



## The Eastern and Southern Africa Small Scale Farmers Forum (ESAFF) Campaign, Advocacy and Lobbying Training Tool Kit

In Partnership with GRET



and MVIWATA



Supported by the European Union



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## Acknowledgements

This Sourcebook has grown out of a partnership between the ESAFF, MVIWATA and GRET to produce a Campaign, Advocacy and Lobbying (CAL) Tool Kit to capacitate the skills of small scale farmers in the East Africa Community on how to become effective campaigners and advocates to represent their issues when engaging policy makers

We support the contributions made by all the three partners and their staff in coming up with this tool kit. We also appreciate Dr Mutizwa for coming up with the first manual.

Last we would like to express our gratitude to the EU for funding this project.

## **Introduction**

It is important to have a clear of what ESAFF want to achieve and this can help the organization to decide what changes are necessary to reach a solution that will solve (or at least improve) the issue or problem ESAFF have identified. Planning advocacy work is similar to planning for other activities. In mid-2013 ESAFF commissioned an Organisational Capacity Assessment (OCA), which identified its priority areas for capacity development. Manual and training tool kits development was identified as a major strategy for addressing capacity needs across the priority areas.

This tool kit is intended to address some of the *technical capacity development* needs that the OCA process identified. It particularly focuses on technical capacities in *Campaigning, Advocacy and Lobbying (CAL)* related to food security and sovereignty, seed rights, budgeting and national resource allocation, and fair trade. In most sections of this tool kit the word advocacy is being used but will be referring to the broad CAL work. The project under which the OCA process was conducted and this guide was developed is entitled “Involving Small Scale Farmers in Policy Dialogue and Monitoring for Improved Food Security in the East African Region” – INVOLVE. The relevant INVOLVE project objective is to strengthen the capacities of the ESAFF network and its members in East Africa to contribute to the formulation and monitoring of policies that impact food security at local, national and regional levels. The project is funded by the European Union (EU).

## **Section I: Introduction to the Toolkit**

### **I.I What is the toolkit?**

This tool kit aims at supporting ESAFF Regional Office and its farmer leaders as well the country members to plan and implement effective capacities in CAL work that were identified as technical gaps that were identified during the OCA exercise that was conducted in the EAC members in May 2013. The tool kit will help the farmer leaders and their members to have a clear understanding of what advocacy is and how it might support their work and to provide practical assistance on how to actually undertake advocacy work.

For the ESAFF Secretariat, its farmer leaders and members; the tool kit will help the forum in understanding their role in influencing agricultural policies, such as information, education, and communication (IEC), mobilization of other farmers, media engagement and who are the people and organizations in power to create an environment that protects the rights of small scale farmers.

#### **I.I.I Why and how this tool kit is being developed?**

The tool kit is being developed to address the capacity gaps on CAL identified during the OCA within the EAC members and this will help the members to understand the advantages of planning advocacy work systematically and how this can be achieved. It also helps ESAFF, its farmer leaders and members in the EAC consider how advocacy could help the forum to achieve its mission and to recognize the potential impact of advocacy work. This will also introduce the forum to advocacy methods that have worked in the past to influence EAC agricultural policies and understand when their use is appropriate.

The tool kit is being developed using reference material from other publications, the ESAFF CAL guide it developed in September 2013 and online materials. Technical support will be sought from partners in the INVOLVE project (MVIWATA and GRET) as well as from other country members who have been involved in CAL work such as ESAFF Uganda. The production of this tool kit is being funded by the EU. The use of this tool kit will depend on the level of CAL capacity development within the members as some members are more developed

## **I.2 Objectives**

### **I2.1 Reasons and Justification for the tool kit**

The development of this tool kit is justified to address the CAL gaps identified during the OCA exercise for some members such as ESAFF Kenya, ESAFF Burundi and ESAFF Rwanda and it also falls within the EU partnership agreement where funds have developed for its development. The tool kit will help the forum in meeting its vision, mission statement and purpose.

#### **Vision**

A strong effective forum of empowered Small Scale Farmers with united voices in the policy processes for ecological agriculture and poverty free Eastern and Southern Africa region.

#### **Mission**

Empowering Small Scale Farmers in Eastern and Southern Africa to influence development policies and promote ecological agriculture through capacity strengthening, research and networking.

#### **Purpose**

To enable small farmers in Eastern and Southern Africa to speak as a united voice so that the issues, concerns and recommendations of farmers become an integral part of policies and practices at grassroots, national, regional and international levels.

