A CHANGE INITIATIVE HANDBOOK

How to make change happen in the ITP!
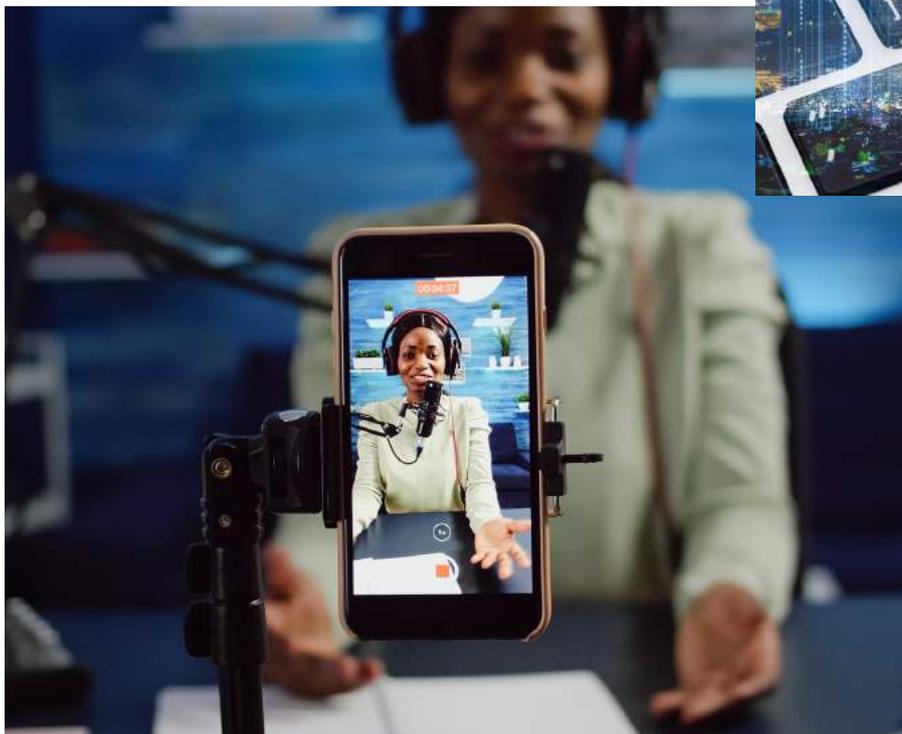
Working Material

Sida-funded International Training Programme
"Media development in a democratic framework"

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1 THE PROGRAMME IN GENERAL

The Sida-funded programme "Media development in a democratic framework" (ITP 295), provides a forum / platform for constructive and creative dialogue between high-level representatives from media, government and civil society, on how to improve self-regulatory and regulatory frameworks for the media. **The overall aim with this programme is to promote self-regulation as a method to support and protect free and independent journalism.**

NIRAS Sweden AB (lead) implements the programme in cooperation with Fojo Media Institute (at Linnaeus University), International Media Support (IMS), and Global Reporting Sweden AB.

This handbook is mainly directed to you as a participant but is also useful for the National Facilitators (NF's) in each country. The idea is that it will provide

inspiration and tools on *HOW to make change happen.* This handbook should be read together with the *ITP Media Reference Book* presenting the core content of the training programme (focusing on self-regulation as a method to promote free and independent journalism).

The handbook can be read from front to back. However, when working with a Change Initiative it will be more effective if you read and reflect on the content section by section. The handbook begins with an introduction on lessons learned to provide some guidelines on what we believe are the most effective ways to promote change. From there, it provides a hands-on step-by-step approach for designing and implementing your Change Initiative. **Please note that you will also be provided with** *Change Initiative Development Guidelines* **with more detailed instructions on how to design your Change Initiative.**

The aim of the Sida-funded International Training Programmes (ITPs) is to support and strengthen the participants plans for change on an organisational and sectoral level. It is not primarily meant to support individuals' competence development. The methodology is based on the assumption that participating organisations and countries wish to carry out changes and are willing to invest in making these changes happen.

The capacity development aspect of the ITP is focused on supporting participants' own plans or projects for change. This is why the training programmes are designed for people qualified to participate in reform processes and who hold a position or mandate to run a process of change within their organisation. The concept "training programme" can be somewhat misleading and a more accurate description of it would be perhaps to call it *a fellowship programme where senior professionals (change agents) get together to discuss common concerns/problems and implement solutions.*

The ITPs cover areas of strategic importance to the social, environmental and economic development

1.1 Our point of departure

The overall ambition of this ITP Media programme is to stimulate and help the participants with their national/regional change processes aimed at creating functional up-to-date systems and structures for self-regulation, in coordination with organisational and legal structures in each country. In this way, the training programme can promote and contribute to a media environment characterised by freedom of expression, pluralism and diversity. This programme provides a platform for various stakeholders in the field of media regulation and aims to promote change.

The programme is built on the notion that YOU as a participant have a mandate to enable change to happen in your organisation and an interest in sharing ideas, defining common problems and finding joint solutions together with the other participants and the National Facilitator in your country team, also among actors who do not necessarily agree on the issues at stake.

The partnerships among stakeholders are in fact the main vehicle through which interested players can collaborate on specific challenges or exploit opportunities in ways that achieve greater impact than they could achieve alone.

Lessons from evaluations and studies made highlight the importance of addressing capacity building starting from locally defined problems, understanding local contexts and working iteratively step-by-step. This capacity development effort is

of cooperating countries that are based on identified priorities and needs. In the long-term perspective, the programmes shall contribute to institutional strengthening and capacity development in the partner countries.

The ITP team consist of a *Programme Director* who is the person responsible for the content of the programme; a *Programme Manager* who leads the process and administration; *Thematic Mentors* who provide expertise within different areas of media; and the *National Facilitators* who follow up and give support to the participants on their national change processes. Other international, regional and local experts are also involved as resource persons in the programme.

Please, note that this handbook is work in progress, it will develop and evolve based on your experiences and feedback when using it.

focusing on increased interaction between different stakeholders as a means for achieving more locally demand-driven and sector overreaching changes.

1.1.1 A reflective and action learning approach

Confucius once stated that *"I hear and I forget. I see and I remember. I do and I understand."* In the same spirit, the experiential learning cycle builds on the notion that people learn from experiences and build new knowledge based on practice. In this programme, you as a participant will be able to use analysis, experimentation and experience to decide what new knowledge is relevant for you and how it can be applied to your own context. The skills and knowledge will thus be integrated into existing work and action plans in designing and implementing the change process.

Core to our approach is that people equipped with their own professional experiences get together in learning processes and learn from sharing experiences and reviewing existing evidence.

The main idea is that participants, together with their NF (through peer learning) will develop their knowledge and skills through dialogue, interaction, reflection and planning. This means that participants will be regarded as resources and have an active involvement (and participation) in what they actually learn. Yet, we also understand that there must be an incentive for change among participants.

The ITP is based on the assumption that

- County teams themselves should have the **autonomy** to define both problems and solutions,
- Country teams should have the desire to improve their skills and knowledge **(mastery),** and
- There is a common **purpose** leading the teams towards the desired change.

This also implies that the role of the facilitators is to drive the process by asking the relevant questions rather than being "teachers" with the "right" answers.

