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ADVOCACY
Training module

KIGALI, JUNE 2019

TRAINING MODULE ON ADVOCACY

OBJECTIVE:

By the end of the training using this module, participants will be able to:

- Understand the meaning of advocacy, both in theory and practice;
- Develop their own tools for advocacy based on their context;
- Develop network for joint advocacy networks;
- Understand communication strategy for effective advocacy at all levels;
- Discuss their role and that of citizens/ farmers in the advocacy process, challenges they face and strategies for improved advocacy to solve agriculture-related issues in their respective communities.

TABLE OF CONTENTS

PART I: TRAINER'S MODULE OVERVIEW

Background

In the 21st century, information has more than ever become key to determine the shape of a society. Evidence-based policy making has been at the forefront of every country's development, including Rwanda. Different actors in Rwanda's development journey are either jointly or individually deploying considerable efforts to inform policy and advocate for their development goals.

For more significance and impact, civil society organizations (CSOs) are keen to actively participate in policy making process more particularly at the level of policy formulation. To influence policy, policy participants both specialize in a policy subsystem[1] to effectively achieve their objectives and maintain their participation over long periods of time to ensure their objectives are achieved[2]. In this process, strong coalition among various NGOs with a common agenda to influence a certain policy is key, despite their individual mandates which may differ in one way or another.

NGOs naturally engage governments through participative advocacy (sometimes known as southern advocacy or stakeholder advocacy), a process by which people, through articulating their own needs and desires, gain the confidence and ability to influence decisions which will affect their own future. Participation is a complicated process which has revolutionized development work[3]

The capacity and commitment of CSOs to engage with government and therefore contribute to the policy framework are paramount factors. In Rwanda, as revealed by the Civil Society Development Barometer 2015, CSOs are on a good track but there is still a long way to go since some of them do not fulfill their mandates in these regards[4].

There is a consensus that Civil Society in Rwanda partners with the government in meeting holistic development goals. The civil society achieves this through service delivery, advocacy or even both. In order to ensure that the civil society plays its role and contributes towards an accountable government, it is imperative that the capacity of civil society is strengthened and the equipped with the right tools.

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[1] A policy subsystem is defined by its territorial boundary, a substantive topic, and by the hundreds of policy participants from all levels of government, multiple interest groups, the media, and research institutions

[2] A Guide to Advocacy Coalition Framework, p.126

[3] http://www.pointk.org/resources/files/The_how_and_why_of_advocacy.pdf accessed on 3 February 2018

[4] Transparency Intermational Rwanda (2015), Civil Society Development Barometer, Kigali, pp. 60-61

Pro-poor governance is a key instrument to achieve sustainable development, especially in developing countries. In this framework, agriculture is one of the most promising instruments for reducing poverty and securing local livelihoods. One of the critical conditions required of the agricultural sector is to ensure that good governance structures and related policies are in place at all levels. In 2018, the Government of Rwanda has designed the National Agriculture Policy whose objectives are (1) increased contribution to wealth creation, (2) economic opportunities and prosperity-jobs and poverty alleviation, (3) improved food security and nutrition and (4) increased resilience and sustainability[5]. In the same perspective in ensuring policy, legal and strategic documents are available, strategic plans for agricultural transformation, the latest one (SPAT 4) being implemented for the period of 2018-2024.

Weak governance in agriculture led to major problems during the 1980s and 1990s when strong State interventions were undermined by structural adjustment programmes, emphasizing the role of markets. The time has come for the public sector to think and act differently in relation to agriculture in all countries. The private sector and its role in dealing with agricultural governance need to be strengthened. Getting market dynamics right, improving macroeconomic policies and ensuring that State policies are strengthened to compliment the needs of civil society are critical to ensuring that partnerships are stronger and more responsive to the emerging challenges of national and global agricultural scenarios. Strong political will and support are essential[6].

In this journey, it is essential that small farmers and relevant civil society (including farmers' organizations) be empowered so as to effectively participate in decision making and governance processes. In this regards, TRÓCAIRE secured funds from the European Commission to implement a project entitled "Enhancing the Capacity and Participation of Small Scale Farmers and Civil Society Organizations in Decision making and Governance Processes related to Sustainable Development and Food Security in Rwanda".

It is against this background and rationale that TRÓCAIRE, under the above-mentioned project, has developed this training module to guide the CSOs on how to support the small-scale farmers on Advocacy.