### **I.2.2 Rationale and objectives of the tool kit**

The OCA process revealed that while some of the ESAFF regional and national leaders, and personnel possessed the necessary CAL capacities the majority of farmer leaders at national and sub-national levels lacked them. Addressing this capacity need is important for two main reasons, which the tool kit seeks to address. The reasons are:

- ESAFF's success in policy influence is likely to be brought about by a critical mass of competent farmer leaders, not a few regional farmer leaders; and
- ESAFF's policy influencing work is likely to benefit its constituency of small scale farmers in eastern and southern Africa, if it is pitched at multiple levels: local, intermediate, national and sub-national levels. For policy influence to be conducted at these multiple levels there is need for many farmer leaders with capacities for policy influence.

The implications of the above two reasons for extending capacity development beyond a few regional farmer leaders are that ESAFF decided to produce a CAL tool kit that would be accessible to farmers and farmer leaders operating at the different levels of the organisation. Accessing the guide at one level means being able to get a copy of it while at the other it means it is being easy to read, understand and use.

The intended purpose of this tool kit therefore is to: *develop and strengthen the capacity of ESAFF farmers, farmer leaders and staff to influence and work with governments, agricultural research organizations, private sector and other civil society organizations so that agricultural and food policies (and practices) respond to small scale farmer needs, priorities and interests.*

The specific objectives of the tool kit are to:

- a. Explain CAL and the need for it in ESAFF;
- b. Identify potential spaces for policy influence in the context of ESAFF work at local, national and regional levels;
- c. Describe the CAL steps from initial planning to implementation; and
- d. Describe how to monitor and evaluate CAL.

### **I.3 Who is this tool kit for?**

As mentioned this tool kit is for the forum in the EAC community where ESAFF has membership but will depend on the level of development within the members as some members are more developed especially Tanzanian Network of Farmers' Groups (MVIWATA) and ESAFF Uganda. Others are still developing such as Kenya Small Scale Farmers' Forum (KESSFF); ESAFF Burundi and ESAFF Rwanda.

These are the countries implementing the INVOLVE Project being funded by the EU thus the need to improve of CAL capacities of the membership that were identified as gaps during the OCA exercise. The tool kit will be used by the EAC themselves to build skills within their own organizations and implement advocacy work. The tool kit can also be used in the Southern Africa where ESAFF has got membership in Zimbabwe, Zambia, Malawi, Lesotho, South Africa, Madagascar, Mozambique and Seychelles.

### **I.4 How can this toolkit be used?**

This tool kit is designed to be flexible so that facilitators can tailor the work schedule to meet the needs of different farmer leaders and their members. For example some groups might want to do the most of the activities during one training workshop while others may want to use a selection of activities over a time period. Sections 1, 3 and 4 of the kit are designed to pick and mix- meaning that the activities can be used in any order or combination. However it should be noted that Section 2- which takes participants through a planning framework for advocacy work is a series of linked activities that needs to be followed in order and as a whole. For section 3, it may be valuable for participants to work with colleagues from their own organizations because this section addresses relationship between their advocacy and agricultural policies they seek to influence.

For most of the tool kit, facilitators can use the activities with either individual member or group of members with their farmer leaders. It is important that people using this tool kit already have some basic facilitation skills, for example in guiding large group discussions and small group activities. It is also helpful if they have some previous experience of advocacy work around agricultural policies though this is not essential.

It must be noted that this tool kit can be used by forum with different levels of advocacy but it may be necessary as well to use the tool kit in building partnerships as forum members. The contents of each part of Sections 1-3 follow the format of facilitators reading through the objective what the activity will achieve, introduction of the subject of the activity, outlining instructions for the activity, reading through facilitators notes and giving examples.

#### **I.4.1 Why Use Energizers When Training**

During the trainings facilitators use games for a variety of different reasons, including helping people to get to know each other, increasing energy or enthusiasm levels, encouraging team building or making people think about a specific issue. Games that help people to get to know each other and to relax are called **ice breakers**. When people look sleepy or tired, **energisers** can be used to get people moving and to give them more enthusiasm. Other games can be used to help people think through issues and can help to address problems that people may encounter when they are working together. Farming games can be used because farmers are being targeted and also help farmers to think creatively and laterally. This tool includes all these different types of games — in no particular order — and facilitators can pick and choose those that are most appropriate for their specific purpose and context.

#### **I.4.2 Things to Consider when Using Energizers**

- ✓ Try to use energisers frequently during a workshop or meeting, whenever people look sleepy or tired or to create a natural break between activities.

- ✓ Try to choose games that are appropriate for the local context, for example, thinking carefully about games that involve touch, particularly of different body parts.
- ✓ Try to select games in which everyone can participate and be sensitive to the needs and circumstances of the group. For example, some of these games may exclude people with disabilities, such as difficulty walking or hearing, or people with different levels of comfort with literacy.
- ✓ Try to ensure the safety of the group, particularly with games that involve running. For example, try to make sure that there is enough space and that the floor is clear.
- ✗ Try not to use only competitive games but also include ones that encourage team building.
- ✗ Try to avoid energisers going on for too long. Keep them short and move on to the next planned activity when everyone has had a chance to move about and wake up!