There is also a need for an iterative and adaptive planning and implementation process. The Change Initiative will gradually evolve during the five programme phases through a so-called "Action Learning" process. This is a step-wise approach where you will analyse and understand your own country's particular problem or challenge, which you and your organisation want to improve by defining and implementing actions. Added together, these actions comprise your Change Initiative.

Through regular and structured country team meetings, the team members will support each other to continually reflect on the actions taken – accomplishments and challenges – in order to identify next steps. In this way, your Change Initiative will evolve over time. By working step-wise and adapting your actions to difficulties and opportunities that arise along the way, you will ensure that your Change Initiative actually addresses the real issues at hand.

The national Change Initiative is the backbone of the programme, used as our main pedagogical tool to converge and unite different interests.

The programme uses Action Learning as a pedagogical base, which in essence is an experimental form of learning. The process follows the model below with a few more planning, implementation and check-in phases (in which some are more concrete and some more abstract than others). The focus is, however, to come up with new and innovative solutions as a team.

To ensure a good learning environment, our strategy is the following:

- A limited number of participant (5–8 from each participating country) and 25 participants in total in order to ensure a close working relationship between participants, facilitators, mentors and lecturers.
- The programme is designed for the participants to actively involve their own workplace and to base the learning on their own experiences and work context.
- A flip learning approach is used as much as possible, i.e., the participants are introduced to the learning material before getting into the discussions in the "classroom". Thus, time together can be used to deepen understanding through discussions with peers and problem-solving activities facilitated by mentors/facilitators.
- A range of tools and methods are given to support this learning approach, including group work, discussions, seminars, case studies, study visits and lectures.

> **I hear and I forget. I see and I remember. I do and I understand.**
>
> — Confucius

With the support and coaching of the NFs and Thematic Mentors, participants are expected to contribute actively with their own experiences and expertise and also to design and (partly) implement the Change Initiative during the 12 months of the programme's duration.
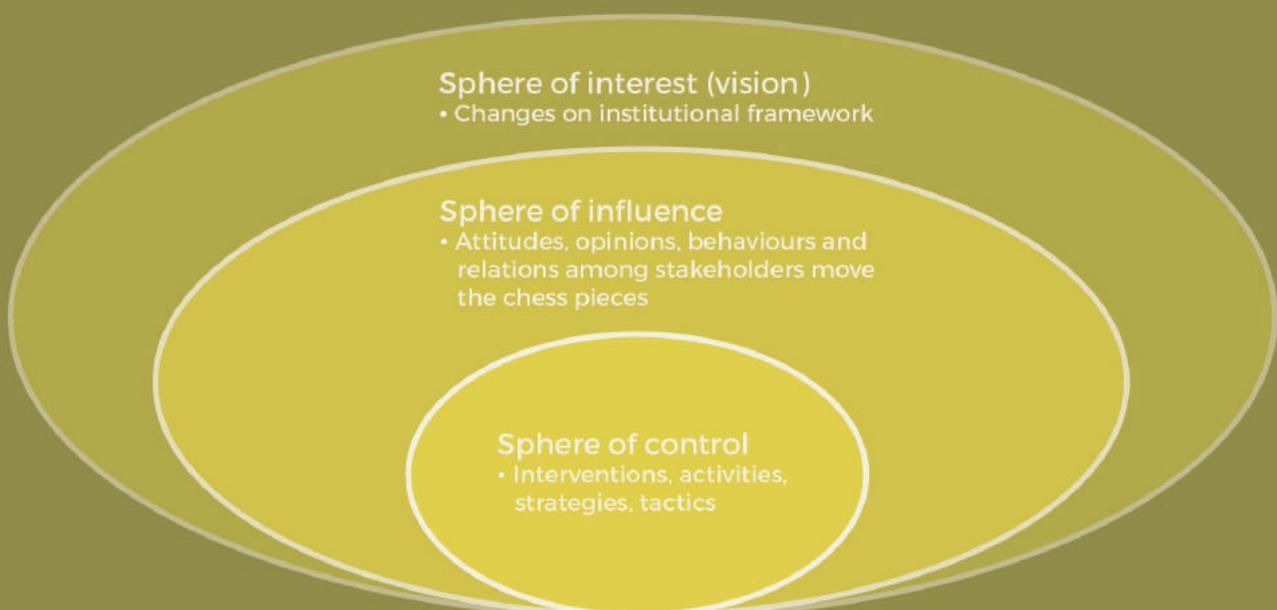
1.2   Our overall Theory of Change

Individuals and organisations participating in the programme obtain:

- Increased knowledge about media and freedom of expression in relation to media policy, journalism and self-regulation of the media sector.
- Extended professional, national and international networks.
- Increased awareness of human rights, gender equality and security for journalists and other media actors.
- Increased knowledge and capacity to initiate a structured, long-term change process on self-regulation and related media laws and legal structures.

As mentioned above, the focus is on the change process at an institutional (national) level, which looks very different from case to case. In following up the results, the aim of the ITP managing team is to move the national agenda on media self-regulation into a democratic framework. There are some generic traits in this programme that we have tried to capture in the model below.

DESIRED CHANGE NEEDS TO BE REALISTIC...

Sphere of interest (vision)
• Changes on institutional framework

Sphere of influence
• Attitudes, opinions, behaviours and relations among stakeholders move the chess pieces

Sphere of control
• Interventions, activities, strategies, tactics

Resources (sphere of control)

- Programme implementation through phases 1–5, updated according to lessons learned and adapted to the current context.

Activities (sphere of influence)

- Individual Change Agent contributes to national initiatives through activities.
- Advocacy work within and outside participants' organisations.

Results/Outcomes (sphere of influence)

- Network building and advocacy, pushing the agenda on self-regulation as a method to promote free and independent journalism.

Impacts -medium and long-term (sphere of interest)

- Contributing to institutional changes on statutory-, co-/self-regulation at national level, if the conditions are favourable.

The point of departure of the programme is that if stakeholders come together with a common message and feasible alternatives to state regulation, they will be able to self-regulate the media sector with less interference from the state. It is important that the desired change is realistic and within the *sphere of influence* of the national country teams.

The basic idea is that you as a participant and through the use of varied resources provided by the programme, will trigger activities yourself or within your network that will lead to the formation of a common platform formed by different types of actors (state, civil society, industry, academia), who are ideally pushing the agenda towards more functional self-regulatory mechanisms. The potential results of this programme depend very much on the current political and economic conditions in the participating countries. Under favourable conditions, this ITP could have **catalytic effects,** but the context will provide both obstacles and windows of opportunity that we as implementers – as well as you as a participant – will need to adapt to.

The generic intervention logic and lessons learned boils down to some core principles on how we implement the programme. These principles also constitute key conditions that need to be in place in order for the ITP to succeed and make a difference. They could be summarised under the following headings:

Addressing and prioritising real problems. Self-regulatory media (e.g., media councils) stakeholders/actors often address wrong and/ or obsolete problems. Problem analysis needs to be updated in order to address current/ future challenges and needs.

Authority and acceptance. Understanding power relations and getting a "buy in" from people in power is absolutely necessary to push the agenda. Understanding the power dynamics within the networks and advocacy and lobbying are, therefore, a key feature of the programme.

