

Volume

12

ADVOCACY IN LOWER LOCAL GOVERNMENTS

**A Starter kit for training Women Council
Executives and Women Councilors
in Nebbi District**

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ABOUT THE MANUAL

Introduction

From April 2006, the Agency for Accelerated Regional Development (AFARD) with funding from the EU-GoU Civil Society Capacity Building Programme embarked on 2-year project titled, 'Engendering Services Delivery and Accountability in Decentralized Local Governments in Nebbi District'. This project aims at ensuring that 'local governments in Nebbi district provide gender sensitive and equitable services to the community'. To achieve this aim, the Women Council structure set up to champion the cause of the women was identified as the agent for pursuing for the desired changes in local government planning and budgeting processes and outcomes. This identification was based on the fact that these structures are better placed to voice credibly and legitimately women's concerns.

Basing on an assessment which found that the women council leaders needed practical skills in: (i) Gender Responsive Planning and Budgeting; (ii) Monitoring and Evaluation; and (iii) Advocacy and Lobbying, trainings were conducted with respect to (i) and (ii). This manual, therefore, tackles training in advocacy. It focuses on members of the Women Council Executives (WCEs) and Women Councilors as mandated eyes and ears of grassroot women within the local government setting.

Objectives of the training

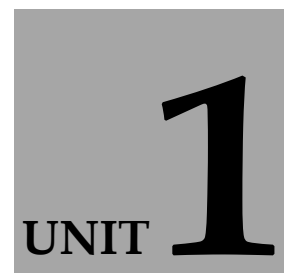
The overall advocacy training objective is, '*enhanced knowledge and skills of Women Council Executives and Women Councilors in advocacy of local governments in Nebbi district*' thus, while this manual provides key hints on the basic facts about planning, managing, and evaluating advocacy, the contents are designed to build on what the Women Council executives have already learned.

Issues contained in the manual

The manual contain the following issues:

| Unit/Question | Unit |
|-------------------------------|---|
| 1. About the training | Introduction to the training |
| 2. What is advocacy? | Defining advocacy |
| 3. Why is advocacy important? | Purpose of advocacy |
| 4. When is advocacy done? | Timing advocacy |
| 5. What does advocacy entail? | Steps in undertaking advocacy: Issue identification, research and analysis, and planning advocacy |
| 6. How is advocacy done? | Methods of doing advocacy |
| 7. How did we perform? | Evaluating advocacy |
| 8. What to avoid | Pitfalls to avoid in advocacy and lobbying |
| 9. Assessing training | Training Evaluation |

INTRODUCTION TO THE TRAINING



| | |
|--------------------------|--|
| Session objective | By the end of the session, participants will have: <ol style="list-style-type: none"> 1. Known one another. 2. Aligned their expectations with the training objectives and have their fears allayed. |
| Topics | <ul style="list-style-type: none"> ▪ Participant introduction ▪ Expectations and fears ▪ About the training |
| Methodology | Question and answer |
| Time | 20 minutes |
| Materials | <ul style="list-style-type: none"> -Flip chart/manila papers, marker pens, masking tape. -Before the training, send a letter of invitation to officiate at the workshop to the Chairperson LCIII/Sub county chief. |

1.1 Introduction of Participants

This unit on introduction involves knowing one another. It is about the introduction of facilitators and participants.

Procedure:

- Welcome participants to the workshop.
- Introduce the team of trainers.
- Tape on a wall two sheets of flip charts, one for likes and the other for dislikes.
- Request each participant to introduce herself mentioning one thing she like and dislike about working as a WCE or WC. Record the responses.
- After accomplishing the above, let the participants write their names on masking tapes and stick them on their chests to enhance memory.
- Request the Chairperson or Sub County Chief to officially open the workshop.

1.2 Expectations and Fears

Procedure:

- Put two flip charts on the wall.
- Request two people to volunteer to write down responses to the question to be asked. Give these two people different markers (colors) - Green for expectations and Red for fears.
- Ask the participants to answer the question, ‘what were the expectations and fears you had when you received the invitation for this training?’
- Let the volunteers record the responses as they are being given.
- After all is done, display the two response flip charts and proceed to 1.3.

1.3 Workshop objectives

Procedure:

- Introduce the workshop objectives.

