

## Suggested Outline for a 2-day Workshop on

### Engaging in climate change adaptation planning at the national level: a short training course for Red Cross Red Crescent National Societies

Timing Session:	Session name + Objective (Aim of session)	Methodology (How to run the session - e.g. brain storming, group discussion, role play, etc. – questions, what the participants should do, etc)	Material/ Facilitator (Who – materials needed (flip charts etc.)
<b>DAY 1</b>			
9- 9.30	Training opening session	<p><i>Welcoming remark</i></p> <p><b>A key message to include in the opening address:</b> RC is auxiliary to the government and already has vast experience engaging in Humanitarian Diplomacy and advocacy. A new area where the RC voice is needed is within the realm of “climate change adaptation”, which is increasingly needed to help vulnerable people respond to the increasing weather-related risks and where funds may become more available for humanitarian interventions in the future. However, National Societies might not be directly eligible for accessing international climate finance flows, but we can show to those who do have funding access, such as UN institutions, and our Governments, that we are credible partners in reducing increased vulnerability due to climate change and that local risk perceptions and local needs are crucial to consider when planning for adaptation (including NAP discussions). In the long run, the National Societies will also gain from this role, and may become a local implementing partner.</p> <p>In this workshop, we will build on the existing expertise of the National Society in humanitarian policy dialogues – and the participants know-how in particular – to jointly plan how to engage more and even better, also in the area of climate change adaptation.</p> <ul style="list-style-type: none"> <li>• <i>Official training opening by National Society Leadership</i></li> <li>• <i>If possible: Opening Remarks from Climate Change Focal point in the government</i></li> </ul>	Workshop convener

9.30-10.00	<b>Introduction</b> ... to break the ice and gauge people's own perception of previous engagement on policy and advocacy on climate change	<p><b>Welcome exercise</b> (20 minutes) – by the “answer-with-your-feet” method:</p> <p>Ask all participants to stand up and:</p> <ol style="list-style-type: none"> <li>1. ask people to go to <b>one side</b> of the room [point where] if they <i>feel they have been engaged</i> “a lot” in any sort of “Policy &amp; Advocacy” in the Red Cross towards any kind of official agencies (national or district authorities, army/police etc.)</li> <li>2. ... or if they feel that such engagement has <i>not at all</i> been part of their role/experience/job, then ask people to go to the <b>other side</b> of the room</li> <li>3. any persons with “intermediate” experience can position themselves at an appropriate position <b>in between</b> the two “extreme” sides</li> <li>4. ask one of the “intermediate” persons to give an example of her/his advocacy work</li> <li>5. do the same with all of those who are in the “a lot” side of the room (to reveal that a lot of advocacy work is already taking place)</li> </ol> <p>Finally - invite participants to share their names and current position in National Society [<i>Self presentations</i>]</p> <ul style="list-style-type: none"> <li>• You can add other introductory questions to expand the session as icebreaker – find the general introduction of the “answer with your feet” approach on this link:  <a href="http://climatecentre.org/resources-games/answer-with-your-feet">http://climatecentre.org/resources-games/answer-with-your-feet</a> </li> </ul>	<b>Facilitator</b>  <i>Note: Ensure there is open space in venue so participants can line up across the room</i>
10.00 - 10.15		<p><b>Participants Expectations</b></p> <ol style="list-style-type: none"> <li>1. distribute 2-3 “Post-it” stickers to each participant</li> <li>2. Ask each person to write up to three expectations they may have from the workshop</li> <li>3. Invite all to post their stickers on the wall and try if possible to cluster them near other expectations that may be similar - and announce that the facilitator will review them and provide feedback</li> <li>4. Over coffee break facilitator to cluster the post-its and take those aside that are clearly beyond the scope of the workshop. Provide feedback after coffee break (see below)</li> </ol> <p><b>Housekeeping / practicalities</b>            [let NS convener summarise practical and logistical issues etc. – and lead a listing of housekeeping rules/learning contract (silent cell-phones, timeliness etc.)]</p>	<b>Facilitator</b> <i>Material: Self-adhesive stickers (“Post its”)</i>  <b>Convener</b>