Ability. Knowledge and skills in the area of media regulation and the content and proposed solutions must be up to date.

Action and Adaption. We need to start somewhere and iterate and adapt (trial and error principle) towards the change that we would like to see. There is also a need for some early quick wins in order to keep the momentum.

In dealing with complex systems there are no checklists to follow. Checklists may work well if you want to bake a cake, since the steps can be repeated over and over again if you have the right ingredients and circumstances. However, complex systems (such as self-/co-/ statutory regulation issues) are more comparable to raising a child.

Rigid protocols have limited application, raising one child does not guarantee success with the next. Every child is unique and must be understood as an individual. In designing of this programme, we deal with true complex challenges and strive to use a broader system of thinking rather than just trying to deal with parts of the problem.

Adaptive management and short feedback loops are important for continuously adjusting and improving the working methods of the different change processes.
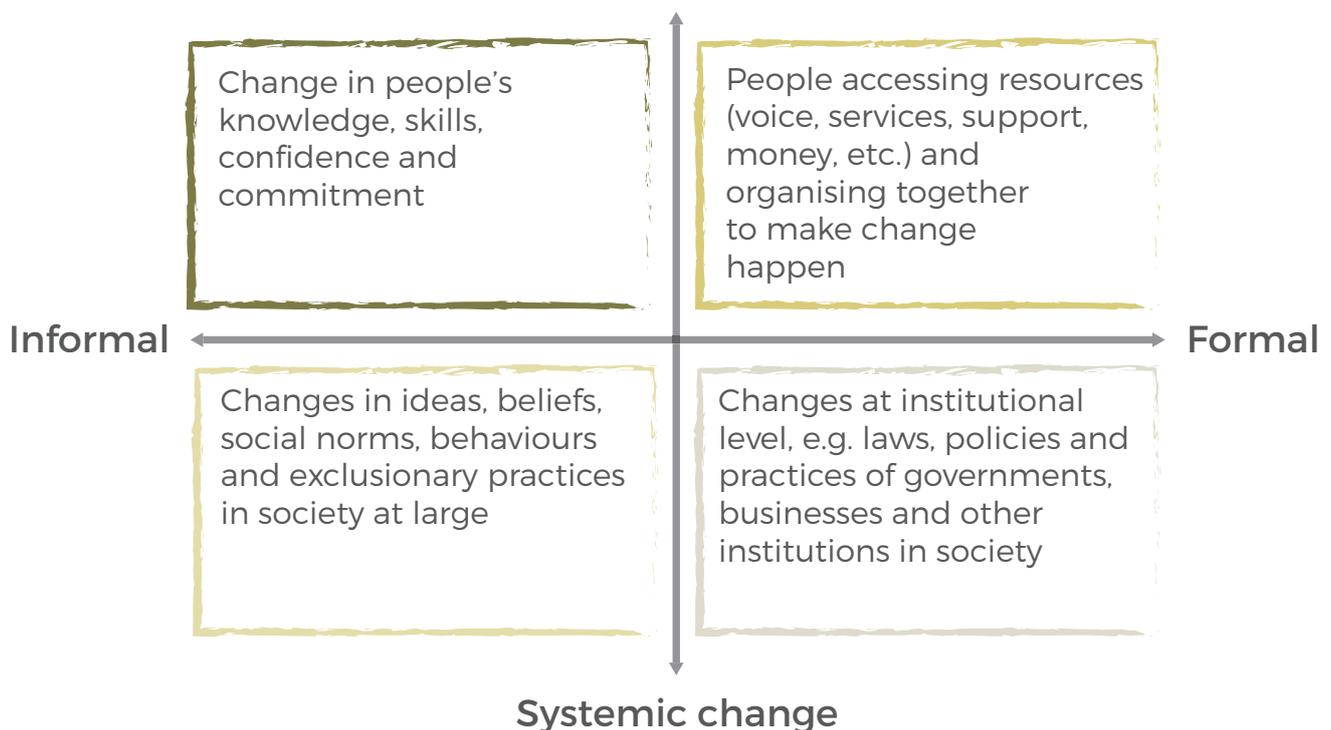
2 WHAT IS THE CHANGE IN A COMPLEX SYSTEM?

Making change happen in complex systems requires an adaptive, collaborative, and flexible approach. The future is unpredictable and full of both 'known unknowns', and of 'unknown unknowns', such as sudden financial crises, seemingly impossible election results, pandemics,etc. What worked in one situation before will not work in every situation. What has happened in the past is not a blueprint for the future. In complex and dynamic systems, we need to develop and advance a systems mindset (systems thinking perspective). Being able to understand and identify how different parts of these systems are interconnected and interdependent will enable you to evolve problems into solutions.

Principally, change can be understood in different ways and according to different dimensions. Changes could take place on the individual/organisational level or they can be more systemic focusing in the enabling environment/institutional framework of state-/co-/self-regulation. Changes could either be informal (norms behaviours) or formal (laws, polices, regulations).

Individual and collective change

Change in people's knowledge, skills, confidence and commitment	People accessing resources (voice, services, support, money, etc.) and organising together to make change happen

Informal ← → **Formal**

Changes in ideas, beliefs, social norms, behaviours and exclusionary practices in society at large	Changes at institutional level, e.g. laws, policies and practices of governments, businesses and other institutions in society

Systemic change

The programme operates at three different levels of promoting change.