### **1.4.3 An Example of Energisers**

#### a. Names and adjectives

Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, “I’m Henri and I’m happy”. Or, “I’m Arun and I’m amazing.” As they say this, they can also mime an action that describes the adjective.

#### b. Three truths and a lie

Everyone writes their name, along with four pieces of information about themselves on a large sheet of paper. For example, ‘Alfonse likes singing, loves football, has five wives and loves PRA’. Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the ‘facts’ is a lie.

#### c. Connecting eyes

Participants stand in a circle. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange. Begin by trying this in silence and then exchange greetings in the middle of the circle.

The lists that can be used are endless and also participants can choose their own energizers.

## **1.5 What is in these sections of the toolkit?**

The tool kit will be divided into the following sections:

### **1.5.1 Section 1:- Introducing CAL**

It aims to develop a shared understanding of what advocacy is. This is achieved by focusing on previous experiences of advocacy, either from participants or from others, to help the development of a working definition of advocacy.

### **1.5.2 Section 2:- Planning and Implementing CAL Work**

This aims to practice using planning framework for advocacy work. The advocacy framework that is used in this section was copied from online materials

### **I.5.3 Section 3:- Including CAL in an organization's work**

This aims to analyze the relationships between organizations and advocacy work. This follows how advocacy on agricultural policies can contribute to the forum's mission, vision and purpose; how agricultural related advocacy can affect the forum and how to ensure that advocacy is an integrated part of an organization's work.

### **I.5.4 Section 4:- CAL in Action' Cards for developing practical CAL skills**

This section aims to provide activities and information in the form of Advocacy in Action' Cards for developing practical advocacy skills. Each 'Advocacy in Action' Card is four pages long:

- An introduction with advantages and disadvantages of the advocacy method outlined in the card
- A skills-building activity that can be carried out to develop the skill
- An activity example or case study, and some advice on carrying out the advocacy method
- A 'How to...' handout.

This Section helps participants to explore the advantages and disadvantages of using different methodologies as much as to develop the skills themselves. The cards in this section provide suggested activities to practise these advocacy skills. The cards aim to provide enough information for facilitators to think creatively about how to approach skills building. They can also be used by NGOs and CBOs to facilitate their own skills building. During the development of the toolkit, these cards were often used during the afternoons of workshops to balance the more conceptual and planning-orientated activities in Section 2. On other occasions, the cards were used by the participants at the end of the workshop to facilitate their own skills-building sessions, or the cards were introduced to the participants who were encouraged to practise the activities with their colleagues back in their NGOs/CBOs.

### **I.6 How long does the tool kit take to use**

This tool kit can be used in varying times depending with the needs of the different groups; for example some groups may need 2-3 days or others want to spread the trainings to varying periods depending with the issue they are focusing on.

### **I.7 What materials are needed to use this toolkit including workshop schedule**

Materials that can be used include the facilitators' notes, examples, flip charts for score cards and matrix giving examples of policies, individual and groups that can be targeted with high impact and low impact to influence change. Below is an example of that can be put on matrix targeting groups of influence?

<b>Issue: Example — Access to local markets</b>			
<b>Sub-issues</b>	<b>Causes</b>	<b>Consequences</b>	<b>Solutions</b>
<b>Sub-issue 1:</b> Poor roads to link farmers and producers	<ul style="list-style-type: none"><li>• Poor maintenance of existing roads;</li><li>• Non-involvement of citizen in district level budget allocation decision-making processes; and</li></ul>	<ul style="list-style-type: none"><li>• Transporters charge high prices for short distances citing vehicle maintenance costs;</li><li>• Fewer transporters are willing to use the bad roads resulting in low</li></ul>	<ul style="list-style-type: none"><li>• Document the economic and social costs of poor roads to farmers in remote areas of the district;</li><li>• Approach councillors who are also farmers and advocate for the inclusion of the issue on District</li></ul>

