful – persuasive and compelling to capture the attention of the public ▪ Try to create a message that is new and put a human face on it. By humanizing the issue, your issues will have a greater impact on the public than if you just state statistics ▪ Avoid jargons - use "people-speak." Avoid using slogans. Use common language or terms that the audience easily understands. ▪ Know your audience - make sure your message targets your intended audience ▪ Engage and challenge your audience with a question. Speak with your audience, not at them. ▪ Practice! When you are prepared, it is also easier to memorize. Read your speech in front of the mirror over and over—or present it to your friends and family members and get their comments. ▪ List down the key words or phrases of your speech. By practicing your speech, you will need fewer and fewer words to recall the main points. Eventually, you may only need a few key words or no visual guide at all! ▪ Do thorough research about the subject to be discussed, get the facts right. ▪ Make sure you have written the date, time and venue of the county participation forum on your calendar.
Costs	Free

TOOL 2.16 POSTERS

What?	A large printed paper used to get your message across

Why useful?

- When placed on a strategic place, posters can reach a wide audience and they have the advantage that the audience can read them in their own way, taking as much time as needed. Posters get a large amount of attention for a relatively low investment. They are easy to develop which makes it also easy to keep them up to date. In awareness raising campaigns, WRUAs can use posters to share information or to trigger discussion. There are roughly three types of posters (combinations can be used as well):
- Participatory setting, open interpretation posters, which focus on invoking discussion and lead to creative thinking
- Educational posters usually share a lot of information and details. They are meant for a closer look
- Promotional posters are clear to the viewer at a glance and they often have one large slogan and few details



- Using a picture offers room for discussion (left)
- Educational poster on groundwater in Ethiopia (middle)
- Promotional poster to attract new MSc students (right)
- Posters can be used to improve governance and advocacy of the WRUA through sharing information on:
    - Vision / mission / values
    - WRUA key activities / mandate
    - Organogram
    - Election process chat, dates, rules and guidelines
    - Budget and expenditures

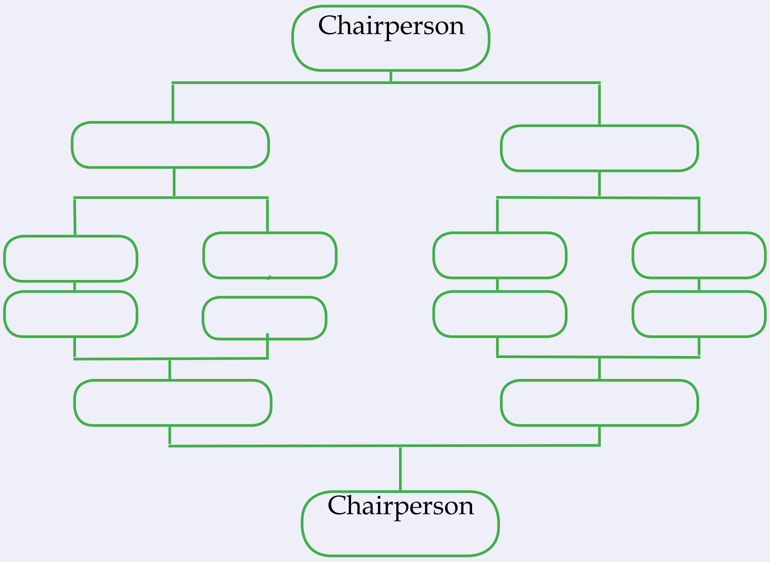
How to develop and use it	▪ Think about the purpose the poster should serve. Keep in mind that the art is a tool to disseminate your message, not a purpose on its own. ▪ Think about reader gravity, which is the phenomenon that readers tend to read in their own language-specific way. Readers' eyes in Western countries are pulled from top to bottom and from left to right. In this case, the upper left corner receives the most attention. ▪ Put emphasis on the main message. It needs to be seen on the first sight: Use big letters, symbols or figures. ▪ Minimize text whenever possible
How to develop and use it	▪ When doing text, answer the questions Who? What? When? Where? Why? And How? At the beginning. ▪ Use a simple style with simple graphics ▪ Make sure your message is simple and clear ▪ Use a large font size, white spaces to organize your poster, appropriate colours (not too much) and check your spelling ▪ Include contact information ▪ Think about the material that you will print the poster on. Vinyl, for example, is waterproof and easy to carry along. It even allows writing on it with non-permanent markers, which is useful in trainings.
Requirements and costs	Ranges between 50 to 1000 KSH per poster if you get them printed, depending on size, material and number of copies. If you make them manually, for example for the announcement of 1 event, you can also use manila paper or cloth and markers.