National/institutional level: Refers to contributing to the enabling environment within the broader system (rules of the game or institutional framework) within the area in which individuals and organisations operate and function. This includes policies, procedures, legislation and frameworks, institutional arrangements, political processes, power relations and norms among actors. The participants of this ITP typically represent key organisations that can drive the agenda forward. Functional institutions are critical for establishing trust in society.
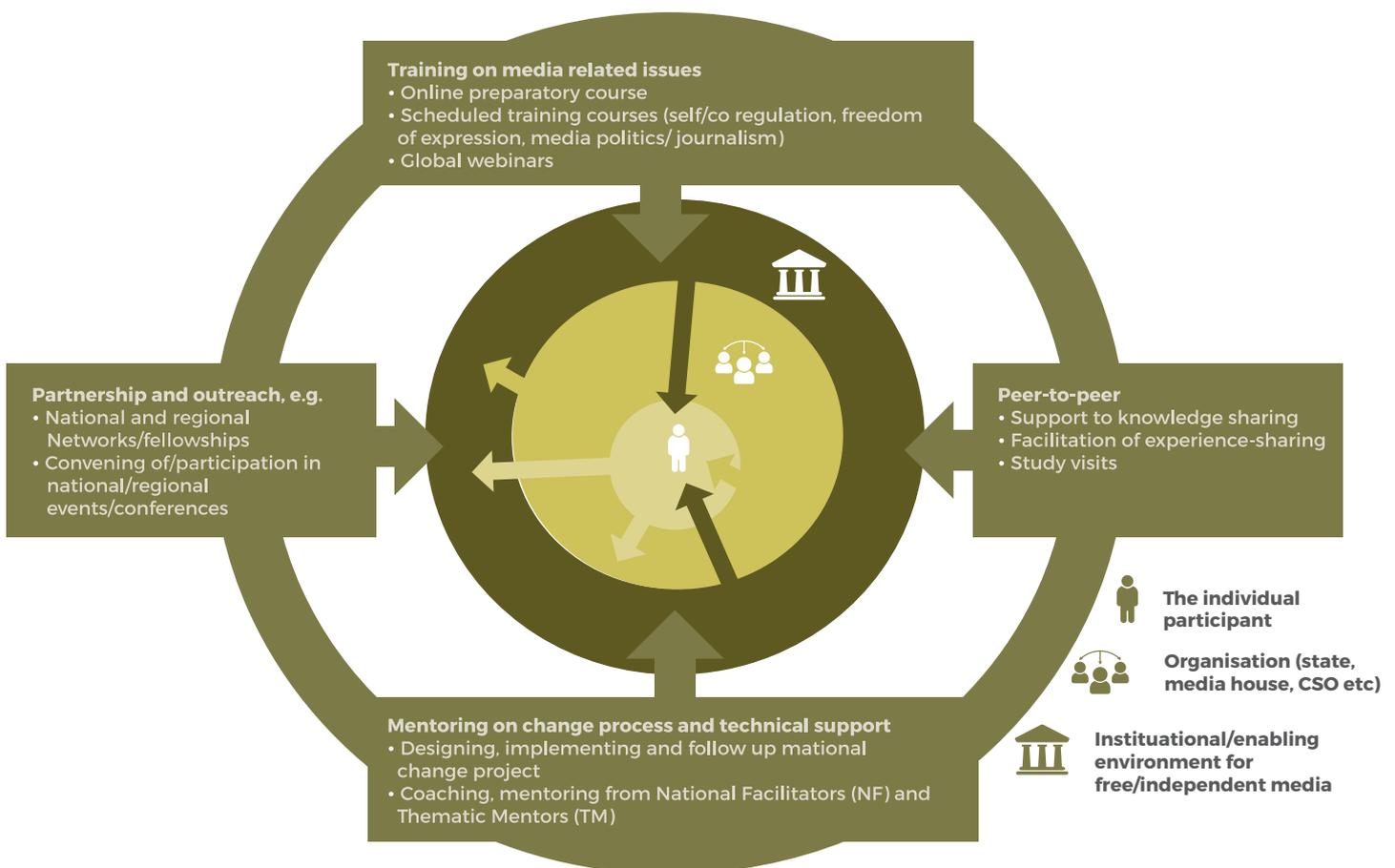
Groups organisations and networks: This level refers to the ITP group itself and the trust that is built among the participants. The network that is built on both national and regional level is a prerequisite for trying to influence the institutional level.

Individual level: Capacity on an individual level refers to skills, experience and knowledge. Our overall theory of change is built on the premise that we are able to recruit change agents who have a mandate, which in partnership / collaboration / coordination with others, can move positions.

More concretely, on the individual level, we focus on enhancing both technical and functional skills. Technical skills, competencies refer in this case within the subject areas of for example state-/co-/self-regulation of media, freedom of expression and media politics. Equally important are functional skills and competence in, for example, strategic planning, advocacy, campaigning/lobbying, strategic communication, negotiation and change management.

The figure below provides examples of interventions/activities that could be used to make change happen. The ITP can promote already ongoing processes or start new ones which can spark an interest from others. What these actions all have in common is that they are aimed towards changing the attitudes and behaviours of key individuals and organisations who in turn will be able to have an (at least minor) effect on the enabling environment/institutional framework (e.g. laws, polices, regulations etc.) when the conditions are right and ripe!

Training on media related issues
• Online preparatory course
• Scheduled training courses (self/co regulation, freedom of expression, media politics/ journalism)
• Global webinars

Partnership and outreach, e.g.
• National and regional Networks/fellowships
• Convening of/participation in national/regional events/conferences

Peer-to-peer
• Support to knowledge sharing
• Facilitation of experience-sharing
• Study visits

Mentoring on change process and technical support
• Designing, implementing and follow up national change project
• Coaching, mentoring from National Facilitators (NF) and Thematic Mentors (TM)

The individual participant

Organisation (state, media house, CSO etc)

Institutional/enabling environment for free/independent media

Another important point of departure is that the ITP itself should be considered and seen as an initiative that, under the right circumstances, can be catalytical for change on institutional/societal/system/ national level and can – if the contextual factors are right – provide improved conditions for the participants to make change possible. An underlying assumption in this programme is that all types of changes (on different levels) interact and strengthen each other.

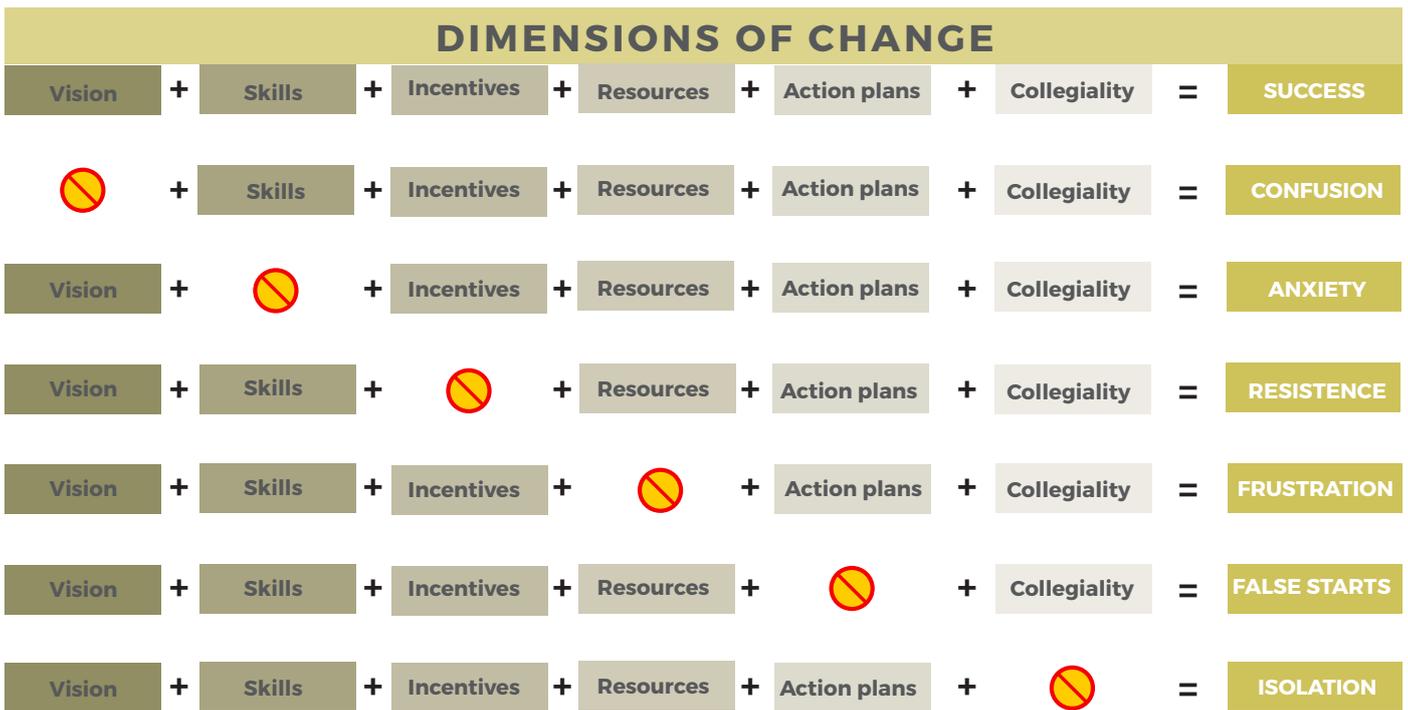## 2.1 Preconditions for institutional change for the change initiatives

Managing change in complex and highly political environments such as the media sector is very difficult. There are some fundamental aspects that need to be in place in order for change to happen.