	<ul style="list-style-type: none"> <li>Low levels of local government accountability to the citizens.</li> </ul>	<ul style="list-style-type: none"> <li>competition and collusion;</li> <li>Some produce perish on the farm because farmers cannot afford transport; and</li> <li>Farmers' earn little or no profit from the sales.</li> </ul>	<p>Council Agenda;</p> <ul style="list-style-type: none"> <li>Approach the Member of Parliament and brief her about the issue and possible solutions;</li> <li>Persuade council and the relevant government department or ministry to budget for regular road maintenance; and</li> <li>Persuade government and NGO projects on food for work to include road maintenance.</li> </ul>
<b>Sub-issue 2:</b> Lack of proper storage facilities for farmer produce at the marketing places			
<b>Sub-issue 3:</b> High transport charges made by transporters			
<b>Issue Number 2: Public Expenditure Tracking System(Agric Budgets)</b>			
<b>Sub-issue 1:</b> Lack of consultation by policy makers on agricultural budgeting	<ul style="list-style-type: none"> <li>Governments not willing to engage CSOs and farmers</li> </ul>	<ul style="list-style-type: none"> <li>In appropriate policies and inadequate budgets</li> </ul>	<ul style="list-style-type: none"> <li>Improve on lobby and advocacy techniques</li> <li>Forming alliances</li> </ul>
<b>Sub-issue 2:</b> Lack of political will to increase agricultural budgets or meet regional agreements such as the Maputo Declaration to increase budgets by 10%	<ul style="list-style-type: none"> <li>Governments setting priorities to other sectors</li> </ul>	<ul style="list-style-type: none"> <li>Poor funding for agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Engage agricultural ministries and departments</li> <li>Approach the EAC Ministry of Agriculture</li> </ul>
<b>Sub-issue 3:</b> Seed Harmonization	<ul style="list-style-type: none"> <li>Governments implementing seed harmonization policies without consulting SSFs</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous seeds will be extinct</li> </ul>	<ul style="list-style-type: none"> <li>Engage Ministries of Agriculture in each member country</li> <li>Approach the EAC Ministry of Agriculture</li> </ul>
<b>Issue No 3: INSARD</b>			
<b>Sub-issue 1:</b> Lack of consultation and participation of SSF in agricultural research	<ul style="list-style-type: none"> <li>Imposition of research priority areas</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate development/ agricultural policies and practices</li> </ul>	<ul style="list-style-type: none"> <li>Engage Ministries of Agriculture in each member country</li> <li>Approach the EAC Ministry of Agriculture</li> <li>Engage ARIs</li> </ul>

			• Engage Extension services
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## Section 2: Introducing CAL

The purpose of this section of the tool kit is to discuss and explain the meanings of the main strategies for policy influence, namely campaigning, advocacy and lobbying. Campaigning, advocacy and lobbying are the three main strategies that are used to influence decision making people, frameworks and institutions in agriculture and other sectors. Such people may be policy makers, policy implementers, researchers, educators, extension workers, donors, suppliers of agricultural inputs and buyers of agricultural produce, fellow civil society organisations or the general public. The frameworks may be policies, legislation, regulations, budgets and standards. Institutions that matter for farmers include agricultural, finance and rural development Departments and Ministries; research and education institutes, local government, financial institutions such as banks, agriculture and technology industries. Below are brief explanations of each strategy as a concept.

**Objective:** By the end of this session participants will be able to identify and describe practical examples of CAL.

After the session we can gain a practical understanding of CAL by sharing experiences of doing advocacy work. These examples of advocacy can help us in the following activity, when we will develop a working definition of advocacy.

*Instructions Timing: 1 hour 15 minutes*

**Before the workshop** — ask selected participants to prepare a short case study (example or story) of their CAL work, for presentation at the workshop. You will find ‘Guidelines for writing an advocacy case study’ in the Handouts at the end of Section I. These guidelines can be sent to the participants before the workshop. If this is not possible, consider preparing some case studies yourselves, or use some from the end of Section I. Try to prepare or select a range of case studies, i.e.: From all levels: Covering a variety of:

- local - issues or topics
- national- methods of advocacy
- international- levels of collaboration with others.

**2 During the workshop** — explain the objective of the activity and introduce the topic.

**3** Ask 2-3 organisations to give a five-minute presentation about their advocacy work, ensuring a good variety of case studies as above.

**4** After each presentation, check the case study has been understood and plan time for brief questions about the presentations.

**5** Lead a group discussion about what has been learned, based on the following kinds of questions:

? What kind of issues were being addressed in the case studies?

? What different approaches to advocacy work were described?

? Why was advocacy used in the situations described?

? Who benefited from the advocacy work? Were those people involved in the advocacy work?

? Can you think of any proverbs, folk tales, stories or fables that also describe advocacy? For example, the Shona proverb from Zimbabwe: ‘Kana mwana akaberekwa asinga cheme, anozorora nguva yose’ ('If the baby on the mother's back does not cry, it will stay there all day'), i.e., if you do not complain about a problem, no one will act upon it.

? What were some of the key verbs used in the presentations to summarise or describe advocacy?

### **Facilitators notes**

Case studies that clearly describe examples of CAL work will help participants to agree on a definition of concepts of CAL in the next session. Try and avoid case studies that could be confused with IEC or community mobilisation.