10.15-10.30	<p>Setting the scene:</p> <p>Why engage in adaptation planning – and an overview of the training</p>	<p><b>[Open the Powerpoint presentation “A: Why engage in adaptation planning?”]</b></p> <p>This is to briefly introduce:</p> <ul style="list-style-type: none"> <li>• why we should engage in national adaptation planning</li> <li>• an overview of the training, objectives and expected outcomes</li> </ul> <p>Also, concrete steps for participants to consider during training:</p> <ul style="list-style-type: none"> <li>- Establish a ‘Climate Change Advocacy Task Team’ in NS (With agreed ToR)?</li> <li>- Advocacy key messages on climate change (To be discussed in detail on day 2)</li> <li>- How to effectively use partnerships in this process, and RC added value.</li> </ul>	<p><i>Facilitator</i></p> <p><i>Material:</i></p> <p><i>Powerpoint</i></p>
10.30-11	<p align="center"><b>Coffee/Tea break</b></p>		
11 - 12	<p><i>Why are we concerned about CC?</i></p> <p>A brief understanding of general climate change issues]</p> <p><b>Reference materials:</b></p> <p>RCRC Climate Guide CTK module1</p>	<p><b>Firstly, provide feedback on “expectations” (see above):</b> After clustering/sorting the “expectations Post-its” in the coffee break, briefly summarize the main areas of expectations, and clearly state why some of them (maybe) will be beyond the scope of the 2-day workshop.</p> <p><b>SNAP Game:</b> (energizer + Key concepts)</p> <ol style="list-style-type: none"> <li>1. Imaginary deck numbers 1-10</li> <li>2. Animals</li> <li>3. Words you associate with “climate change advocacy”</li> </ol> <p>See guidance on running SNAP here: <a href="http://climatecentre.org/resources-games/snap">http://climatecentre.org/resources-games/snap</a></p> <p><b>[Open the Powerpoint presentation “B: Climate change and impacts”]</b></p> <p><b>Presentation:</b> Brief introduction to climate change science and impacts of climate change including humanitarian implications.</p> <p>[Note: If you, when planning the workshop, feel the need for more elaborate material on climate change and impacts please refer to the <a href="#">Climate Training Kit</a>]</p> <p>During presentation, try to engage with participants and link to/discuss country-specific examples of observations and impacts.</p>	<p><i>Facilitator</i></p>

12-13	<b>LUNCH BREAK</b>		
13 - 13.30	Understanding Key Climate Change issues affecting your country	<p>Before the workshop, pre-arrange that a <b>representative from the National Society</b> can summarise main climate change trends and projections for the country.</p> <p>[Note: As facilitator you may be able to support and prepare in advance by finding climate change impacts on the country from national meteorological agency, <a href="#">World Bank Climate Knowledge Portal</a>, IPCC reports etc. If needed, consult the Climate Centre]</p>	<i>NS DM focal point or similar</i>
13.30- 14.30	Exercise group work	<p><b>Run the Exercise 1 “Mapping known climate change effects on vulnerable people”</b> to map the participants’ current experiences on how changing climate may have affected people, communities and the National Society work</p> <p>Key steps from exercise are repeated here:</p> <ol style="list-style-type: none"> <li>1. Organise groups (depending on no. of participants - find good way to mix people across departments/roles)</li> <li>2. Hand out about 20 large (A5 or A4) paper cards to each group + markers</li> <li>3. Ask each group to <i>brainstorm for 20 minutes and list all the good examples of how changing weather/climate extreme events may have caused worse disasters, health challenges or in other way increased people’s vulnerability</i> (floods, droughts, seasonal change etc.). Look at existing risk assessments.</li> <li>4. Ask each group to select the 3 BEST examples from their list - and write them clearly on large paper cards</li> <li>5. Ask any random group to present their 3 best examples and glue them on the wall</li> <li>6. Ask the other groups if any of them have anything very similar - and add them to the wall list (cluster with those already glued on the wall)</li> <li>7. Ask another group to present if they have any NEW examples not already presented from the first group - and let them glue their cards to the wall</li> <li>8. etc. for all groups</li> </ol> <p>These iterative steps help prioritise which are the most important cases (Basis for development of key messages to guide the National Society advocacy efforts.)</p> <p><i>Conclude:</i> Here you have the good case stories and examples on how communities are impacted by</p>	<i>Facilitator large paper cards + rubber glue + markers</i>