Consensus on the vision: Initially, there must be a common vision on why a change is needed? Is the vision shared and are people buying in? A lack of vision often leads to confusion among the team members. When the team asks questions such as "Why should I do this?" or "What are they thinking?" they may not realise the overall vision for change. Without a consensus on the vision, you will end up with confusion because there won't be a guiding star during the change process.

Skills/abilities: The next necessary element is skills. What skills are needed? Do team-members have adequate skills, expertise or training in regulatory and self-regulatory aspects and how to work with change? If not, could the training be provided within

DIMENSIONS OF CHANGE

Vision	+ Skills	+ Incentives	+ Resources	+ Action plans	+ Collegiality	=	**SUCCESS**
🚫	+ Skills	+ Incentives	+ Resources	+ Action plans	+ Collegiality	=	**CONFUSION**
Vision	+ 🚫	+ Incentives	+ Resources	+ Action plans	+ Collegiality	=	**ANXIETY**
Vision	+ Skills	+ 🚫	+ Resources	+ Action plans	+ Collegiality	=	**RESISTENCE**
Vision	+ Skills	+ Incentives	+ 🚫	+ Action plans	+ Collegiality	=	**FRUSTRATION**
Vision	+ Skills	+ Incentives	+ Resources	+ 🚫	+ Collegiality	=	**FALSE STARTS**
Vision	+ Skills	+ Incentives	+ Resources	+ Action plans	+ 🚫	=	**ISOLATION**

According to the the model (developed by Timothy Knoster and Mary Lippit) there are six elements required for an effective change to happen, i.e. a consensus of the vision, sufficient skills/abilities, incentives, resources, action plan/what to do. If anyone of these elements is missing, the change effort will most likely fail or lead to the consequences showed in the model above. The model also integrates some elements from John Kotter's eight-step model for change and most importantly our own learning so far into the programme.

the framework of the ITP? If you have a vision, incentives, resources and an action plan, but leave out the necessary skills/ability (content and process related, political or advocacy), you will be left with anxiety of how to go about among your team members.

Incentives and a sense of urgency: Different stakeholders also need incentives to make a change. How will it benefit them? Key individuals both within and outside the team must see the value in

the change for a change to happen. Incentives are the piece that can either build consensus or resistance among stakeholders and team members. Buy-in from authorisers is often a very important factor when trying to promote change. Here advocacy to key stakeholders and authorisers becomes a very important tool (see also the section on advocacy). For a change process to start, there is often a need for stakeholders to see why change should happen.

Resources: Important to change efforts, resources can be physical or emotional. A lack of resources leaves people frustrated. What resources are readily available? Are they appropriate? Are there in-house people who are resources? Is the distribution of resources fair? What resources are needed and how will you get them? The main resource in ITP consists of the time spent by the participants and the NFs to make change happen. Without external funds, the initiatives often stem from real and genuine needs from participants rather than what external donors would like to see.

Agile action plans and short-term wins: Plans for change should be clear and developed by a representation of all stakeholders. Without a plan, individuals may feel as if they are running in place and not moving forward. Without a plan on who should do what by when, gaining traction and moving forward is difficult. Quite early in the process, we have seen that the country teams need some clear tangible results (quick wins) to maintain momentum and keep the team members motivated. We have also seen that making use of the windows of opportunities are important factors for change to happen.

Collegiality, trust, team work and communication: Often overlooked as key ingredients for change is a trust and collegiality among the teams promoting change. As mentioned before, the most important added value of the ITP is to build trust and collegiality between team members who do not normally interact. Without collegiality and teamwork, the change will happen in isolation and not be as compelling as it could be if the team worked together. Therefore, sharing knowledge and experience and collaborative actions are a key aspect of the approach of the programme (see also section on multi-stakeholder partnership).

More specifically, the most successful Change Initiatives of this training programme share some common features. Their implementing national teams have so far been the ones that have:

- a thorough **understanding of the context** and system and understand where they can make a difference (and where they have leverage);
- built **networks and foster collaboration** between the team members, alumnis, and their authorisers;
- promoted a **diversity of ideas/perspectives, including gender equality** (being open minded and avoiding group thinking);
- shared **knowledge and lessons and developed a good team spirit**;
- created a compelling **narrative** for both the problem/challenge and ways to tackle these challenges;
- allowed **participants to risk and test new ideas** (trial and error, i.e., experimental and agile);
- taken **advantage of windows of opportunities** that opens during the implementation;
- been lucky that the political environment has been relatively conducive and made change possible.

These success factors will be further explored and investigated as the implementation of the ITP continues.

Nothing is so difficult working at, nothing is so hazardous to lead, nothing is as risky as trying to implement a new order of things. If you change things, you will have eager opponents in all those who were successful with the old order – and just

2.1.1 Resistance to change

All types of Changes Initiatives will be met with some sort of resistance either internally within the team, from the organisations where the participants come from and/or from external actors such as the political players. Dealing with resistance to change is not easy, which is something that many change agents have experienced over the years. Nico Machiavelli already wrote in the 15th century that *"Nothing is so difficult working at, nothing is so hazardous to lead, nothing is as risky as trying to implement a new order of things. If you change things, you will have eager opponents in all those who were successful with the old order – and just half-hearted supporters in those, who just will have a chance to be successful with the new."*

Our own experience is that it is often crucial to understand the source of resistance before it manifests itself. Therefore, we always conduct a thorough power and stakeholder analysis so the country teams understand at an early stage where the resistance may come from and consequently develop and apply realistic and feasible strategies to deal with it. However, having an agile and adaptive approach to resistance is central. In promoting institutional change, advocacy often becomes the main activity to make change happen (see section 3.2).

half-hearted supporters in those, who just will have a chance to be successful with the new.

— Nico Machiavelli

3 THE CHANGE INITIATIVE'S ROLE IN THE ITP

ITPs are not academic but rather practical-oriented training programmes. This means that the **content** (e.g., inherent relations between state-/co-/self-regulations) and **process** (how to use the new knowledge/skills) are equally important.

The Change Initiative constitutes the backbone of the programme. The ITP programme aims at an actual change towards a more efficient and sustainable planning and implementation of media self-regulation. One notion is that to achieve change (or at least some degree of influence) in regulatory and self-regulatory systems, requires different actors to come together to a process of dialogue and action to solve a specific set of problems which they share.

At the start of the programme, each participant, in close cooperation with colleagues and supervisors, identifies an idea that can contribute to the achievement of the programme objective and necessary long-term change process on a national level. Based on this idea, Change Initiatives evolve as the participants are provided with new knowledge, networks, and experiences during the course of the 12-month long process. The participants work together in country-teams, supported by a NF in each country,

assisted by international experts (Thematic Mentors), a Programme Director and a Programme Manager, as well as administrative staff. This support is continuous throughout the programme.