- Before this session begins, check which participants have case studies they can present. Select one from each level (local, national and international – see Handout 2, ‘Levels of Advocacy’, at the end of Section 1). If there are more than three case studies, others can be presented later in the workshop. If the participants do not have case studies, consider carefully whether case studies from elsewhere (for example, those at the end of this section) will help to clarify the concept of advocacy or will create confusion.
- Make sure the group understands that CAL can be achieved at different levels: local, national and international. These levels refer to the level where the power or influence lies, rather than where the advocates are working.
- Make sure the presentations are not too long, to allow plenty of time for discussion. Discourage the presenters from talking about wider issues or answering questions at great length.
- Encourage participants to discuss their own CAL work. Be aware that they may have different understandings of what CAL is. Take note of these differences and explore them during the workshop.

### **2.1 What is CAL: Defining CAL Concepts to participants?**

**I.1Objective:** By the end of this session participants will have a working definition of campaigns, advocacy and lobbying agreed by the group, for use during the workshop

*Instructions Timing: 1 Hr 15 Minutes Approximately*

#### **2.1.1 What is Advocacy**

First and foremost, advocacy is a strategy that is used around the world by non-governmental organizations NGOs), activists, and even policy makers themselves, to influence policies.

Advocacy is about creation or reform of policies, but also about effective implementation and enforcement of policies.

Advocacy is a means to an end, another way to address the problems that we aim to solve through other programming strategies.

In the social and economic development context the aims of advocacy are to create or change policies, laws, regulations, distribution of resources or other decisions that affect people's lives and to ensure that such decisions lead to implementation. Such advocacy is generally directed at policy makers including politicians, government officials and public servants, but also private sector leaders whose decisions impact upon peoples lives, as well as those whose opinions and actions influence policy makers, such as journalists and the media, development agencies and large NGOs. By “pro-poor advocacy” we mean advocacy for political decisions and actions that respond to the interests of people who directly face poverty and disadvantage. Advocacy has three main dimensions, which can be summarised as:

- a. Representation — speaking on behalf of the voiceless;
- b. Mobilisation — encouraging others to speak with you; and

**ADVOCACY** is the deliberate process of influencing those who make policy decisions.

Advocacy can be a means of convincing policy makers to fulfill their human responsibilities to others

- c. Empowerment – supporting the voiceless to speak for themselves.

**Note:** The CAL work can target people with influence at all levels – from a local bar owner to the United Nations. Although there are multiple levels of advocacy work, for the sake of simplicity we can identify three key ‘levels’ of advocacy:

- Local (village, district, city, state, etc.)
- National (the whole country)
- International (more than one country)

In reality the problem or issue may have a combination of local, national and international causes, so the level of your advocacy work will depend on:

- The scale of the problem or issue (it may have a purely local cause)
- Where you can have the greatest impact on the problem or issue (a hotel may be part of a national chain, but it may be more realistic to persuade the local hotel manager first and then work with the manager to advocate at the national level afterwards)
- The resources of your organisation (i.e., different levels of advocacy take different amounts of staff time, skills and funds)
- Your organisation’s networks and relationships (for example, one of your trustees may know the owner of the national hotel chain)
- The mission of your organisation (for example, your activities may be purely within one district).

*Working together in coalitions can be a strength at every level, but becomes particularly important as you move from local to national to international level and face greater bureaucracy and power.*

### 2.1.2 What is Lobbying?

This is an attempt to influence policies made by government officials in the legislations and regulatory bodies but using persuasive methods compared to advocacy that can be at times radical (going to the streets, pocketing and demonstrations) though modern advocacy tend to be conciliatory and moderate. Lobbying is done by thinking that powerful people in society are arm twisting policies from being fair for their own interests and the other reason is to make sure that others’ interests are duly defended against the corrupt officials but basically it is making sure that minority interests are met (small scale farmers) which ESAFF has been working with who have been marginalized in policy making cycles for many years.

Lobbying is part of advocacy but its focus is limited to influencing a governing body in order to ensure that a particular point of view is included in policy or legislation. Based on the fact that policy makers are busy people, that they may not be specialists in your area (agriculture, food security etc); and that they receive a lot of information, some of it conflicting; your communication to them should:

- a. Be presented in a brief and easy-to-read form;
- b. In non-specialist language;
- c. With clear arguments for a particular course of action; and
- d. Draw on credible sources of information. The table below (Table 1) identifies some of the main sources of policy and decision makers’ sources of information and its associated strengths.

### 2.1.3 What is a Campaign?

Campaign is a process of organizing wok and active way toward a particular goal, typically social, political, environmental and economic ones. For ESAFF this can be mainly be on 10% Maputo Declaration, Seed Harmonization Laws and Promotion of Agro-

**Ecology.** Campaigns are actions and activities that are directed at influencing public opinion in order to get its support. They are usually directed at people's emotions and therefore tend to be organised around strong messages. Some of the strategies employed in campaigning are public meetings, rallies, marches, exhibitions and the distribution of posters and pamphlets.