The overall training objective is, *'enhanced knowledge and skills of Women Council Executives and Women Councilors in advocacy of local governments in Nebbi district.'* The training is meant to *build knowledge and skills of WCEs and Women Councilors in advocacy* so that they are better able to (i) identify engendered develop gaps; (ii) articulate what should be done such that women as a constituency could win decision-makers to change such inequalities; and (iii) take the lead in championing **their own** cause meaning that even after the end of this project the women will sustain their quest for gender equity.

- Compare the workshop objectives with the participants' expectations.
- Allow for discussion on the workshop objectives and expectations and fears and make clarification where possible.
- After all is done, both the participants' expectations and fears and the workshop objectives should be pinned in a corner of the wall to be used later as part of the evaluation at the close of the workshop.
- Also discuss the fears and together develop strategies of how to overcome them. Marry this discussion with administrative issues (such as time, phone handling, meals, and allowances, etc).

DEFINING ADVOCACY

UNIT 2

| | |
|--------------------------|---|
| Session objective | At the end of the session, participants are able to explain what advocacy is. |
| Topics | <ul style="list-style-type: none">▪ Who is an advocate? What does s/he do? Using what skills?▪ What advocacy is▪ Tasks performed by WECs as advocates for women |
| Methodology | Brain storming, question and answer, lecture |
| Time | 25 minutes |
| Materials | Flip chart, marker pens, masking tape, |

Procedure

Ask participants:

- Ask participants:
 - To explain who they think an advocate is.
 - To enumerate the tasks performed by an advocate.
 - To list the skills they thin an advocate has.
 - To define advocacy.
- Wrap up their answer by linking the answers given to an advocate and advocacy by presenting them:
 - A summary of what advocacy is.
 - What tasks WCEs are expected to perform as advocates on women issues.

2.1 An Advocate

An advocate is one who champions the interest of others with a view of influencing a decision. This demands a clear and deeper knowledge and understanding of the situation or conditions surrounding the issues to influence.

2.2 Advocacy defined

Advocacy is a strategic approach that combines organized and systematic actions undertaken by groups of committed and convinced individuals or organizations to introduce, change, or obtain support for specific decisions, policies, strategies, programmes or allocation of resources towards addressing a problematic or unwanted identified issue.

(Explain all the UNDERLINED words)

This definition makes advocacy a means of:

- getting what is desired;
- Through being heard (in a dialogue manner);
- So that decision making is responsive to multi-actors' needs; and
- It involves a win- win situation between leaders and the led.

Summary:

- What is it: Advocacy is a process of bringing about positive change to the marginalized people.
- What change: policies, implementation of policies, laws and practices.
- Target: Decision makers, leaders, policy makers, those in position of influence.

3.3 Advocacy in relation to Women Council

In this particular case, the focus of the advocacy will be on influencing local governments to allocate funds and spend it in a gender sensitive manner. The leaders are also expected to account for their actions to the people.

3.4 WCEs as advocates

In this view, women council executives and women councilors as advocates perform the following tasks:

| Tasks | How the task is performed |
|-----------|--|
| Represent | Speak for the women |
| Accompany | Speak with the women |
| Empower | Enable women to speak for themselves |
| Mediate | Facilitate communication between women, local authorities and the community |
| Model | Demonstrate the practice of gender sensitivity |
| Negotiate | Bargain for the inclusion of women's concerns and needs in the development plan and budget |
| Network | Build and maintain connection with other organizations with similar interest |

3.5 Skills required

In order for the WCEs to perform their advocacy roles effectively, the following skills are necessary depending of who are involved.

| Nature of advocacy | What skills do you need? |
|--|--|
| WCE on their own for themselves | <ul style="list-style-type: none">• Analytical• Assertiveness• Decision making• Communication• Alliance building |
| WCEs on their own on behalf of grassroots women | |
| WCEs together with grassroots women | |
| WCEs together with other support organizations/people | |

PURPOSE OF ADVOCACY

UNIT 3

| | |
|--------------------------|---|
| Session objective | At the end of the session participants are able to discuss at least 3 importance of advocacy. |
| Topics | Advocacy is done |
| Methodology | Presentations, question and answer |
| Time | 10 minutes |
| Materials | Flip chart, marker pens, masking tape |

Procedure:

- Refer the participants to reflect on the definition of advocacy as they answer the question: Why do advocacy?

For the Facilitator's wrap-up

3.1 Why Do Advocacy?

If advocacy is about policy change to the benefit of the marginalized, then an advocacy process is complete only when policy makers, concerned organizations, or communities implement the desired policy action. In this case, advocacy for women's issues arises due to the need to influence and make the lower local governments' plans and budget responsive to women's concerns.