The ITP does not finance the change initiatives that are developed, instead it is the time the partipants invest in the programme that is the main asset. Our experience is that this promotes demand-driven and locally anchored initiatives where the challenges of the participants stand in focus. In some cases, the teams have also been able to attract external funding from elsewhere, but this is often after the country teams have been able to produce some clear results.

One key essence of the ITP is that participants come from different sectors – government, civil society, the media industry and to some extent also academia and think tanks.

The ITP staff will facilitate a dialogue between participants and try to promote a **sharing of tangible concerns or focus.** Yet at the end of the day, it will be the participants joint responsibility to find a common ground and formulate common solutions.

The ITP strives to balance bottom-up and top-down approaches. Perhaps, in an ideal world, everybody would be involved in all decisions all the time. But this is simply not feasible, and societies have evolved different mechanisms for delegating decision-making. The ITP country team should aim to find a balance between working with structures and decisions that come from the top while at the same time supporting input from a wide diversity of stakeholders that comes from the bottom.

We understand that institutional change does not come easy and participants in the ITP cannot themselves make the change happen. Often these changes will depend on factors outside their control. However, one fundamental idea is that all participants should understand which part they play in the broader regulation/self-regulatory system. The ideal scenario is that the participants (because they feel they need it themselves) are pursuing a common agenda and with facilitation of the NF engage in a common initiative. Yet, this is a resource-intensive and time-consuming process, which relies very much on the self-interest of all the parties. When this is not possible, you as participants need at least to clearly define how you will individually contribute to the overall agenda of the group.

You as a participant are also responsible for actually making use of the knowledge and networks provided to you. The facilitators and experts will not prescribe specific solutions to you. The role of the experts and NFs is only to provide participants with the tools they need to develop and implement their Change Initiatives.

Therefore, we encourage local problem solving and strategies. Often when blueprints or best/good practices are being used it is without prior proper analysis of whether this particular solution is suitable for the specific context or if it addresses the root causes of the problem. In such cases, there is a risk that the intervention will implement a strategy that is not relevant for addressing the issue. In sum, **making change happen in complex systems requires an adaptive, collaborative, and flexible approach**.

3.1 The change initiative in practice

When designing your Change Initiative, you will use following path.

1. Understanding the context and analysing the problem that you want to solve
- *What problem would you like to address?*
- *To whom does it matter and why?*
- *Who are the main stakeholders and which interest and power do they have?*
- *What are the key causes of the problem?*

2. Formulating a vision and the change that you want to see and understanding your change space
- *What is the change you would like to see?*
- *Do you understand your potential / the opportunity to make change happen?*
- *How do you assume this change will happen?*

3. What strategies will you apply to make change happen?
- *What initial strategies are worth trying?*
- *How will you know whether your strategies have worked?*
- *What will you learn from this measurement, how will it inform decision-making?*

4. Continues learning and adaptation
We do not focus the follow-up of the implementation on simply assessing performance against a pre-planned delivery schedule or annual targets. Often, the unexpected and unintended results are the most transformative. The NF will focus on the team´s ability to learn and adapt by asking the following questions:
- *What has been achieved?*
- *What have you learned?*
- *How do you know if your strategy is working?*
- *What could you do differently?*

The ITP staff including the NFs act more as coaches than teachers by asking open questions and leading the country teams. The Thematic Mentors and management team (PD/PM) should be considered as supporting functions to carry out your Change Initiative.

Please, see and use the specific instructions, templates and tools for detailed information on how to go about designing your Change Initiative.

3.2 Advocacy is a method to make change happen

The ITP can rarely make change happen on its own. Often change is dependent on the fact that powerful stakeholders are pushing for an issue or that a policy window has opened due to different circumstances. One key method to promote change is to advocate for your initiative in an smart way. In this programme, we define advocacy as a deliberate process of influencing those who make decisions about developing, changing and implementing policies. Advocacy intends to change or implement a policy issue. It will always need to be supported by strategic communications (e.g., strong key messages and relationships that power-holders take notice of).

- **Advocacy is a positive action offering credible alternatives.** It is not simply standing against something,
- **Advocacy is about policy and change:** It is directed at those who have the power to influence people's lives.
- **Advocacy requires clear goals and measurable objectives.** Advocacy is a long-term process rather than a one-off event. You need specific objectives in the short term as well as wider goals in the long term.
- **Advocacy is not an end in itself:** It is the means to an end – that of improving people's lives. Getting an issue on the agenda is not enough. It is what happens with the agenda – the policy – the legislation that is the most important.
- **Advocacy is built on the voices and priorities of the participants.** The evidence for why change is necessary and how it could improve media freedom is based on evidence from our programmes.
- **Advocacy has risks** - It takes place in the public policy arena, and there may be some risks involved. You need to consider the possible risks, how likely they are, and decide how to manage them.
- **Advocacy depends on alliances.** It is built on partnerships with others, including civil society organisations, people with influence over decision-makers, private companies and the public. The larger your support base and engagement, the greater the chances you will achieve your advocacy goal.

Results often depend on how you play the game, i.e., how you approach the stakeholders. There are no standard strategies for how to do this it is and should always be specific to the particular context and challenges that you face.
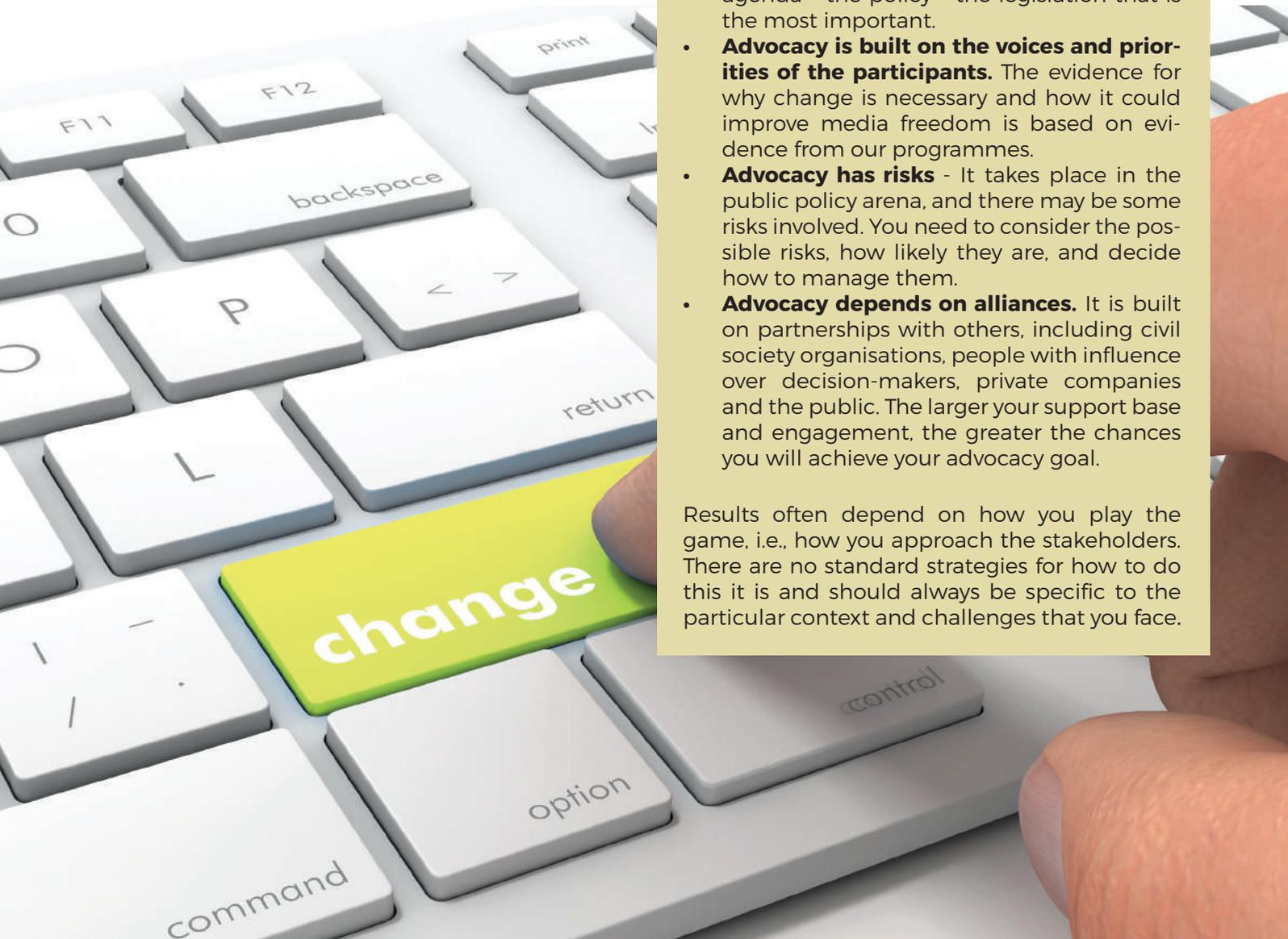
3.2.1 What makes advocacy effective?