#### **Steps in campaigning**

- Be clear about why you want to campaign and of the merits of communicating with a wider public;
- Identify the specific audiences for your campaigns, their media of preference, and the style of communication they like;
- Develop a clear and straight forward message, which is motivating;
- Design, plan and budget for campaign activities;
- Inform friendly organisations and individuals about the campaign before you launch it; and
- Conduct, document and share results of the campaign process. The box below (Box 3) identifies the factors that are likely to make campaigns successful.

#### **Box 3: Campaigns are likely to succeed if they:**

- Are motivational;
- Resonate with public thinking and emotion;
- Resonate with who you are, your capacities and what you stand for;
- Are winnable;
- State a clear and simple request/ask to the supporters;
- Are creative, innovative and easy to understand;
- Give supporters the space to participate;
- Involve a wide range of alliances;
- Grab media attention; and
- Result in real life improvements.

## **2.2 Why CAL: Reasons for CAL in ESAFF work**

1.2 Objective: By the end of this session participants will be able to explain the benefits of doing advocacy work. In the previous sessions we developed a shared understanding of advocacy. In this session we will discuss why advocacy can help us in our HIV/AIDS work. Some problems can only be solved with the help of influential people or organisations, i.e., they can only be solved by advocacy. This will help SSFs to understand why ESAFF should do CAL work. Advocacy, campaigning and lobbying are important in the work of ESAFF because they have potential to empower small scale farmers and ESAFF members to positively influence decisions on agricultural production, distribution and marketing. Without exercising such influence, the concerns, aspirations and resources of small scale farmers with interest in ecological sustainability, poverty alleviation and economic development might continue to be marginalised. CAL enables ESAFF to focus on the strategic and policy processes, which have more lasting effects than the everyday practices. The following are some of the reasons for CAL:

- To expand and protect the rights of SSFs that ESAFF works with.
- To influence agricultural policies in the ESA region such as the CAADP processes and SADC RAP policy
- To support, change or decline certain policies such as SSFs the new seed harmonization rules in the ESA
- To convince policy makers abide to their obligations such as the Maputo Declaration on 10% budget allocation to agriculture, To ensure that regional governments and economic groupings are accountable to their actions

#### **Instructions Timing: 1 hour 15 minutes**

- Explain the objective of this activity and introduce the topic.

- Explain that after the workshop participants will need to persuade colleagues in their organisation or other NGOs/CBOs of the benefits of including advocacy in their work.
- This activity is an opportunity to practise ‘selling’ advocacy by promoting its benefits. Explain to the participants that they will be asked to persuade other NGOs to do CALwork by creating a pretend advertisement for television, radio or a newspaper, or a short speech.
- Divide the participants into four groups.
- Display these guideline questions to help the small groups prepare:
  - ? Think of any examples or case studies of advocacy work: why was advocacy used to solve the problem (and not only community mobilisation, education, awareness-raising, etc.)?
  - ? Is there anything that advocacy can achieve that other methods cannot achieve?
- After the groups have prepared, ask each group to perform or display their advertisement or bullet points.
- With the whole group, discuss the benefits of doing advocacy work as identified in the advertisements or speeches:
  - ? What does advocacy offer to your organisation that you do not already have?
  - ? Is there anything that advocacy can achieve that other methods cannot achieve?
  - ? Were the advertisements or speeches ‘selling’ advocacy, or were they really selling other things, such as community mobilisation or IEC?
  - ? If advocacy is so good, why do many organisations not do it?
- Contribute any key benefits that may have been missed by the advertisements or presentations.
- *Section 2.2 Why should we do CAL?*

#### **Facilitators’ notes**

- Emphasise that the advertisements and speeches in this activity should aim to persuade other NGOs, not the general public.
- Monitor the groups while they prepare to make sure they focus on CAL and not other activities, such as community mobilisation, IEC, etc.
- Limit the discussion about the difficulties and problems of doing CAL work — this will be discussed in more detail in Session 2.3 You could note any barriers/problems on a flipchart and return to them in Session 2.3.

### **2.3 The how part (How do we do it)**

**Objective:** By the end of this session participants will be able to: Describe some of the most common methods for doing CAL work. This part will seek to help SSFs understand the different methods for doing CAL work and explain how some of the skills they can use in everyday life can be used in CAL work. CAL can take various forms such as can be written, spoken, sung or acted. This will involve or permission from people affected by the CAL issues (small scale farmers), proactive (setting the agenda) and reactive (reacting to an issue or policy) as well as the purpose of the activity.

#### **Purpose of this activity**

- We can improve our understanding of what advocacy is by identifying different possible methods. This builds on the case studies and working definition in Sections 2.1 and 2.2
- We will look at these methods again when we practise planning for advocacy later in the workshop.
- In this activity we will see that in our daily lives we already use many of the skills and methods necessary for advocacy.