Consequently, advocacy for women's issues has the following benefits:

- It is a fulfillment of the fundamental human and women's rights. For instance, it ensures that governments provide services as a right rather than a privilege to its people.
- Ensures access to services, which would have otherwise been denied.
- Promotes government accountability by holding leaders to account for their use of power.
- Contributes to the empowerment of the weak people by voicing their concern and so gaining access to power.

TIMING OF ADVOCACY

UNIT 4

| | |
|--------------------------|---|
| Session objective | At the end of the session, participants are able to identify when an evidence-based advocacy can be done in the LLG planning and budgeting cycle. |
| Topics | <ul style="list-style-type: none"> ▪ LLG planning cycle ▪ When advocacy is best done |
| Methodology | Question and answer, lecturette |
| Time | 10 minutes |
| Materials | Flip chart, marker pens, masking tape, copy of LLG planning cycle |

The focus of this unit is to ensure that the WCEs and WC leaders reflect critically on the ideal and real practice involved in planning in local governments so that they can ably know when what is done in order to target their advocacy at the right time.

Procedure:

- Present a copy of the LLG planning and budgeting cycle drawn before.
- Recap once again on the LLG planning and budgeting cycle.
- Ask participants to list when advocacy can be done within the planning cycle.
- Also explore what kind of advocacy issues will be looked at.

4.1 Deciding on the appropriate timing

| Planning and budgeting stage | Start time | End time | Advocacy time | Advocacy agenda |
|--|------------|----------|---------------|-----------------|
| Mobilization | | | | |
| Village planning | | | | |
| Parish planning | | | | |
| Sub county budget conference | | | | |
| Sub county sectoral committee meetings | | | | |
| Plan approval | | | | |
| Plan feedback | | | | |
| Plan/budget execution | | | | |
| Follow-up and reporting | | | | |

Emphasize that:

- The right advocacy is done at the right time.
- This means that the issue should be addressed when it is relevant.