The three key ingredients of advocacy and policy-making are: the evidence, 'do-ability', and politics. Advocacy can be a crucial tool to transform power relations and create sustainable change, anchored in institutional polices or law.

In principle, advocacy activities need to answer the following questions, which could be used as a basic checklist during analysis:

WHY are we advocating for this? You need to be clear what the purpose is and what you want to achieve.

WHAT are we trying to change? The message needs to be clear to the people you are approaching.

WHO are we trying to influence? What is our target group? Who are we communicating with? Is it government, key stakeholders in the media business etc?

HOW are we communicating this? Which channels should be prioritised, for example the use of social media or strategic meetings with decision-makers? The methods of your outreach should be based on the above analysis.

Pulling together strong evidence is the fundamental base to underpin any advocacy. However, evidence on its own does not achieve advocacy impact. The evidence needs to point policy-makers towards achievable policy solutions, i.e., be clear about the 'do-ability' of what you are advocating for. Finally, the political context and timing is key. For example, there is no point advocating for self-regulatory press councils when the political context is not favourable. Sometimes, trying to influence behind the scenes and corridors of power is more effective than agitating openly. You would know best on which strategy to use depending your specific conditions.

There are some generic key conditions for a successful advocacy initiative (that may be more or less relevant for you).

- Make use of *policy windows* as they open. External events or trends spur demand for a solution – as the saying goes "never waste a good crisis".
- In order to change decision-makers (authorisers) you need to understand their *motivation and thinking*. The message sometimes needs to be carefully crafted to suit certain individuals.
- *Advocate for feasible and realistic solutions*. If you have the attitude of a 'problem solver', the chances are much higher that you will succeed.
- *Influential support coalition* – allies can sway needed decision-makers and help the campaign leader to pursue the solution. If possible, try to keep good relations with the people you are trying to influence.
- *The need for champions* – it is important to identify the "movers and shakers", i.e., the ones that really can make change happen, overcome resistance and support your solution.
- Create a *dynamic master plan* – there is a need for a pragmatic and flexible advocacy strategy and communications plan.

When identifying your authorisers (those who need to support your cause) ask yourself if:

1. This is an organisation/person that really can change things, or should we go to her/his boss instead or both?
2. The person you are trying to influence would share your concern and like your solutions. Try to visualise their arguments and use them to your advantage.
3. You will be able to maintain a good relationship. Advocacy is often a term process, and it is all about long term relationships.

Advocacy is an important tool that is often used and integrated in your Change Initiative.

3.3 Multi-actor collaboration

Experiences has shown us if you want to tackle real world issues and achieve real change, you will need to work together with a range of different people and organisations with different backgrounds. This is what we mean by a 'multi-actor collaboration or multi-stakeholder partnership'. Across the world, people are creating new coalitions, alliances, and partnerships and many inspirational examples are emerging of what can be achieved when people mobilise to take action together. While the different actors may share a common problem or aspiration, they also have different 'stakes' or interests.

One of the key added value of this programme is that the ITP provides a platform for dialogue built on TRUST between individuals representing different organisations with different stakes and interest in self-/co- and statutory regulation.

But just agreeing to work together is no guarantee of success. The way these partnerships/collaborations are set up – the process undertaken, the capacity for leadership and the skills of facilitation – will have a strong impact on how they develop and how successful they are.

The aim is to enable people to work well together. Especially if they start with very different views and perspectives on key issues, as the importance of free and independent journalism and the value of self-regulation. The collaborative and learning-oriented approach is certainly not a silver bullet for every difficult situation we face. Yet, it is often surprising just how much progress can be made just by bringing different actors together who do not regularly communicate with each other.

The involved stakeholders, participants, need to establish their expectations for a good collaboration.

Partnerships needs to develop norms about how people will work together – for example, in terms of communication, decision-making, leadership, and responsibilities. However, these rules will only work if they are developed and agreed upon by those involved. Too often in partnerships and collaborations, the expectations are not discussed and agreed upon, which can lead to unnecessary misunderstandings and conflicts. It is therefore important that you discuss these issues with your NF.

However, experience show that informal collaboration actually is preferable to more formal ones.

In fact, the ITP does not aim at a full-fledged multi stakeholder partnership. Instead, the national ITP networks including the alumni provide a basis for a more informal yet functional and productive collaboration, which has proven to be quite powerful if they play their cards right.

All collaborations/partnerships in the ITP are unique and will follow their own path and logic, but there are common phases and process considerations. Essentially, the collaborations go through main phases that goes hand in hand with the development of the Change Initiative (see below).

Building partnerships and collaboration	Change Initiative design and implementation
Clarify the reasons of collaboration	Situation analysis – stakeholders, issues, institutions, power and politics
Build support and mandate from your home organisation	Defining a problem and common concern with other ITP team members
Deepen understanding and trust	Identify issues and opportunities and generate visions for the future
Develop capacities for action	Agree on strategies for change and develop detailed action plans
Review progress and generate lessons	Develop and implement monitoring mechanisms and define milestones
Create a learning culture / environment and use lessons for improvement (reflective monitoring)	NF report and communicate progress and lessons to the PD/PM

Further reading

For further information on how change happens in complex systems:

- *The Partnership Initiative*
  https://thepartneringinitiative.org/
- *Multi-Stakeholder Partnerships,*
  http://www.mspguide.org/
- *Building State Capability: Evidence, Analysis, Action Matt Andrews, Lant Pritchett and Michael Woolcock Oxford University Press, 2017*
- *PDIA Toolkit*
  https://bsc.cid.harvard.edu/PDIAtoolkit
- *Jim Woodhill (2008) Shaping Behaviour: How Institutions Evolve.*
  www.thebrokeronline.eu/Articles/ Shaping-behaviour

4 THE FIVE PHASES OF THE PROGRAMME

The ITP Media programme runs for 12 months and is divided into five phases. This section provides an overview of the Action Learning process. Due to the Covid-19 pandemic, some activities will be held online and the length of each phase may vary.