TOOL 2.17 BROCHURES / FLYERS

What?	An informative paper document (often also used for advertising) that can be folded into a template, pamphlet or leaflet.
Why useful?	▪ Are promotional documents ▪ Introduce and enhance WRUA advocacy activities ▪ Introduce, share and enhance messages that improve WRUA governance ▪ Share information on governance and advocacy issues/topics
How to develop and use it	▪ Plan your brochure for AIDA (Attention, Interest, Desire, and Action) ▪ Place information that is relevant to your target audience on the cover page. Your brochure needs to focus on the benefits they will enjoy by associating with you. ▪ Use benefits-oriented headlines inside your brochure, too. ▪ Use bullet points to focus on the key features ▪ Tell them what you want them to do after reading the copy ▪ Give them a reason to act now ▪ Make it easy to respond. Be sure your WRUA name, phone number and Facebook page are easily found in the brochure These forms are also very useful in information dissemination, especially to the public. To implement this at larger scale, it is advisable to cooperate with skilled writers / editors (e.g. though collaborating with NGOs and having reliable allies).
Costs	20 shillings per piece
More info	http://www.businessknowhow.com/directmail/ideas/brochures.htm

TOOL 2.18 PHONE CALLS

What?	Using telephone for discussion
Why useful?	A telephone call is the best alternative for a face-to-face meeting. It allows you to take care of business on the spot. By having a conversation you can also immediately take temperature of the other persons attitude.
How to develop and use it	**Conversational call** ▪ Prepare your phone call by summarizing your message and thinking about the desired outcome. ▪ Think about timing. Make sure both you and the other person have enough time to discuss the matter. Replace yourself in the other person's daily activities (think about milking cows, picking up kids from school, etc.) to ensure convenient timing. Always ask at the beginning of the call, if your call comes at an appropriate moment for the other person. If not, reschedule a conversation right away. ▪ Make notes during the phone call ▪ Give time to the other person to respond ▪ Summarize the conversation at the end in 2 or 3 lines ▪ Close the call with follow up action points (if relevant) ▪ If the person could not be reached, you can leave a voice message on the voice mail (if activated) to announce your call and the purposes of it **Informing the WRUA through telephone trees** ▪ The WRUA can use telephone calls to inform people quickly e.g calling for meetings. In this case, you can set up a telephone tree to ensure the WRUA spreads the message quickly (see diagram). ▪ The chairperson should be at the top followed by the subcommittee members and then the members below the subcommittees. As new members join the WRUA, the WRUA adds their names and numbers at the bottom of the tree. Each member should have a copy of the telephone tree kept safely but easily accessible. ▪ When anyone in the WRUA has information he/she activates the telephone tree by calling the chairman ▪ Each person in the tree is to call the names below him or her on the tree. If someone does not pick up then call the next person on the list. ▪ Last person calls the chairperson. This is to ensure that the circle of communication is complete. **WRUA Call centre** If the WRUA is large enough and has the capacity, it could be valuable to set up a dedicated office space to handle a large volume of telephone calls, especially for taking orders and providing customer service. Call centres ensure better service delivery to citizens and other stakeholders. In a WRUA, a call centre can ensure improved water resources management efficiency through enhancing accountability and responsiveness of the community members. It enables community members to report mismanagement and misuse of water resources at the grassroots for WRUAs to take action.

	Example of telephone tree 
Costs and requirements	▪ Members need to have (simple) telephones and network coverage. ▪ Costs per conversation are low, around 10 KSH

TOOL 2.19 SMS (SHORT MESSAGE SERVICE)

What?	A texting messaging service on mobile telephones.
Why useful?	Texting is commonly used for information dissemination. Kenyan NGOs such as Transparency International-Kenya have used this to mobilize indigenous communities and supporters around campaigns against corruption, violations, poor governance etc. WRUAs can use SMS to: ▪ To share internal event details e.g. a call for meetings ▪ To share important information on conservation activities in the basin ▪ To publicize upcoming activities and events ▪ To increase visibility ▪ To increase awareness on the roles of WRUAs in the sub-catchments ▪ To mobilize large groups ▪ To alert inhabitants to floods
How to develop and use it	From your own mobile phone, you can send out messages to contact persons in your own telephone contacts book. To address a larger group, for example the steering committee in your WRUA, you can use the functionality group SMS. This way, you only type your message once, while sending it to multiple contacts at the same time. ▪ Messages can be up to 140 characters. Use simple and clear language ▪ The WRUA can use Bulk SMS to mobilize a large group in the area. Some mobile providers offer packages that allow you to send out a message to everyone that is within reach of certain telephone towers. ▪ Make sure your messages are appropriate ▪ Be creative. Use bulk SMS to promote your WRUA, e.g. "Happy New Year on behalf of …WRUA" ▪ Don't use it too frequent as people will then take your SMS less seriously ▪ Note: for public events that are being organized by use of SMS – Start 2 weeks before the event day. Harness the power of your connected WRUA members, family and friends by messaging them directly. ▪ Share your website or social media for more details or to register.
Costs and requirements	▪ A simple telephone (does not need to be a smartphone) ▪ 1 shilling per SMS and there are also packages for many SMS e.g. 10 shillings for 200 SMS
More info	A wide range of services at various providers is available. Safaricom offers for example: ▪ 20 messages for 5 Ksh ▪ 700 message during a period of 7 days for 50 Ksh These Safaricom options can be found by dialling *188#