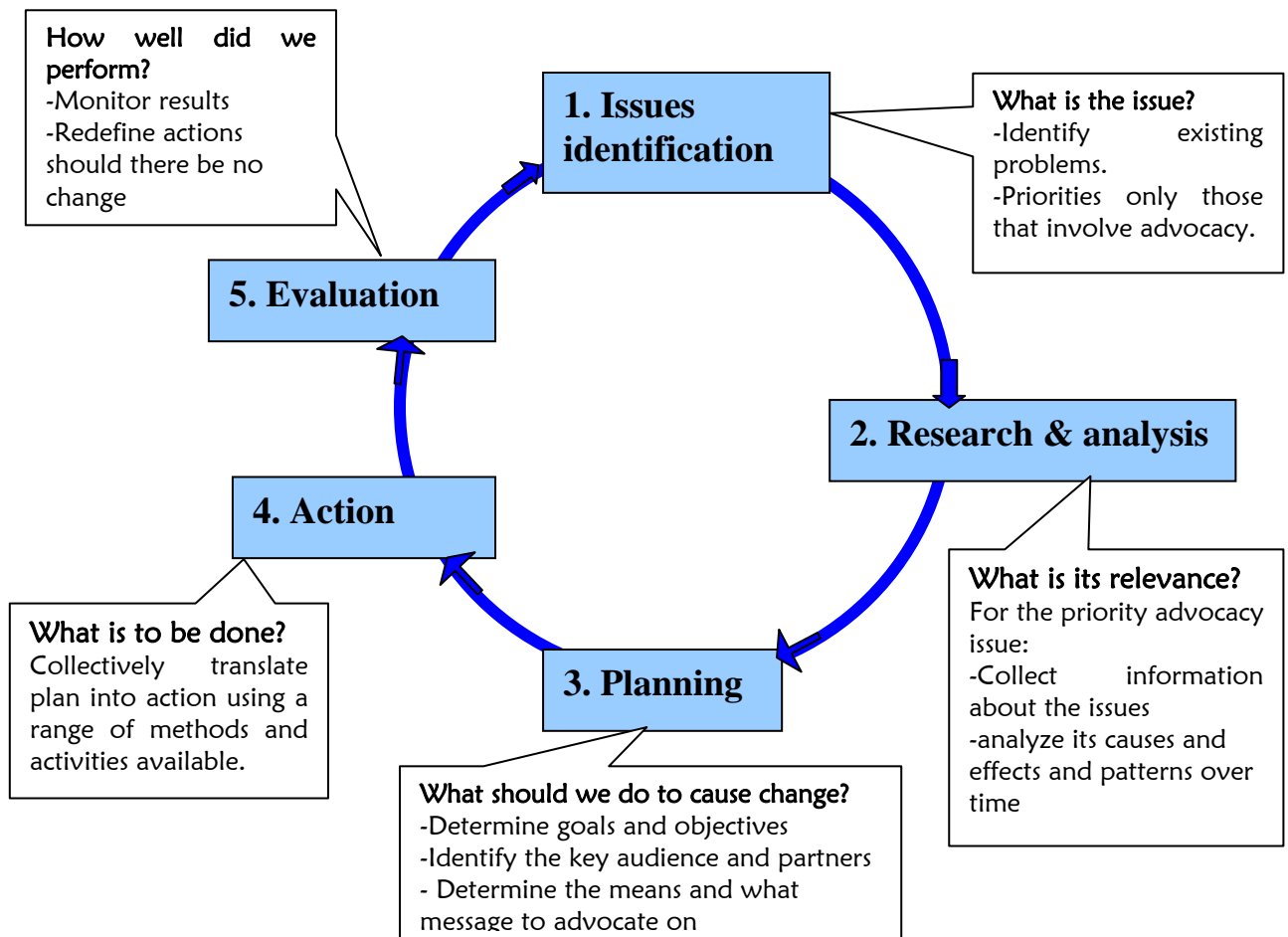
STEPS FOR UNDERTAKING ADVOCACY

UNIT 5

| | |
|--------------------------|--|
| Session objective | At the end of the session, participants are able to describe at least 2 processes of undertaking advocacy. |
| Topics | ▪ What are the processes involved in undertaking advocacy? |
| Methodology | Lecturette |
| Time | 15 minutes |
| Materials | Flip chart, marker pens, masking tape, copies of the LLG plan |

5.1 Advocacy cycle

Take the participants through this cycle explaining that it is the core issue for undertaking advocacy and that the details will be handled under each aspect.



ISSUE IDENTIFICATION

UNIT 5a

| | |
|--------------------------|--|
| Session objective | At the end of the session, participants are able to explain how to identify advocacy issues. |
| Topics | ▪ Identifying issues for undertaking advocacy? |
| Methodology | Question and answer, lecturette |
| Time | 10 minutes |
| Materials | Flip chart, marker pens, masking tape |

5a.1 How to identify advocacy issues

To advocate means you must be focused on what problem is to be addressed. A problem may be defined as a broad area of social concern such as hunger, health care, poverty.

Procedure:

To collectively identify the core problem to be addressed:

- Hold a community meeting in which you develop a wish list of all the core problems in your areas. Issues can also be obtained from individuals, executive committee meetings and issues emerging from follow-up action.

It is, however, important to know that not all issues can be solved through advocacy. It is only those issues that can be solved through advocacy that should be taken to the next steps. These are issues that are about the inactions of leaders. They require actions from these leaders for change to occur. As such, advocacy issues are those that involve engaging with 'big men' rather than the membership of WCE or WCs. Therefore:

- Use a problem-solution analysis to identify from the long list given, which issues require advocacy. Like below, it is problem 1 that can be taken forward.

| Problem list | Problem solution |
|--|--|
| Problem 1: No money for women projects | Advocate leaders for funds for women project |
| Problem 2: High famine | Provide relief food |
| Problem 3: High redundancy of youths | Arrest idle and disorderly youths |

- Explore the issues in the problem identified for advocacy.
 - Budget exclude women's needs
 - Leaders do not account to women
 - Mobilization target men
- Use a pair-wise ranking method to identify the priority issues within the problem.

| | Budget exclude women's needs | Leaders do not account to women | Mobilization target men | Score | Reason for choice |
|---------------------------------|------------------------------|---------------------------------|-------------------------|-------|-------------------|
| Budget exclude women's needs | | | | | |
| Leaders do not account to women | | | | | |
| Mobilization target men | | | | | |

Advantages of doing so:

- Having a focused advocacy.
- Identifying allies and opponents.

RESEARCH AND ANALYSIS

UNIT 5b

| | |
|--------------------------|---|
| Session objective | At the end of the session, participants are able to state at least 3 ways of information collection for undertaking advocacy. |
| Topics | ▪ Information collection and analysis |
| Methodology | Brain storming, question and answer, lecturette |
| Time | 15 minutes |
| Materials | Flip chart, marker pens, masking tape |

5b.1 Information collection and analysis for advocacy

A good issue analysis is crucial for deciding what your advocacy focus, goals and targets will be. It is important to involve major stakeholders, organizations and their members or constituencies, to generate and analyse the issue. By involving the people closest to the problem, advocacy helps strengthen grassroots capacities to participate effectively and hold officials accountable over time. In our case as we monitor the promises made by the LLGs and their action to-date, there will be issues with which we may not be satisfied.