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5 Republic of Rwanda, (2018), National Agriculture Policy, Kigali, p. 13

6 UNEP, (2008), Governance and Agriculture, Bonn, Germany, available at http://www.un.org/en/ecosoc/docs/pdfs/governance.pdf

MODULE DESIGN APPROACH

The development of this module was mainly based on three considerations:

a) **Simplified language**: most of beneficiaries of this manual are CSOs that are in partnership with TRÓCAIRE- RWANDA. We ensured the material uses a simplified language that could be understood by both by the trainers, after being trained by the consultant, and by the trainees with specific examples.

b) **Using illustration/ images**: This is advised to enhance the words and terms used. It is said that "a picture is worth a thousand words"

c) **Provide practical exercises and examples**: The module is providing examples on each of the training steps to enhance participants' knowledge of the training content. Examples are mostly related to agriculture sector

MODULE DEVELOPMENT PROCESS

This module contains two part, with four (4) activities each. Each activity of the Trainer's manual contains information available at the beginning of the module as follows:

a) **Objectives**: they guide the users about the aim of each part of the module. Objectives are found at the very beginning in a text box.

b) **Overview Table**: this includes the session name, activity name, time required and documentation requirements.

c) **Documentation Requirements**: a list of all the work that participants are expected to complete by the end of the module.

d) **Materials and Preparation**: a list of all the materials and preparations needed to complete the activities in the module.

e) **Training evaluation section**: At the end of the Module, an evaluation section is added to evaluate the level of knowledge acquired by trainees and how ready they are to apply it.

STRUCTURE OF ACTIVITIES DURING THE TRAINING

At activity level, individual activities include the following details:

☞ **Activity X**: Name and number of activity

☑ **Objectives**: Knowledge, Skills, Values and Attitudes obtained by the particpants at the end of the activity

☑ **Time:** Proposed amount of time to conduct the activity

☑ **Methodology**: Different training techniques to be used during the activity

☑ **Materials**: Any materials necessary for the activity and things that the trainer will need. These must be collected beforehand to prepare the activity

Steps: Step by step description of what the trainer needs to do to conduct the activity, including basic instructions to the participants, questions to raise, content to deliver and various work to be performed during the training either individually, in pairs or in groups.

Lastly, **Trainer Tools and Handouts are displayed all along the manual.** Some activities require specific information that participants need to do during a given activity. An example is a description of a role-play and the individual roles. These are labeled as **Trainer Tool X.Y or Handout X.Y** and can be found at the end of the activity. They need to be photocopied or written on flipchart if a copier is not available, so that participants may access them during their works.

METHODOLOGIES AND TECHNIQUES OF THE FACILITATION

The following types of methodologies / techniques are used throughout this manual:

Pair share and pair work:

When introducing a new activity or when working with the large group, the trainer may find it useful to have two people sitting next to each other to work together or share their ideas on a topic. The trainer should remember to give clear instructions and keep time.

Small and large group discussion:

Discussions happen in every activity whether it is working in small groups or large groups. As a trainer, it is important to be clear on what the task/topic of discussion is, keep participants focused on the topic, and make sure everyone has the opportunity to participate, keep time and gauge participants' levels of energy and interest.

Small group work:

Many activities are carried out in small groups to allow maximum participation. When working in small groups, it is important to divide participants in different ways and in groups of different sizes, depending on the activity (and mix the groups each time so they aren't always working with the same people).

Individual work:

Throughout the sessions, participants will engage in some individual work, from listing the agriculture policy issues prevailing in their regions, to analyzing the causes and effects and how they think issues can be resolved . Most of this work can be done directly in the participant's book or as a part of an activity or exercise.

Role plays:

Role plays provide the opportunity for participants to practice new skills and attitudes in the safety of the training room setting before trying it out in the real world. Role plays can be planned ahead of time with a script or be developed by the participants themselves around a particular issue.

Case studies/ scenarios:

Case studies provide participants with the opportunity to put their newly acquired knowledge into practice to identify analyze and solve a problem. The case study can be based on a real-life situation or be created to reflect an issue they might face in the workplace.

Presentations:

Presentations are a more traditional way of providing information to participants and are useful when other participatory methods will not effectively allow participants to get at the information you are trying to provide. When giving a presentation, it is best to plan it ahead, keep the time to a minimum, and break it up with questions and answers from the participants.

Panel discussion:

Panel discussions involve experienced people or participants themselves to discuss on a particular given topic. Participants are given the opportunity to ask questions based on the panel discussion and personal experiences.

An important stage of many of these techniques is debriefing the activity at the end. During this stage, the trainer asks a series of questions to the participants to help them reflect on the experience had during the activity, draw out any lessons learned, and link those lessons back to the topic at hand.