		<p>Climate change – these are some of the voices from the field – that can be applied in the future NAP policy dialogues to justify a focus on local community adaptation needs. We will utilise this in coming exercises.</p> <p>[The material can also form the backbone of ideas to shape written case studies to apply in advocacy / Humanitarian diplomacy efforts of the National Society]</p>	
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14.30-14.45	Coffee/Tea break		
14.45-15.15	The international agreements and guidance for national adaptation planning	<p><b>[Open the Powerpoint presentation “C: International agreements and guidance – what is NAP and NDC?”]</b></p> <p><b>Presentation:</b> Brief summary of the international agreements and guidance for adaptation planning.</p> <p>Key aspects to be covered in this section:</p> <ul style="list-style-type: none"> <li>• Global level engagement – where do all these acronyms and instruments come from? (NAP, NDC, Paris Agreement etc.)</li> <li>• Short intro to UNFCCC/COP</li> <li>• What does NAP look like?</li> <li>• What are the linkages between NAP and NDC?</li> <li>• Where do we engage?</li> </ul> <p>Note: All countries have an NDC (currently called INDCs available here: <a href="http://unfccc.int/focus/indc_portal/items/8766.php">http://unfccc.int/focus/indc_portal/items/8766.php</a>) but not all countries may have a “NAP” – and the national adaptation plans may have many different names.</p>	PPT/projector

15.15-16

Exercise  
group work:  
NDC-NAP  
links

Run the **Exercise 2** “*Where to begin? Understanding Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs) as starting points*” to let participants get a first feel for the formal adaptation priorities communicated to UN by the NDC – and understand its linkages to the NAP process.

Facilitator – in collaboration with National Society focal person(s) – should prepare according to the suggestions in the Exercise guidance, including identifying the existing adaptation planning efforts and “NAP progress status” and prepare a short description of the progress so far.

Here the main steps for the interaction with participants are listed:

1. Based on pre-workshop research, facilitator/National Society representative briefly describes the current status of NAP process in the country.
2. Hand out one large flip chart per group; you may pre-draw a 4-way table with table headers, or let participants draw based on the slide – leave the 4 cells empty and **make them large** enough for allowing writing into them (sketch below not well scaled)

		Is there a well-developed adaptation component in NDC	
		YES	NO
Is a NAP process well underway?	YES		
	NO		

3. Hand out the relevant NDC(s) – or selected pages – and let the groups identify the adaptation section (if any).
4. Ask each group to discuss for 10-15 minutes how “well” the NDC incorporates adaptation ambitions – and if they get the impression that adaptation needs of vulnerable people is a key premise for the adaptation
5. Ask the groups to note down in the 4 cells of the table some *brief reasons why* the country process could “fit” in each of the cells.
6. Finally, ask the groups to agree on and conclude in which of the 4 corners/cells the country process mostly fits.