TOOL 2.20 LETTERS

What?	A hand written or typed communication addressed to a person or organization and delivered via post or through hand delivery.
Why useful?	▪ To highlight a specific topic to an individual ▪ Call for meetings ▪ To increase the visibility of the WRUA ▪ Resource mobilization
How to develop and use it	▪ Develop a template (see below) that includes the WRUAs details in the header/footer, include ▪ Make creative use of the opportunity, include slogan or combine other announcement. ▪ Do not write too much – If they contain so much information nobody bothers to read them, they are not doing any good. ▪ Make sure that the letter is addressed appropriately ▪ Use official language and avoid grammatical errors ▪ Read through before sending
Costs and requirements	▪ Postal charge for the stamps. Its dependent on the posting distance ▪ Email will need used of bundles or cyber café charges ▪ Hand deliver will be the transport cost of person making the delivery
More info	http://writing.wisc.edu/Handbook/BusinessLetter.html

TOOL 2.21 EMAIL

What?	Sending digital messages with a computer (or tablets / mobile phones).
Why useful?	Emails are the most common used way of communication by NGOs, Government agencies and international organizations. WRUAs can use it to: ▪ Highlight a specific topic to an individual or group ▪ Call for meetings ▪ To increase the visibility of the WRUA ▪ Resource mobilization
How to develop and use it	▪ As a WRUA, you can set up an email address that will be used for official mailings, e.g. nameWRUA@gmail.com ▪ Ensure that you have the right email address in the 'send to' box. This the main person that you are addressing ▪ If you need to the share the same mail to other recipients just to make them aware of what is going on, then type their email address in the cc box. ▪ The subject of the mail should be short and clear ▪ Do not write too much in the body– If they contain so much information nobody bothers to read them, they are not doing any good. ▪ The WRUA may write additional information in a Microsoft Word document attached to the mail. ▪ Where you have an attachment make it clear in the main mail ▪ Make sure that the letter is addressed appropriately ▪ Use correct language and avoid grammatical errors. At the same time, do not be too official as email is in general less formal compared to letters. ▪ Read through before sending ▪ Make creative use of the opportunity, include slogan or combine other announcement at the bottom of the mail after signing off
Costs and requirements	▪ Access to computer ▪ Email address ▪ Internet access (can be bought through bundles or accessed at cyber café)
More info	▪ How to setup a Gmail address: https://www.digitalunite.com/guides/email/how-create-gmail-account

TOOL 2.22 CONNECT TO WRUA ACTIVITIES (LIKE TREE PLANTING, AND OTHER CONSERVATION ACTIVITIES)

What?	These are activities organized by WRUAs for awareness creation, e.g tree planting, river cleaning and other conservation activities. This also addresses non-conservation activities like biking, marathons and village walks.
Why useful?	▪ To highlight a specific topic to a large audience ▪ To increase the visibility of the WRUA ▪ Awareness creation ▪ Alliance building
How to develop and use it	Once you have decided as a WRUA that this is what you want to do, identify who can help you on e.g. publicity, artwork etc. Also, include partner organizations. **Preparations** Set up an organizing team that will address the following questions: ▪ The goal of the event. From this you can come up with a theme ▪ What do we want those coming to know/do/experience? ▪ Ask yourself what it is that make people to participate in the activity. Did a majority of members decide or was it one person's idea? ▪ When to hold the event: Is there sufficient time to organize and publicize it adequately? Does it coincide with other important events ▪ Resources needed: Come up with an indicative budget: What resources can we muster for this event or meeting? Who else can help? Can we piggy bank it on other events? Do we charge or is it free entry? ▪ Are there any possible legal aspects, such as acquisition of permits? ▪ Develop an action plan: this will help to check periodically that things are on schedule ▪ Who to invite and how ▪ Invite everyone and publicize it widely so everyone has a chance to get involved ▪ To create a buzz about the event use all communication tools available to you; bill boards, radio, Facebook, word of mouth, barazas etc. ▪ As you send out invites, keep in mind the objective and target audience – let the audience know what they will get out of attending ▪ Organize a venue and consider: ○ Size – Is it adequate for your activity; Can you demonstrate everything you want to at the site? ○ Suitability of furniture and facilities – number of chairs and tables, comfort, equipment availability, power availability ○ Location – Is it near your project? Easy to find? ○ Access to refreshment facilities and toilets if it is a full day activity ○ Space for displays and other information ○ Occupational, safety and health hazards – undertake a site inspection prior to the event ○ Transport if needed