To do this, you need to understand:

- When the issue started and grew in scope.
- What are the causes and effects of the issue.

Appropriate tools to use

| Analysis focus | Tool | Example |
|------------------------|--|---------|
| When? | Timeline analysis: This will depict when the issue started and how it has progressed in scope | |
| Cause-effect relations | Problem-tree analysis where the roots represent the causes, the stem the issue, and the leaves and branches the effects. | |

Advantages of doing so:

- Knowing in-depth what the issue is all about.
- Ably designing appropriate solution.

PLANNING ADVOCACY



| | |
|--------------------------|---|
| Session objective | At the end of the session, participants are able to describe at least 5 issues to consider in planning an advocacy. |
| Topics | ▪ What issues to consider in planning an advocacy |
| Methodology | Brain storming, lecturette |
| Time | 40 minutes |
| Materials | Flip chart, marker pens, masking tape |

5c.1 Planning an advocacy

Once we have identified the issue and analyzed it, we have a clear picture of the core contents and context of it. Thus, planning is about designing the most suitable solution to the issue as well as the desired changes therefrom and who it will involve, when, and how.

5c.2 Advocacy planning table

| Goal | Success indicators | Means of verification | Target | Methods | Allies | Opponents | Timing | Actor |
|------|--------------------|-----------------------|--------|---------|--------|-----------|--------|-------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

A note on the planning table

- **Goal:** This is about the desired transformation (change) that is envisaged to be attained.
- **Success indicators:** This is concerned with what evidences are there to show whether or not the desired changes have been achieved.
- **Means of verification:** This is about where the indicators can be found.
- **Target:** Advocacy *targets* are the people wanted to be influenced.
- **Methods:** This is concerned with specific activities to engage into so as to influence the different advocacy targets.
- **Allies:** These are the constituency affected by the issue. This can be those who are directly affected, those with interest in changing the nature of the issue to the better, or even those they can team up with to cause such changes.
- **Opponents:** Those who disagree with the position of the advocates and may oppose the advocacy activities
- **Timing:** That advocacy must be done when it produce the desired result, timing is about when a method will be executed. It is important to identify the best time.
- **Actors:** This is about who will be directly involved in the use of a given method. It can be a person, an organization, or a network.

METHODS OF CONDUCTING ADVOCACY

UNIT 6

| | |
|--------------------------|---|
| Session objective | At the end of the session, participants are able to explain how they can conduct an advocacy. |
| Topics | ▪ Advocacy strategies |
| Methodology | Brain storming, question and answer, lecturette |
| Time | 30 minutes |
| Materials | Flip chart, marker pens, masking tape |

6.1 Advocacy strategies

It is important to choose the right advocacy means that is capable of reaching a bigger targeted audience with greater impact. Below are some of the means you can use to advocate. However, the means must be:

- In context of the political moment and environment
- Flexible and creative
- Directed at a specific target
- Make sense to the membership
- Be backed up by a specific form or source of power

Facilitators' note: Advocacy Methods

| Method | Focus | Actions | Common use |
|--------------------------|---|---|---|
| Raising awareness | Informing people about the issue so that they are aware. This is often the first step in an advocacy process | <ul style="list-style-type: none"> • Community meetings • Production and dissemination of IEC materials including radio, drama, songs, poems, leaflets, brochures etc • Public testimonies • Awareness workshops, seminars, conferences | <ul style="list-style-type: none"> • When information is hidden • When issues are complex |
| Lobbying | Speaking directly with the target to explain to them in detail the problem and the proposed solution | <ul style="list-style-type: none"> • Dialogue meetings • Phone calls • Memorandum | <ul style="list-style-type: none"> • When target is open and will listen to facts and careful argument |

| | | | |
|----------------------|--|--|--|
| Networking | Building alliances with as many people as possible Creating a movement for change | <ul style="list-style-type: none"> • Alliance and coalition building • Joint conferences • Sharing information via email • Meeting other community leaders | <ul style="list-style-type: none"> • When you are limited in skills and numbers (resources) |
| Mobilization | Harnessing public pressure for change | <ul style="list-style-type: none"> • Public meeting • Demonstration | <ul style="list-style-type: none"> • When policy makers can be swayed by public opinion |
| Media | Popularizing the issue using newspapers, radio | <ul style="list-style-type: none"> • Press releases • Radio phone-in • Briefing journalist • | <ul style="list-style-type: none"> • When cannot get direct access to decision makers and those outside the local advocacy area |
| Documentation | In-depth literature on the issue | <ul style="list-style-type: none"> • Participatory research • Briefing papers • Policy reports • Opinion polls | <ul style="list-style-type: none"> • When depth of analysis is critical |