Facilitator

		<p>7. Let groups wall mount their charts</p> <p>8. Debrief in plenary:</p> <ul style="list-style-type: none"> <li>a. Hear some arguments – ensuring each group is heard – for why they consider the country process fits a certain corner of the table.</li> <li>b. And ask for any counter arguments that may “pull” towards some of the other corners.</li> </ul>	
16-17	What should we do?	<p><b>[Open the Powerpoint presentation “D: Adaptation in programming – DRR-CCA-CCM overlap”]</b></p> <p><b>Presentation:</b> A short 3-slide summary of how humanitarian agencies, including Red Cross Red Crescent, can address adaptation issues in their programming. The short introduction then <b>leads into the exercise below</b> (supporting intro are included slides in the presentation “D”) on the overlaps and synergies between disaster risk reduction (DRR), climate change adaptation (CCA) and climate change mitigation (CCM).</p>	
	Exercise group work: Overlap in DRR – CCA and CCM	<p>[Note: facilitator may be prepared to help make it crystal clear what the difference and overlap is between CCM and CCA; some participants may confuse these terms – relevant for this exercise, but also for the discussion on components of the NDC]</p> <p><b>Run the exercise from the Climate Training Kit on the overlaps between DRR, CCA and CCM.</b> (The exercise description has a focus on environmental management (EMR) instead of CCM, but also contains add-on notes and material for replacing the EMR aspects with CCM).</p> <p>The exercise also inspires the participants to think in terms of practical adaptation actions which will be needed in a later exercise.</p>	



Timing Session:	Session name + Objective	Methodology	Material/ Facilitator
<b>DAY 2</b>			
9-9.45	<i>Summary of National Society Advocacy efforts</i>	<p>Facilitator/organiser may need to pre-arrange with National Society representative to deliver this session.</p> <p>Short summary of their ongoing general diplomacy work of the National Society, e.g.</p> <ul style="list-style-type: none"> <li>National Society has a seat at national committees (e.g. disaster management) where ideas are exchanged?</li> <li>Any advocacy and engagements in climate-related activities (collaboration with weather agencies, early warning dissemination etc.)?</li> </ul> <p><b>Plenary discussion (facilitator):</b> of participants' own experiences of advocacy – at even the smallest scale – where they have influenced or changed the opinion of any decisions maker.</p>	<p><i>Convener/ National Society representative</i></p> <p><i>Facilitator</i></p>
9.45-11.15 Including coffee break	<p>Exercise:</p> <p>Key sectors and issues to work on – and stakeholders to target</p>	<p><b>Run the Exercise 3 “Key sectors and issues to work on – and stakeholders to target”</b> - see guidance in the exercise sheet.</p> <p>The session starts with a Plenary facilitated discussion – facilitator taking notes on flipchart – on the relevant sectors that the National Society could influence (and have expertise on). Facilitator should consider beginning with a recap on the most important effects stated in Exercise 1 “<i>Mapping known climate change effects on vulnerable people</i>”.</p> <p>The sectors will be those that are affected mostly by Climate Change. Relevant sectors might include disaster management, agriculture, health, water, food security).</p> <p>Assign the selected sectors for participants and ask them to <i>identify actions</i> that should be included <i>under each sector in the national adaptation plan. Adaptation actions may be planned at different levels.</i></p> <p><i>In a second step of the exercise, each group/sector also discuss and identify the stakeholders at national and local levels that National Society should meet, discuss, work together or influence to plan and implement these actions. On a flip-chart participants may use this template to categorize the</i></p>	<i>Facilitator</i>

		<p>agencies/organisations they identify:</p> <table><tr><th>Government</th><th>Academic</th><th>Non-Government</th><th>UN Agencies</th><th>Private sector &amp; others</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Typical stakeholders may include:</p> <ul style="list-style-type: none"><li>• Ministry of environment</li><li>• Ministry of disaster management</li><li>• National metrological agency</li><li>• Agriculture department</li><li>• Health department</li><li>• Relevant UN agencies</li><li>• National and local climate change networks in your country.</li><li>• Specific Civil Society partners</li></ul>	Government	Academic	Non-Government	UN Agencies	Private sector & others																										
Government	Academic	Non-Government	UN Agencies	Private sector & others																													
11.15-11.30	Experiences from other countries	<p>[Open the Powerpoint presentation “E: experiences from other countries”]</p> <p><b>Presentation:</b> A short 5-slide summary of achievements from 5 National Societies engaging in NAP dialogue (Armenia, Georgia, Kenya, Malawi, Nepal) – based on <a href="#">case studies</a></p>	Facilitator PPT/projector																														
11.30-12	What do we have to offer?	<p>What are National Society core strengths to promote – what can we “offer”?</p> <p>Facilitator summarize: “Building on the previous exercises – Exercise 1 identifying change and adaptation needs in communities, and the DRR-CCA-CCM overlap Exercise discussing practical examples on how to think “climate-smart” programming – which regular activities do your National</p>	Facilitator Flip chart or projector																														