PART II: GENERAL INTRODUCTION OF THE TRAINING

Objectives of the general introductory part

By the end of this part, participants will be able to:

✓ Know each other after a clear and confident introduction;

✓ Create a collaborative, supportive and safe learning environment

✓ Understand about the overview of the Budget Analysis and Monitoring;

✓ Familiarize with the nature and design of the training program

OVERVIEW INTRODUCTORY PART II

ACTIVITY	TIME
1. Welcome and introductions	30 min
2. Expectations from participants	30 min
3. Goals and overview of the curriculum	15 min
4. Setting the Norms and Logistics	15 min
	Total time: 1 hour 30 min

Activity 1: Welcome and Introductions

OBJECTIVES:

By the end of the activity, participants will be able to introduce themselves clearly and confidently and know each other after the introduction

TIME REQUIRED:

30 minutes

METHODOLOGY:

Individual work

MATERIALS:

None

Steps:

1. Warmly welcome participants to the training and introduce yourself to the group. This should be kept very brief since you will also participate in icebreakers and other exercises. You will have an opportunity to say more about yourself then.

2. Ask each participant to introduce himself/herself (name, job title, partner organization name, and district) followed by his / her favorite advocacy topic. You can begin by introducing yourself in the manner that you want participants to follow.

For Example:

"I am Paul SEMANA. I work as (job title) within (TROCAIRE partner organization name), operating in (Name of District).

Note: *The introductions can be done when seated but becomes more fun and active if the participants are standing in a circle. Each participant moves into the circle while introducing him/her. Be mindful of group dynamics*

Activity 2: Expectations from participants

OBJECTIVES:
By the end of the activity, participants will be able to identify their expectations from the training.

TIME REQUIRED:
30 minutes

METHODOLOGY:
individual work, large group presentation

MATERIALS:
tape, Flip-chart and marker, White board, Pins/ stickers

Steps:

1 Explain to the participants that they are going to share their expectations about the training. These expectations could be reached/ achieved during and after the training.

2 Distribute cards and markers and ask each participant to write one main expectation for the training.

3 After they have written their expectations, ask two participants to volunteer, one to read loud one by one, as another one writes it of the flip chart or pins them on the white board.

4 Stick/pin their expectations on flipchart as they say them. Afterwards Go through the list together and explain that these will be further discussed when the goals and overview of the course are presented in more detail.

Note:

Listen carefully to participants' expectations. *You should be only the facilitator not the instructor. Every response should be given due respect and consideration. As you pin them on the board, order them according to the training objective areas so that you can easily establish which expectations will be covered by which objective or not.*

Activity 3: Goals and overview of the training

OBJECTIVES:

By the end of the activity, participants will be able to explain the goals of the course.

TIME REQUIRED:

15 minutes

METHODOLOGY:

Facilitator presentation

MATERIALS:

Flip-chart and marker, Pre-prepared goals on PPT

Steps:

1. Participants will be reminded of the overall goal of this training in general, and the module on Advocacy. Specific objectives of the training will be presented via power point presentation and if need be on flip charts.

2. Briefly share/discuss with participants the main topics to be covered in the training.

3. Explain to participants that the activities in this module are designed to be participatory, active and very hands-on. This way they will learn new information in fun ways and get the chance to practice new skills. As an example of this, ask the group to think about and call out what they just did in the previous activity.

Activity 4: Setting the Norms and Logistics

OBJECTIVES:

By the end of the activity, participants will be able to identify and agree upon rules of the training that will promote a supportive and open environment. They will also be able to understand the logistical arrangements of the training.

METHODOLOGY:

large group presentation

TIME REQUIRED:

15 minutes

MATERIALS:

tape, Flip-chart and marker, White board, Pins/ stickers, Printed agenda for all participants

Steps:

1 Explain to participants that to create and maintain a supportive environment, it is necessary for them to identify and agree upon some rules or norms of the training. Give an example of a norm such as "don't interrupt when someone is talking".

2 Have participants brainstorm some ideas, writing the norms down on flipchart as they agree upon them. You may refer to the list below just in case you feel something important has been left out. The main ones are actually the following:

a *Punctuality*: Arrive on time to each training session. Arriving late is a sign of disrespect to the facilitator and to your fellow participants and would delay the session.

b *No Disturbances:* Cell phones should be turned off at the beginning of the workshop and should remain off until the end except during breaks. Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.

c *Respect Others:* Respect each other, yourselves, and the facilitator. Do not speak when someone else is speaking. Listen actively. The trainer will be facilitating the discussions with your assistance.

d *Active Participation:* You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the program. The workshop can only be successful if it is a two-way process and

if everyone participates fully. Give everyone a chance to contribute: every answer is valued.

e Agree to Disagree: During this workshop everyone must feel free to express opinions and concerns. Please see frank discussions (for example about politics) as healthy exchanges rather than personal attacks. There should be a tolerance of differences and everyone should contribute to a safe/non-judgmental environment.

f Ask Questions: There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break or write a note to the facilitator. Please do not think any question you have is unimportant.

g Give your honest feedback: At the end of each day you will be given a form for your feedback on making this training better next time. Please be honest! Constructive criticism is appreciated and is the only way that we can improve.