EVALUATING ADVOCACY



| | |
|--------------------------|---|
| Session objective | At the end of the session, participants are able to design how to assess whether or not their advocacy worked well. |
| Topics | Participatory assessment |
| Methodology | Brain storming, question and answer, lecturette |
| Time | 20 minutes |
| Materials | Flip chart, marker pens, masking tape |

Procedure

- Ask participants, how they can ably and convincingly tell others whether or not their advocacy worked.

Facilitator's note

1. Advocacy work is conducted for change in policies or actions.
2. This change must be achieved after an advocacy work.
3. Thus, it is important that after any advocacy work, the advocates involved assess the outcomes of their (in)action. This is done to review the successes made, gaps in the advocacy strategy, and what next in order to realize the desired result.
4. To accomplish this, there is need to plan for an advocacy monitoring. This plan should show the problems to be addressed, the changes expected vis-à-vis those emanating from the actions taken and what other actions are required to consolidate the achievements.
5. do this in a participatory manner so that the issues can be explored in-depth by integrating views of others as well as sharing information with others.

7.1 The advocacy monitoring review framework

| Issues | Success indicators | Achievement | Added action needed |
|--------|--------------------|-------------|---------------------|
| | | | |
| | | | |
| | | | |
| | | | |

PITFALLS TO AVOID IN ADVOCACY AND LOBBYING

UNIT 8

| | |
|--------------------------|--|
| Session objective | At the end of the session, participants are able to explain how effective advocacy can be curtailed or promoted. |
| Topics | Setbacks to and best practices for effective advocacy |
| Methodology | Question and answer, lecturette |
| Time | 15 mins |
| Materials | Flip chart, marker pens, masking tape |

Procedure:

- Ask participants to explain their experiences with M&E of their LLGs.
- Finally, take them through their answers with the notes below.

8.1 Setbacks to effective advocacy

1. Working in isolation as well as competing with each other on the same issue.
2. Fear of being marginalized by those in power.
3. Patronization by those in power.
4. Taking a belligerent and fault finding attitude
5. Lack of adequate information.
6. Perception that advocacy can only be done by experts.
7. Poor timing

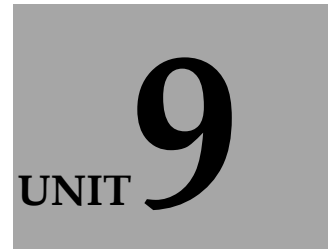
Certainly participants will come out with more ideas

8.2 Best practices for effective advocacy

These means that the best advocacy is one where there is:

- **A multi-stakeholder participation** involving those affected, in power, and concerned.
- **Effective representation.** Ensure that it is the right mix and target that is engaged. For instance, do not target an advocacy issues concerning policy making to an implementer.
- **Accountability.** Always account for your (in)action. Be the first to show the way so that you can hold others responsible for their (in)actions too.
- **Legitimacy.** This refers to who an organization represents and its relationship to them. Be the right person to talk for the right group so that you are easily accepted by both groups of those affected by inactions and expected to act.
- **Credibility** –refers to how much it can be believed or trusted for example whether your information is seen as reliable, programmes and services sound, or team composition viewed as having integrity.

TRAINING EVALUATION



| | |
|--------------------------|---|
| Session objective | At the end of the session, participants are able to assess whether or not they met their expectations as well as the relevance of the training. |
| Topics | Participatory assessment |
| Methodology | Brain storming, question and answer, lecturette |
| Time | 30 minutes |
| Materials | Flip chart, marker pens, masking tape |

Procedure

- Pick and pin on the wall the flip chart containing participants' expectations and using a Q&A method go through all the expectation and get explanations of achievement for each expectation.
- Lastly, let the participants comment on the various aspects of the training like mobilization, venue, duration, facilitators' skills, their facilitation, etc.
- Wrap up all the observations made.
- Finally, invite the identified chairperson of the WCEs to officially close the training.