		<p>Society implement that can contribute to climate change adaptation?</p> <p><b>Plenary discussions</b> – with facilitator notetaking on flip-chart (or on screen via LCD projector):</p> <p>The key questions/ discussion points to focus discussion on include:</p> <ul style="list-style-type: none"> <li>• Understand our strengths and core competencies such as community based work, VCAs, community preparedness, disaster preparedness, health/WASH and food security projects.</li> <li>• Identify how weather and climate link to our core competencies/ programming</li> <li>• For example (Exercise 1), when we do a VCA, we will identify a range of issues that communities will highlight such as; <ul style="list-style-type: none"> <li>○ Changing/reduced water for drinking and farming; how can the National Society possibly help address that?</li> <li>○ Increased uncertainty on weather for next farming seasons, unsure which crops to plant: how can NS support?</li> <li>○ Worse floods with too little warnings and action plans; How can NS support?</li> </ul> </li> </ul> <p>Facilitator: help tease out that the National Society (probably) already has a lot of regular activities that (with minor modifications?) are 'climate-smart' and can help national adaptation – and that it would valuable to have such activities explicitly referenced in the NAP/NDC for future upscaling.</p>	
12-13	<b>LUNCH BREAK</b>		
13-14	<p><b>What</b> do we advocate for?  Identify key messages for the National Society to be used as policy asks.</p>	<p><b>Run the Exercise 4: “Identify the priorities the National Society will promote in local and national policies</b> (NAP and others)”. Key steps from exercise repeated here</p> <p><i>Remind participants of the experiences from the field they identified in the first exercise on Day 1 - and how those lessons learned should now be turned into key messages that the NS can advocate for to help vulnerable people cope better with the (increasing) risks and adversities</i></p> <p>Organise 4 groups (2 with HQ people and 2 with Branch people)</p> <ol style="list-style-type: none"> <li>1. Hand out about 20 large (A5 or A4) paper cards to each group + markers</li> <li>2. Ask each group to discuss for 20 minutes and list ideas for WHAT climate-relevant issues they would advocate/ask officials and planners to do. Try to be specific like “enhance freshwater source (wells) protection during floods” or “help identify alternative crops/agriculture methods that are</li> </ol>	<p>Facilitator/  Convener</p> <p>large paper cards  + rubber glue +  markers</p>