3 Emphasize that the list of norms they have created are actually norms that other people follow in the workplace as well. In addition, every day each of them (participants) will be called upon to take on certain responsibilities as a way of have everybody involved. Such tasks may include opening and closing reflection; energizer activities; trainer's assistant and timekeeper, the 'eyes' and 'ears' to report on the general feeling of participants based on what s/he has observed and heard throughout the day.

4 Give participants the training agenda, showing the days, times of sessions and activities, and breaks. There is a **need to develop this before the training day, though they may be some adjustment during the training sessions**. Review together and make clarifications as needed.

5 Cover any course logistics – short break times, lunch breaks, location of washrooms, daily sign in sheet, transportation reimbursement (if applicable), etc. Answer any questions participants may have about logistics. In this activity, the trainer should **work closely with the organizers and the hotel/ venue management.**

PART III: MODULE ON ADVOCACY

Objectives of the module on advocacy

The main objective of this module is to highlight key meaning, principles and practices of "Advocacy" and how CSOs can join efforts and communicate to ensure they effectively advocate for their needs and those of their constituencies.

OVERVIEW OF PART III

ACTIVITY	TIME
1. Basic skills about Advocacy	2 hrs
2. Linking policy making to advocacy by citizens/ farmers and CSOs	1 hr
3. Working with the Media and Coalition Building	1 hr
4. Developing an advocacy strategy	1 hr 30 min
5. Advocacy Communication Tools	1 hr 45 min

Total time: 7 h 45 min

Activity 1: Basic skills about Advocacy and linking policy making to advocacy by CSOs and citizens/ farmers

OBJECTIVES:

By the end of the activity, participants will acquire basic skills of the advocacy, including definitions and why is it of concern for CSOs.

METHODOLOGY:

pair work, demonstration, large group discussion

TIME REQUIRED:

2 hours

MATERIALS & PREPARATIONS:

flipchart paper, markers

Review **Handouts 3.1., 3.2., 3.3.**

Steps:

1. Welcome participants to the new module of "Advocacy" and explain its overall objectives.

2. Explain further that for them (CSOs) to better advocate for people's needs and effectively contribute to policy making process, they need to know what "Advocacy" means.

3. Ask them to group in pair and discuss the definition and basic meaning of "Advocacy". Tell them they have 5 minutes.

4. After 5 minutes, ask each pairs to share with the plenary what they found as definition of "Advocacy".

5. After few definitions, disclose the definitions as in the **Handout 3.1** and **3.2**

HANDOUT 3.1.

Definition of Advocacy

Participants will first explain their own understanding of what advocacy is and gather their perspective

The definitions of advocacy include:

"Seeking with, and on behalf of, the poor to address the underlying causes of poverty by influencing the decisions of governments, companies, groups and individuals whose policies or actions affect the poor" - **Tearfund**

"A set of strategies that aims to defend and promote human rights regardless of race or religion, and with a particular emphasis on the most vulnerable groups" - **World Vision Latin America**

"To plead the cause of another" - **Chambers English Dictionary**

"The promotion of a specific message and/or course of action in order to influence or contribute to the development and implementation of public policies which will alleviate the causes and consequences of poverty" - **Oxfam**

"Advocacy is an activity by an individual or a group which aims to influence decisions within political, economic or social systems and institutions. It is a public support for or a recommendation of a particular cause or policy, the professional work of a legal advocate" - **Trócaire**

6 Share the notion that advocacy can be done By the Poor/disadvantaged, For the Poor/disadvantaged, and with the Poor/disadvantaged. For communities to reach a level where they feel that they can actually do it themselves, they have to be empowered enough to be able to carry it out on their own.

7 Discuss with them various principles of advocacy, allow them to make comments after each principle. These principles are described in Handout 3.2. below.

HANDOUT 3.2.

Principles of advocacy[7]

Advocacy is based on people's rights that have to be respected and promoted.

Advocacy is well applied when it is related to a well known situation, when it is aimed at solving a problem that has been identified.

Advocacy deals especially with rights, interests and values

Normally, advocacy focuses on policies or programs, so that decision makers may do or change something, to sort out an identified problem facing citizens.

Advocacy seeks to consolidate already existing efforts instead of replacing them.

Advocacy services should be easily accessible to all those that need them and should be able to clarify what they do.

Those making advocacy should be legally recognized, have expertise and are credible.

Activity 2: Linking policy making to advocacy by citizens/ farmers and CSOs

OBJECTIVES:

By the end of the activity, participants will be able to understand why is it of concern for CSOs and farmers to do advocacy for agricultural issues, and what should be their role.