  - Traffic management, (in cases of runs, walks or bike rides)
  - Shade and shelter for participants
  - Public address system
  - Contingency plans for wet weather
- Set a date and time
- For a small event, two weeks' advance notice
- For big events, give 4-5 weeks' notice and request for confirmation of attendance. Follow this up 3–5 days before the event with a phone call or further general publicity.
- Consider the use of a 'telephone tree' to share the load or focus on people you think are critical to the success of your project. Sending out personally addressed invitations works well.
- Avoid clashes with other events or major projects

Contact and relations building

- Remember to have an attendance list for people to leave their name, address, and phone number. Also, ask for the names of those who could not come but want to be kept in contact.
- Also consider:
  - Having ushers to hand out an information package, or gather registrations
  - A notice board with 'Welcome' and critical information posted underneath, such as the schedule, location of displays, toilets, refreshments etc.
  - Making the process as inclusive as possible
  - Using inclusive activities or methods to run the event and always strive to encourage participation
  - Providing time for feedback at critical points as the event progresses and at the end

Tempo and timing

- To keep energy levels high, think about the order and length of activities:
- Allow sufficient time for breaks and social time/networking, particularly for long meetings.
- Do not try to do too much or fit in too many speakers.
- For meetings, consider how long people are sitting down – the average concentration span is about 20 minutes for any one topic. Do not have people sitting for more than an hour at a time.
- For field days, consider how long people will be able to stand in one place and how long it will take to move between sites.

Acknowledgements

- Acknowledge all contributions on the day with public and personal thanks, including participants as well as the people who made it possible.
- Send thank you notes to speakers, hosts, helpers, sponsors etc.

	▪ Consider a gift for participants, such as a native tree. **Partnership** ▪ Structure the activity/event in such a way that your WRUA is a part of the group rather than always in charge. Invite feedback on your ideas or alternative options. Consider what the local people are getting out of attending, not just your own needs. Think partnership! **Planning your evaluation** ▪ Consider how you will evaluate your Activities/event at the design stage. Be specific about exactly what you want to review or evaluate, as this will help you decide the best way to go about it.
Costs	Varies depending on the size of the event and partnerships
More info	http://www.doc.govt.nz/get-involved/run-a-project/community-project-guidelines/organise-meetings-and-events/

TOOL 2.23 MASS MEDIA

What?	Any of the means of communication, as radio, television or newspapers, that reach very large numbers of people
Why useful?	▪ To highlight a specific issue/topic to very large numbers of people ▪ Call for meetings ▪ Announce upcoming WRUA activities ▪ To intensify alliance building efforts ▪ Create awareness, influence trends and introduce new concepts. ▪ Garner support from the public
How to develop and use it	**How to get space in the various tools under mass media i.e. radio, television and newspapers** ▪ The WRUA may do this in response to an invitation from the mass media companies or WRUA members proactively engaging the mass media companies to get an opportunity to address the public. ▪ When approaching the organizers of the programs running on mass media tools to request for space, there is need for the WRUA to align its message with the current topics/issues being discussed to avoid being out of context. Show the relevance/importance of what you need to share and the value it adds to the community ▪ Make no assumptions that you will automatically be given space, so make requests early in advance ▪ Prepare and rehearse for the radio or TV show/interview ▪ Do thorough research about the subject to be discussed, get the facts right. **NOTE**: Ensure you have written the time, date, length of the interview and any other details on your calendar for radio and TV. If you miss a scheduled interview or have to cancel or reschedule an interview, you risk losing it forever.
Costs and requirements	Are normally costly. But as a WRUA you can negotiate free sessions like the mazingira programs where community people are invited to talk about the environment
More info	http://www.authorsandspeakersnetwork.com/radioguest.html

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Accounting for Every Drop!