		<p>better suited to more variable rain patterns and seasons” or “help disseminate and train in understanding seasonal forecasts for agriculture planning” etc.</p> <ol style="list-style-type: none"> <li>3. Ask each group to select the 5 most <b>important</b> ones from their list - and write them clearly on large paper cards</li> <li>4. Ask one of the Branch groups to present their selected 5 ones and glue them on the wall</li> <li>5. Ask if the other Branch group has anything very similar - and add them to the wall list (cluster with those already glued on the wall)</li> <li>6. Repeat for the 2 National level groups</li> <li>7. In plenary, compare the District level and National level ideas and discuss how they can be linked</li> <li>8. Finally, consider organising a “voting” session where the 5 highest priority key messages are identified?</li> </ol> <p>Make sure to save the results so they can be used in future works: photograph and/or have someone record the key ideas.</p> <p>NOTE: Depending on time available at the workshop this session can be extended with further refinement of the messages into statements and “policy asks” the participants can edit into a briefing note for advocacy meetings etc.</p>	
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14-14:20	<i>How we can engage in the CC policy dialogue</i>	<p>[Note: This little session is on the generic “soft skills” to apply in interactions and meetings with external stakeholders. If you are under time constraints you may consider skipping it.]</p> <p>As support for discussions, you may use the “<b>Tips Sheet for Meetings</b>” annexed to this “outline” file.</p> <p>Lead discussion around the following points – and relate to participants’ own experiences in lobbying at all different levels:</p> <ul style="list-style-type: none"> <li>• Build rapport and relationship with key stakeholders.</li> <li>• Team up with like-minded agencies and organise meetings with policy makers to present the issues or evidences from the community level. If possible, try to form a core stakeholder group to meet on monthly basis including the government to continue the dialogue.</li> <li>• Continue the dialogue and interaction with government on regular basis and engage in planning discussions and processes.</li> <li>• Try to form a technical advisory group comprising different agencies to advise the government on the planning and what should be included in the NAP.</li> </ul> <p>Targeting different sectors</p> <ul style="list-style-type: none"> <li>• In addition to direct NAP engagement, we can also advocate separately targeting different sectors (refer to exercise Day 1) <ul style="list-style-type: none"> <li>◦ DM/DRR, Food Security, Health, Water, Education etc.</li> <li>◦ Identify the climate linkages to these sectors and try to influence their planning processes</li> </ul> </li> </ul>	<i>“Tips sheet” – see end of this document</i>
14.20-14.40	<b>Coffee/Tea break</b>		
14.40-16		<p><b>Run the exercise “Influencing the domestic adaptation agenda” – a role play.</b>  <b>[Open the Powerpoint presentation “Exercise-5-RolePlay”]</b></p> <p>The role play will practise using some of the key messages identified in the previous exercise.</p>	

		<p>Facilitator:</p> <ul style="list-style-type: none"> <li>• set up the room as a negotiation or meeting table with “government representatives on one side, and open chairs for Red Cross Red Crescent representatives on the other</li> <li>• for their role play, remind participants of leaning on the key messages just defined in previous session.</li> </ul> <p>During role play, half of the participants are observers, and should take notes on how the actors perform in relation to the key points for advocacy meetings;</p> <ul style="list-style-type: none"> <li>• Credible</li> <li>• Emotional</li> <li>• Logical</li> <li>• Power dynamics and behaviour</li> </ul> <p><b>Debriefing</b> after each of the two role plays:</p> <ul style="list-style-type: none"> <li>• facilitate discussion on good examples on the key points</li> <li>• what would RC representatives need to do better (or prepare) for a real meeting situation?</li> </ul>	
16-16.45	Where do we go from here?	<p>Preparations for upcoming opportunities - who does what, what messages to convey → action planning Branch and National levels</p> <p>Facilitator guide the participants: In “HQ” and “Branch” groups:</p> <ol style="list-style-type: none"> <li>1. Map likely “opportune moments*” the coming months where the messages could be promoted – at district level and national level (NAP).</li> <li>2. If possible, specify timing (“mid November 201x”, “early 201x”), or “monthly consultations in District DM Committee” etc</li> <li>3. Consider 15 mins discussions for HQ and Branch teams and notetaking on large (A5) cards</li> <li>4. 5 minutes presentation from each group</li> <li>5. Let all participants stand in in a circle and let each group place their cards on the floor while they “present” their “events”</li> </ol>	<p><i>Facilitator</i></p> <p>large paper cards + rubber glue + markers</p>