METHODOLOGY:

pair work, demonstration, large group discussion

TIME REQUIRED:

1 hour

MATERIALS & PREPARATIONS:

fflipchart paper, markers

Review **Handouts 3.3. and 3.4.**

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[7] TROCAIRE, (2017), The Role of Citizens and Local Entities in Policy and Budget Monitoring and Advocacy related to Agriculture: a Training Manual, Kigali, p.37

Steps:

① Welcome participants to the new module of "Advocacy" and explain its overall objectives.

② By counting 1 and 2, ask participants to constitute two groups, discussing the following:

a **Group A**: Why is it a concern for citizen to do advocacy? Are citizens able to make advocacy for problems they face in agriculture? What should be their role and limits?

b **Group B**: Why is it a concern for CSOs to do advocacy? Are they vibrant CSOs conducting advocacy on agriculture issues? What should be their role and limits?

③ After 15 min, ask them to come back in the plenary and request each group to present their findings. Each group has 10 min for presentations and questions.

④ At the end of presentation 1, share few thoughts related to citizens role in advocacy as showcased in **Handout 3.3**

HANDOUT 3.3. Role of citizens in advocating for agricultural issues

Why is advocacy a concern for citizens?	According to EICV 5, at least 69.1% of Rwandans subsist on agriculture-livestock, and, even though they work hard, many come across various problems that they cannot solve on their own. Problems facing farmers may be caused by different people: - Those playing a part in decision making on the agricultural policy implementation (e.g. district agronomist) - Those tasked to implement decision made regarding public policy - Those who take advantage of their positions or their powers to violate citizens' rights - Experts who use crooked ways to take advantage of inattentive citizens and others
What should be citizens role?	- **Inform legal and capable advocates:** Those problems cannot be solved if they are not known, because, sometimes organs that have the legal mandate or ability to reach out to those tasked to sort them out do not have the information, and nothing cannot be done if they are not aware. - **Reach out local authorities**: local entities have the duty to take care of issues facing citizens and solve them, for those that cannot be solve at their level, they should do advocacy towards higher authorities, at the national level. Citizens have therefore an obligations to use existing forums such as Citizens gathering (Inteko z'abaturage), Community works (Umuganda), Parents Evening Committees (Umugoroba w'ababyeyi) to discuss issues facing farmers in their respective communities. - **Forming pressure groups at community level:** It is well known that citizens, and farmers in particular, are unable to plead their causes to their leaders, mainly because they are afraid to express themselves for fear of what might happen to them, hence problems become permanent. In addition to the above roles, citizens are able to advocate for their own problems if they work together, like trough farmers' committees, as it would be difficult for a single individual to do this alone.

5 After the second presentation, disclose that CSOs advocacy-related concerns are merely linked to **WHO** decides, **WHAT** is decided, **HOW** decisions are made and **HOW d**ecisions are enforced, implemented and evaluated. Provide more details using the **Handout 3.4**

1. WHO DECIDES:

Legislators, heads of state, appointed officials, policy-makers, judges, ministers, boards of advisors, managing directors, administrators, etc.

2. WHAT IS DECIDED:

Laws, policies, priorities, regulations, services, programs, institutions, budgets, statements, party platforms, appointments, etc.

3. HOW DECISIONS ARE MADE:

Participation and accessibility of citizens to information and the decision-making process, extent of consultation with the direct say of citizens; accountability and responsiveness of decision makers to citizens and other stakeholders, etc.

4. HOW DECISIONS ARE ENFORCED, IMPLEMENTED, AND EVALUATED:

Ensuring accountability so that decisions are put into action, laws enforced equitably, etc.

Activity 3: Working with the Media and Coalition Building

OBJECTIVES:

This session aims at empowering participants with skills to build coalitions and use available platforms such as media and other CSOs for an effective and powerful advocacy.

METHODOLOGY:

pair work, demonstration, large group discussion

TIME REQUIRED:

1 hour

MATERIALS & PREPARATIONS:

lipchart paper, markers, tape

Review **Handouts 3.5.**

Steps:

1. Welcome participants to the new session and review the objectives with them.

2. Tell them that in advocacy, there is always a need to work with each other and working with coalitions. For any advocacy to be well implement, teamwork both within and outside the organization is essential.

3. Discuss with them that NGOs make a case for their cause on various media platforms such as the television, newspapers, radios, magazines, written material and more often nowadays, social media (Twitter, Facebook, Whatsap groups, YouTube, etc). These are forms of communication or a way to transmit information from a source. Media advocacy is important, where any form of media is used to help promote an organization's objectives or goals, including social media.