The aim of **Phase 1** is for you to get a basic understanding of the programme objectives and its components. During this phase, several activities will be aimed at the facilitation of team-building and the creation of a platform for local networking. The Change Initiative will be initiated by conducting the initial analysis of your organisations' challenges and priorities.

Phase 2 aims to provide all participants with new perspectives and promote the exchange of knowledge and experiences through close collaboration between participants. During this phase country teams will identify a change area and agree on a preliminary team vision as well as present a "Change Initiative proposal". All these will be achieved with the support of the Thematic Mentors and National Facilitators and through the use of various tools, that will facilitate the analysis of the context and the particular problems that could be addressed, as well as an understanding of the stakeholders and actors related to that change area. By the end of this phase, all country teams will have defined some **first actions** to take during Phase 3.

In **Phase 3**, you will work closely with your country team to ensure an Action Learning process. You will try to take the first actions defined during Phase 2 and seek support from your organisation to obtain progress with your Change Initiative. You must be careful in this phase not to predefine solutions too early. You will have regular meetings with your country team, structured around sharing reflections on the results of the actions taken thus far, and then define your next actions. You will be asked to document the process and the learning obtained.

During the regional meeting in **Phase 4,** each participant and country team will present their Action Learning experiences. The aim is for you to deepen your context and problem analysis by considering the additional perspectives presented by your peers. You will plan for further actions to accelerate your Change Initiative work during Phase 5.

During **Phase 5,** you will maintain the Action Learning process with your country team, take further actions in support of your vision, and expand the support for your Change Initiative within your organisation and with key stakeholders. Together with your country team, you will arrange a national seminar, in which you will present the problem analysis, your vision and the results of your Change Initiative to your organisation and other stakeholders. You will also submit a final Change Initiative report.

After the 12 months you will have completed the Programme and you will have made a change, no matter how small or big. **During the five programme phases, you will gradually have developed your Change Initiative by taking small steps at a time, working towards a vision of resolving a specific problem of concern to your organisation.** Hence, the strategies to reach the initiative goals cannot be defined too early in the process. Instead the team will, with help of tools, define a change area and implement some actions, learn from the process and in a step-by-step approach in developing the Change Initiative. *"Fail fast and learn fast"* is a key ingredient in this approach.

Annex 1
THE CHANGE PROCESS

This table provides an overview of the change process.

Main focus of the change process Step-by-step approach for institutional change	Inception / mapping Phase 0	Preparatory / foundational (phase 1)	Initiation of change (phases 2 and 4)	Implementation of change (phases 3 and 5)	Continuation of change – second and third batch
Interest, motivation (initial) *(create "sense of urgency")*	**Why?** Why care about self/co and statutory regulation of media? Why understand the roles of organisations and institutions in the self-regulatory framework (the system)? Why try to change things step-wise, adaptively and collaboratively?		Why is resolving this (specific) problem relevant to your organisation, your sector? Country?	Why is resolving this (specific, revised, emerging) problem relevant to your organisation, your sector, your country?	Based on the work of previous cohorts: Why is resolving this (specific, revised, emerging) problem relevant to your organisation, your sector, your country?
Understanding steps and own context. *(sense of urgency, capacitate)*	**What?** What are the basics of media (self/co) regulation, what are links to freedom of expression, freedom of information, governance and democracy? What is on the political agenda that surrounds media self-regulation) ? What processes/initiatives are underway / supported today?				
Deeper interest and ownership. Internally defined problems, demand *(context / problem analysis, purpose, vision, urgency, capacitate)*		What in more detail? (key aspects, principles, praxis) What is the status of the national institutional framework for media regulation? What is the status of applied in practice? Questions to organisations: · What are issues/aspects that concern us/ our organisation? · What specific problem concerns us? · What's in it for us? · What do we wish to change?			
Deeper interest and ownership. Hands-on experience, skills. *(context / problem analysis, purpose, vision, urgency, quick wins, build on gains, make it stick)*			What are key aspects that relate to our specific problem? What are obstacles and opportunities for change related to our specific problem? What will we aim to change (our Change Initiative)? What are our first actions?	What are new/emerging issues on self/co regulation (aspects, opportunities, challenges) that concern our Change Initiative? What aspects do we need deeper understanding of/tools or skills for? What will we aim to change (re-visited)? What motivates us?	What aspects of our Change Initiative can be expanded, replicated, used by others? What are the expected outcomes of scaling? What motivates us?

Main focus of the change process Step-by-step approach for institutional change	Inception / mapping Phase 0	Preparatory / foundational (phase 1)	Initiation of change (phases 2 and 4)	Implementation of change (phases 3 and 5)	Continuation of change – second and third batch
				What motivates us?	
Build on gains, small actions, learning, documentation)			What are the results of our actions to initiate change? What are we learning, that shape our next actions?		
Understanding the context, understand cross-sectoral approach to change *(context / problem analysis, coalition stakeholders, capacitate)*	**Who?** Who has an interest/mandate in dealing with questions at stake? Who collaborates/interacts on? Who influences the self-regulatory system? Who is interested in changing the current system?				
Cross-sectoral approach, national platforms, communication *(context / problem analysis, coalition stakeholders, capacitate)*		Who has an interest or mandate in the particular? Who influences this problem? Whose buy-in is needed to address the problem? Who may collaborate?			
Cross-sectoral approach, national platforms, communication *(context / problem analysis, coalition stakeholders)*			Who is supporting me/our organisation in initiating the change and/or taking specific actions to further your Change Initiative? Who is challenging you?		
Tools, skills, change leadership in practice *(capacitate, communicate, coalition, stakeholders, quick wins)*		**How?** How can we influence strategic decisions? How can we organise ourselves for influencing policies and practice? How can we communicate for building/ maintaining support? How do we know we are making progress? How to know when we are off track?			
Tools, skills (adaptive) change leadership, national platforms, regional/ international networks *(capacitate, communicate, coalition, build on gains, learning)*			How can we communicate for expanding support/buy-in? How can we adapt our plan according to the results of our initial Change Initiative actions (based on what we are learning)? How can we ensure our influence has lasting effects?		
National platforms, regional/ international networks					
		Action Learning [adaptive, iterative approach supported by monitoring, evaluation and learning (MEL) throughout] · Take actions, test ideas and innovation. · Ensure step-by-step approach – start small, expand actions gradually · Gradually and strategically expand support and buy-in · Share reflections and give peer feed-back on learning and designing next steps · Identify synergies, opportunities for collaboration · Keep track of progress and adapt. Does your aim still hold? Is it still relevant? Do your assumptions hold?			