		<p>6. As cards are laid out, organise them in sequence to form a “time line”</p> <p>7. Discuss options, and if list is “complete” as far as the participants can see without doing further research</p> <p>8. Conclude with participants: this exercise is just the start – based on information we have access here at workshop – of a continued mapping of dialogue opportunities; take the next step in coming days (back in office) by researching further into upcoming events.</p> <p>9. Photograph the timeline and let participants keep it for the record and use in their follow-up work.</p> <p>* Note: the “opportune moments” can be meetings, consultative workshops, regular DM committee meetings, <a href="#">UNDP NAP-GSP events (in some countries)</a> they <i>know</i> or <i>can think of</i> where RC would have <i>advocacy opportunities</i> - i.e. to promote their ideas and offers of support to DRR and CCA issues. Trying to identify when government officials are planning to convene meetings in relation to the NAP or NDC processes is an important step.</p>	
16.45-16.50	<i>Closing note: simple checklists available</i>	<p>[<b>Open the Powerpoint presentation “F: Simple checklist to inspire the process”</b>]</p> <p><b>Presentation:</b> A short 4-slide reminder of the simple checklists in the IFRC that can be good as quick reminders in the proces.</p>	
16.50-17		Training Evaluation	<i>Facilitator</i>
17		Closing remarks	<i>National Society + Convener</i>

## **Annex: TIP SHEET for attending key meetings**

### **HOW YOU COULD BE A SUCCESSFUL HUMANITARIAN DIPLOMAT**

#### **When attending meetings with decision makers make sure you have:**

- A clear vision of what you are going to achieve
- 4 P's- Passion, Persuasiveness, Position, Persistence
- Flexibility and creative use of advocacy tools
- Curiosity about power and influence

#### **Before the Meeting**

- Do your 'home work' in analysing the external context (political/social)
- Understand the personality/sensitivities of the person you are meeting
- Be clear on exactly what you want to change and why
- Know the views of the people to be persuaded/influenced
- What's in it for them? Why should they change their views?
- Consider the best time and place for a meeting (if you have any control over these)
- If a group of you are attending, organise a pre-meeting to plan and prepare collectively
- Know the 'Asks' that may be available from the IFRC secretariat and the Key Messages. If you have a specific and different Ask for your National Society, be sure to think it out beforehand so that you are prepared to state it clearly
- Have hand-outs /key messages with 'Asks' or short fact sheets ready with you and leave it with them for their future reference

#### **During the Meeting**

- Be polite, acknowledge status
- Be personal where possible, express appreciation, use social skills
- Give name cards, briefly introduce yourself and RCRC role
- Talk about the issue and what you want them to do about it ('Asks')
- Use real world examples that will engage their interest to act
- Talk slowly, pausing to see whether he/she has a question/comment
- Be conscious of your body language
- Relax, keep your voice calm and don't be stiff in your tone
- Listen actively – don't interrupt, demonstrate empathy
- Ask clarifying questions if needed
- Acknowledge the other person's concerns and opinions
- Do not react emotionally and be patient if you encounter a difficult person
- Swim with the tide wherever possible
- Leave them wanting more and always finish a meeting by suggesting another one would be useful

#### **After the Meeting**

- Send a 'Thank You' note
- Keep in regular contact once you go back and keep up the momentum
- After you leave, evaluate your visit with colleagues and plan next steps



## **Random chance meetings**

Remember, points above are all tips – it does not happen according to script always. At times, you have to think quickly and act fast: Imagine you are seated in the lobby or having coffee at the coffee shop or .... By chance, you happen to meet the key government Minister or senior official you want to influence or “inspire” and you have two minutes to communicate your story and ‘Ask.’ In that case, remember:

- To put yourself in the shoes of the decision maker – what is on his/her agenda?, what will make him/her listen to you and remember what you are saying?
- To be polite, greet, tell who you are. Lobbying is all about strong inter-personal skills and building relationships
- To keep your language clear and simple
- Follow up - so you've told the decision maker what you want him/her to do in policy terms. But you also need to think about how to continue the relationship and the conversation.
- Thank him/her and suggest next steps,
- ... e.g. *‘here’s my business card in case you’d like further information on this issue’* or *‘I wonder if I could call your office and arrange a meeting to discuss this in more detail?’* or *‘It was good to meet you; do you have a business card with your e-mail address so I can send you further information?’*

**Good luck!**