4. Ask them to form 3 groups that will discuss definition, characteristics and benefits of working with media in the following forms of advocacy:

   ☑ Coalitions   ☑ Network   ☑ Team

5. After 30 minutes, ask each group to share their findings with the plenary. Each team has 5 minutes to present their findings. After the presentation, they have 5 minutes to answer questions and receive comments from other groups as well as the trainer.

6. After plenary discussions, share your power point and detailed explanations as per **Handout 3.5**

HANDOUT 3.5.

Various forms of groupings for an effective advocacy

WORKING IN COALITIONS AND NETWORKS

Coalitions

Coalitions are groups of different organizations pursuing a common cause in a coordinated fashion.

Coalitions are useful in advocacy work because they enable organizations to:

- Share resources;
- Involve a larger number of actors to widen outreach and have a bigger impact on the policy process;
- Achieve synergy. This is achieved through scale economies, more efficiency (reduced wastage of resources), more effective use of resources (better targeting of resources) and louder voice;
- Reduce competition for funding and support;
- Benefit from strength in diversity because different groups bring different skills, knowledge and resources to the coalition.

Networks

A network consists of individuals or organizations who share information, ideas resources or goals to accomplish individual or group goals. Networking is a process of acquiring resources and building power by using or creating linkages between two or more individuals, groups or organizations. IT provides a valuable tool for getting things done. A greater impact on goals can be achieved using networks and coalitions as major tools to multiply power and voice.

Teams

Coalition building can also mean an informal grouping of motivated individuals and community members who team up for a common cause. Grassroots activists offer indispensable passion and local insights to your advocacy campaign. Having buy-in at the individual and community level is essential to long-lasting success.

No matter who your coalition involves, don't forget to establish and clearly communicate common goals! Having a team-based approach is all well and good, but it won't work if everyone is reading from a different playbook. In this regard, a leading organization should create smart, collaborative, actionable goals for political and advocacy campaigns that keep everyone looped in and tracking towards success in their respective roles.

7 As part of the recap for this session, ask the following questions:

As an organization:

☑ Do you work together, to constitute a strong team?

☑ Do you think more efforts need to be put in place for coalitions to work?

☑ Who would be best to work with?

☑ For what specific benefits?

☑ What would be the limitations/challenges of working in such a coalition?

Activity 4: Developing an advocacy strategy

OBJECTIVES:

By the end of the activity, participants will be able to bring on paper an advocacy strategy to ensure they professionally pledge they constituencies' cause.

TIME REQUIRED:

1 h 30 min

METHODOLOGY:

pair work, demonstration, large group discussion

MATERIALS & PREPARATIONS:

flipchart paper, markers, tape

Review **Handouts 3.6, Trainer's tools 3.1 and 3.2**

Steps:

1 Welcome participants from the break and inform them about the new session as well as its objectives.

2 Explain to them that for their advocacy to yield positive results, they carefully need to develop an advocacy strategy.

3 Using the Handout 3.6, explain to them that there are three steps of developing an advocacy strategy which are the following:

☑ Problem Identification

☑ Setting Goals and Objectives

☑ Stakeholders Analysis

4 Provide details for each step and allow them to ask questions at any point of session.

HANDOUT 3.6.
Steps for developing an Advocacy Strategy

STEP 1 : PROBLEM IDENTIFICATION

Problem identification involves developing an issue that needs to be addressed through advocacy work. The table below will help participants to identify the issue that an organization could work on and the questions that would help them throughout the whole process of identification. Share with the participants the **Problem Identification Framework (Trainer's tool 3.1 below)**

STEP 2 : SETTING GOALS AND OBJECTIVES

The process of identifying the goals and objectives is the same as the process used while working on project objectives. The objectives need to be SMART (Specific, Measurable, Achievable, Realistic and Time-bound). Advocacy work isthe most challenging since unlike projects which are tied to achievable results within a given framework, advocacy work takes a long time to achieve results, hence can be very frustrating. For example an issue that deals with community and rural development, in the case where an organization is advocating for agriculture-related issues, it might take years to change people's way of behaving. Other issues that take a long time to change are cultural and traditional beliefs and practices (Land/property inheritance, resistance to land consolidation and crop intensification etc). Advocacy entails not only advocating for changes in policy, implementation of policies, but also community advocacy, where policies need to be implemented.

STEP 3: STAKEHOLDERS ANALYSIS

Stakeholders have been already introduced earlier. It is important to identifying all the people who are to be involved directly and indirectly with the advocacy work, as to give weight to the issue and attract more attention. Identifying all the resistant groups and thinking of ways to work with them is important, as they could mean the success or failure of the advocacy strategy.

Below is the matrix for stakeholders' analysis: Identification and Analysis of Stakeholders, Advocacy Audience Analysis.

Trainer's tool 3.1: Problem Identification Framework

CRITERIA FOR SELECTING AN ISSUE	SCORE
The Issue Affects Many people	
The issue has a significant impact of the community	
The issue is consistent with your organization's mandate	
The issue is consistent with national strategies (Vision 2020, Vision 2050, NST1, SDGs, etc)	
The issue is amenable to advocacy interventions	
The issue can mobilize a large number of interested stakeholders	
TOTAL SCORE	

Trainer's tool 3.2: Stakeholders' analysis matrix

STAKEHOLDERS CATEGORY	SUB-GROUPS	STRENGTH	WEAKNESS
Decision Makers	Local Government Central Government		
Potential Partners	Local NGOs International NGOs Other sponsors such as Banks		
Potential Resistant Groups	Interest Groups Political Parties Employees		

5 Together with participants, select 4 key issues that will be considered as topics for group discussions.

6 Ask participants to make groups as per category of CSOs participating in this session (You can choose to select topics and ask them to group according to their preference or ask them to group per their respective CSOs). Each group will make an advocacy strategy for an issue of their choice. Make sure you distribute the above two tables (Problem identification framework and the matrix for stakeholders analysis) to each group to ensure that templates used are uniform, and gauge whether the course has been well thought and captured.

7 After an hour, ask them to join the plenary session. Each group will have 15 minutes to present their findings and provide an opportunity for participants to ask questions and make comments.

Activity 5: Advocacy Communication Tools

OBJECTIVES:

By the end of the activity, participants will be able to clearly understand communications that are useful in their advocacy endeavors

TIME REQUIRED:

1 h 45 min

MATERIALS & PREPARATIONS:

flipchart paper, markers, tape

Review **Handouts 3.7.**

METHODOLOGY:

pair work, demonstration, large group discussion

Steps:

1 Welcome participants to the new session and help them understand its objectives.

2 Explain that for Advocacy work to be effective, involving the right people and using the right channel of communication is crucial. Depending on the target group, the channel of communication differs.

3 Tell them that, as CSOs, the three main audiences for their advocacy work are the Community, Government Leaders, and partners they are working with. For example, if the target audience is the community, the message developed and how it is presented is very different when the target audience is Government leaders.

4 Use the **Handout 3.7** to illustrate how communicating to the two groups is different and provide details on the two audiences.

HANDOUT 3.7.

Advocacy Communication tools at community, government, partners/ allies levels

LEVEL OF COMMUNICATION	WAYS OF COMMUNICATION	THINGS TO CONSIDER
LEVEL OF COMMUNICATION	There are various ways of communicating with the community. 🚌 Face to face in places of gathering like markets (Bazaars) 👥 Focus group discussions 📷 Still Pictures with Short Messages 📻 Radio shows and advertisements 📖 Fact Sheets	☑ Use multiple entry points (build on what is already available e.g. community health workers, parents' evening meetings, CSC facilitators, etc.) ☑ Use multiple communication techniques that are participatory in nature (e.g. community radios, and other mass communication like posters)
COMMUNICATION AT LEADERSHIP LEVEL	For various government leaders, both at the local and national levels, the best mode of communicating is through: 🕹 Pressurising 👥 Negotiation ⚙ Mobilizing 📻 Use of Mass Media 📰 Petition ⚙ Dialogue/ Lobbying 🧍 Debating ♻ Lobbying	☑ The meaning of each term will be explained by the participants, trying to link them with their own contexts, and give tangible examples where applicable.

| COMMUNICATION WITH ALLIES AND PARTNERS | Just like the mode of communication with community was important and used various tools, the same case applied to communicating with the allies. Various techniques are essential and the same applies with communicating with other like-minded groups. These techniques included:

▤ Reports / Journals/Articles Letters

▤ Fact Sheets

▤ Background reports

▤ Research | ☑ The meaning of each term will be explained by the participants, trying to link them with their own contexts, and give tangible examples where applicable. |

5 Ask participants to group into three working teams and apply the above theories in their contexts. Give the following instructions **(Use the Trainer's tool 3.3 below):**

☑ Identify an issue that you would like to work on, it can be a new one or the one you already worked on (recommended).

☑ Identify who your stakeholders are (using the three levels of stakeholders above)

☑ Develop core message you need to deliver to the stakeholders and

☑ The technique you would use to deliver the message.

6 Communicate the following groups:

Group 1: Communication with community:

Group 2: Communication at leadership level

Group 3: Communication with allies and partners

Trainer's tool 3.3: Stakeholders analysis table

STAKEHOLDER/ AUDIENCE	ISSUE/PROBLEM	MESSAGE TOOL/S	ADVOCACY MESSAGE

PART IV: CONCLUDING PART: CHALLENGES, EVALUATION AND ACTION PLANS

Concluding Part Objectives

The main objective of this module is to highlight and discuss mains challenges/ barriers hindering CSOs and farmers to conduct advocacy as well as next steps as committed by participants to address those challenges.

CONCLUDING PART OVERVIEW

ACTIVITY	TIME
1. Key challenges/ barriers hindering effective advocacy for CSOs and citizens needs	1 hr
2. Action plans to address challenges/ barriers: what is next?	30 min
3. Evaluation	30 min

Total time: 2 hrs

Activity 1: Challenges hindering CSOs in relation to Advocacy

OBJECTIVES:

At the end of this session, participants will be able to identify existing and potential challenges that might be obstacles to their willing to inclusion. They will also be able to discuss the way to overcome them for effective inclusive participatory governance.

METHODOLOGY:

individual work, pair work, small group work, large group discussion

TIME REQUIRED:

1 h

MATERIALS & PREPARATIONS:

flipchart paper, markers, tape

Review **Handouts 4.1.**

Steps:

1 Welcome participants to this activity and review the objectives together. Revise with them, in their own words, content of the past activity.

2 Split the group in subgroups (methodology of group division based on random numbering 1;2). Each group will form a circle and discusses during 10 minutes one of the two questions:

a What are the main challenges faced by CSOs and farmers in advocating for their needs and interest?

b How would you ensure you network with other CSOs/ Farmers to join efforts with the aim to have one voice to jointly advocate for your needs and interests?

3 As the presentation goes on, write key challenges on flipcharts as they are mentioned by participants. This will be developed as a handout in the final module[8].

4 After 10 minutes, call them back to the plenary, and introduce groups' presentations. Each group has 8 minutes to present their findings on a flipchart

Activity 2: Action plans: what is next?

OBJECTIVES:

At the end of this session, participants will be able to discuss strategies to overcome them for effective inclusive participatory governance.

TIME REQUIRED:

30 mins

MATERIALS & PREPARATIONS:

flipchart paper, markers, tape

Review **Handouts 4.2.**

METHODOLOGY:

individual work, pair work, small group work, large group discussion

Steps:

1 Welcome participants to this activity and review the objectives together. Revise with them, in their own words, content of the previous activity on Challenges hindering CSOs in relation to advocacy.

2 Present the template for the action plan (Simple and comprehensive template). Printed copies to be distributed to each group.

3 Split the group in subgroups according to the original CSOs. Using the tree scenario, give them the following instructions: (To be developed according to the number and nature of the CSOs represented in the training)

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[8] *We anticipate that among other challenges will be human and financial capacity, individualism (absence of mindset to join efforts and little consideration of citizens' views by the government, especially at local level.*

④ Tell them those remedies and actions have to be tangible and time bound, since they will be monitored.

⑤ After 30 minutes, call them back to the plenary, and introduce groups' presentations. Each group has 8 minutes to present their findings on a flipchart.

HANDOUT 4.2. Advocacy Action Plan Template

Output	Indica-tors	Base-line	Milestones	Activities	Stakehold-ers	Estimated budget	Source of funding
OUTCOME 1							
OUTPUT 1			Q1	A1			
				A2			
				A3			
			Q2				
			Q3				
			Q4				
OUTPUT 2			Q1				
			Q2				
			Q3				
			Q4				

Activity 3: Training evaluation

OBJECTIVES:

The intent of this session is to determine whether the training achieved its objectives and whether how well the program met participants' needs and expectations.

TIME REQUIRED:

30 Min

MATERIALS & PREPARATIONS:

flipchart paper, markers, tape

Review **Handouts 4.3.**

METHODOLOGY:

individual work, pair work, small group work, large group discussion

Steps:

1 Explain to participants that, as we come to end of the session, there is a need to conduct an evaluation of the training sessions.

2 Distribute the evaluation paper and explain the content of the evaluation. Key points are as follows:

a *Learning experience (what they learnt/enjoyed, training vs. expectations, what they knew but was better explained, what could have been done better, etc.)*

b *Team work and communication(contribution to team/ group work, communication with peers, got new friends, did people listen to my ideas as group member, etc.)*

c *Next phases (what they would wish to learn in the future)*

d *Organization (how well the training was organized: logistics, communication from organizers, etc.)*

3 Collect the evaluation paper and tell participants the outcome of the evaluation will be submitted to the client with other contents of the training report.

HANDOUT 4.3.   Training Evaluation

ITEMS	VERY GOOD	GOOD	POOR	VERY POOR	OBSERVA-TION
Training sessions					
Training plan					
Training time-line					
Slide presen-tation					
Trainer pre-paredness					
Training con-tents					
Improved Knowledge					
Has the training improved your knowledge?					
Suggestions for Improving the Course:					
Logistics					
How was the logistics to you?					
Anything to improve about the logistics?					

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