#### **Instructions Timing: 1 hour 15 minutes**

- I Explain the objective of this activity and introduce the topic.

2 Ask participants to make a list of ways they have persuaded community leaders, government officials, and government departments to change when an injustice or harmful practice has occurred.

3 Ask the participants to do this task in three groups.

4 After the groups have made their list, ask these same groups to make another list. This second list should include methods they have used to persuade members of their families, friends or neighbours of their point of view on an issue they have felt strongly about.

5 Bring everyone back into one group. Ask each group to briefly present their lists.

6 Facilitate a discussion to bring out the range of different possible methods used to do advocacy work, using questions such as these:

? Do the two lists overlap? If so, what does this overlap tell us?

? How do we decide which method to use?

? Which methods can be used for SSFs CAL work?

? How can the people directly affected by the advocacy issue be involved in CAL work? Or how can they give their permission for the CAL work?

? What are some examples of proactive and reactive CAL work?

#### **Facilitators' notes**

- The aim is to make sure that the full range of methods are identified, so that the participants see that they are probably already doing advocacy work in some form or other.
- Consider whether the methods that the participants suggest are in fact forms of action other than advocacy – for example, community mobilisation, IEC, networking. Keep referring back to the working definition if confusion develops and to help you focus as a facilitator.
- Make sure that the list of activities includes using the legal system, joining committees and other decision-making forums and informal methods – for example, conversations, networking.
- If participants suggest methods that are illegal or dishonest (for example, bribery) explore the problems that could follow.
- If participants suggest 'activist' methods such as demonstrations, boycotts, etc., discuss the advantages and disadvantages of these methods.
- You can make your own list of advocacy methods before the activity so that you know the range of methods that you want the participants to be aware of. The list of methods described in the next Sections is a good check-list.

#### **2.4 Case Studies**

These are stories about working to change a policy, law or practice of an influential individual(s), group(s) and institution(s). Using photos, drawings or other visuals to provide a human angle to the information can be useful.

##### **2.4.1 Guidelines of Writing a Case Study**

The case study should take three to five minutes to explain. Use these questions to help structure your case study:

1 What was the problem?

2 Who decided to advocate to address the problem (i.e., brief details of the NGOs/community groups involved, including any people directly affected by the issue)?

3 What was the advocacy objective?

4 Who did you advocate to?

5 What methods did you use?

6 What difficulties did you face?

- 7 How did you overcome any difficulties?
- 8 What were the results of your advocacy?
- 9 What sources of assistance/support did you find most helpful?
- 10 What did you learn from doing this advocacy?

Are the people and organisations featured in your case study aware of how it might be used, and what the consequences might be? If confidentiality is necessary, how can you ensure it?

### **Section 3: Planning and Implementing CAL Work**

#### **3.1 Process and Content of CAL Work**

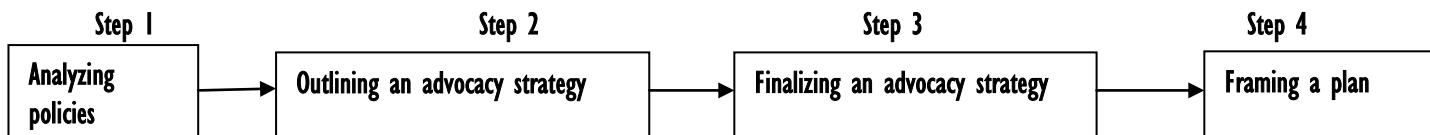
By the end of this section, SSFs will be able to explain the benefits of planning their CAL work systematically within the ESAFF network.

### **Section 4: Step by step CAL process**

#### **4.1 Steps in Developing Advocacy Steps**

The purpose of this section is to provide guidelines in the planning, implementation, monitoring and evaluation of a CAL process within ESAFF work. There are many ways of organising the steps to take in a CAL process. The following steps will help ESAFF to focus as it develops the basic outline of its advocacy strategy:

1. Selecting the policy issue that can effectively be addressed through advocacy and which will have the greatest impact on the problem (ESAFF and SSF interests) such as the Maputo Declaration
2. Identifying target audiences - those with the ability to actually influence the policy issue ESAFF select as the EAC Parliament
3. Setting a specific policy goal for ESAFF initiative such as to ensure that indigenous seeds are protected
4. Identifying potential allies and opponents such as likeminded organizations as ACB, PELUM, MVIWATA, SACAU, SADC-CNGO, UNAC ETC



#### **Questions to be answered in developing an effective advocacy strategy**

To develop your CAL strategy, ESAFF needs to answer questions including:

- What is its advocacy goal?
- What are ESAFF specific objectives that will contribute to the achievement of your overall goal?
- Who do ESAFF want to partner or collaborate with? What are their contributions to your initiative?
- Who are the targets (policymakers, government agencies, etc.) ESAFF need to influence to achieve your goal?
- What are the key upcoming events that may provide opportunities for mobilization and advocacy?
- What is ESAFF approach to advocacy (e.g., direct or indirect)?
- What are the specific activities ESAFF will carry out? When? How?
- Create an action plan
- Implement, monitor and evaluate

#### **4.1.1 Activities to be undertaken**

ESAFF needs to identify which activities for its advocacy strategy such as the following:

- Launching public awareness campaigns
- Holding policy dialogues & forums among key stakeholders
- Engaging the media to cover ESAFF issues
- Holding face-to-face meetings with policymakers
- Mobilizing groups (grassroots farmers, like-minded organizations, community members, public interest groups, etc.) in support of policy change ESAFF is pursuing
- Documenting problems for policymakers (e.g., commission a report)
- Providing technical information and recommendations to policymakers
- Utilizing email, phone calls, letters, petitions, and social media to mobilize constituents to contact policymakers
- Conducting advocacy trainings
- Arranging site visits or study tours
- Holding educational briefings & events

#### **4.1.2 Advocacy planning and implementation**

In this part ESAFF should look at the practical steps involved in advocacy planning and implementation. The stages outlined draw on principles of strategic planning and project management combined with political analysis and communications. For each of the stages we set out some key considerations to be addressed. At several points we pose questions rather than solutions. There is no single template for pro-SSF advocacy.

##### **4.1.2.1 How to practise using a planning framework for advocacy work**

**Objective:** By the end of this session participants will be able to explain the benefits of planning their advocacy work systematically. There are many different advocacy planning frameworks – this toolkit uses a farmer friendly language agreed by the partners organisations, covering all continents of the world. The advocacy framework can be used in any different ways. This section focuses on its use to plan advocacy work systematically; however, it is also a useful check-list for making a quick advocacy response. This framework can be applied to advocacy action at all levels: local, national and international. Activities within this section will allow the participants to gain key planning skills by practising using the framework and learning from others. When participants are practising these planning skills they will also deepen their understanding of what advocacy is and how it can be achieved to address the issues they face.

These activities provide an opportunity for the participants to build partnerships and alliances with other organisations attending the workshop. The framework can be introduced to the participants in a number of ways depending on:

- time available
- the needs of the participants
- the possibility of carrying out advocacy fieldwork during the workshop

Most workshops are an ‘artificial’ environment – including participants that are not necessarily natural allies or possibly limited representation from beneficiaries. Therefore this section aims to *practise* planning advocacy work rather than developing real action plans during the workshop time. However, in some exceptional cases this section can be, and has been, used to plan advocacy action that can be carried out during the workshop or implemented afterwards.

Once this planning framework has been used a couple of times, it is possible to see how

the steps are interlinked and how steps can be revisited during the planning process.

#### **4.1.2.2 Choosing how to Facilitate this Section**

The advocacy framework in this section can be introduced to participants during a workshop in a number of ways. Three approaches have been described below:

**1 Carry out the activities as described in this section with appropriate adaptation.** This allows the participants to carry out a participatory activity to practise each step of the planning framework by working in three groups. Each group identifies a general advocacy issue and practises planning how the issue could be addressed together.

**2 Apply the advocacy framework to a case study of advocacy work and think through the planning it would have required.** The participants can be asked to work in small groups to choose an example of advocacy work (either their own, or one from the toolkit) and apply this to the advocacy framework. This can be achieved by imagining how the original advocates would have planned actions to achieve their aims.

**3 Discuss the importance of each step of the advocacy framework by reflecting on past advocacy work and deciding how it could have been improved with better planning.** The participants can be asked to work in small groups to go through each step of the framework (using handouts and information from the toolkit that can be summarised) and discuss their experiences in relation to past advocacy work and what they have learned from planning (or not planning!) these steps in the past. The discussion could cover the following kinds of points:

- Which steps are the most important to plan carefully?
- Which steps are potentially the most difficult to plan and why?
- Which problems are likely to be incurred and what are the solutions

#### **Advantages of this Step**

1. The participants can systematically practise each planning step in detail so that they can repeat the process as described in the toolkit with confidence within their organisations after the workshop.
2. This approach does not involve diverse groups planning ‘real’ advocacy work together (which can be difficult if their organisations are not natural allies). This process is also quicker than the first approach.
3. The participants can share a lot of experiences and really discuss the importance of planning each step. They can also facilitate this section of the workshop themselves.

#### **Disadvantages**

1. This series of activities described in this section will take the equivalent of three mornings to implement.
2. This process involves a lot of guesswork or may only be based on the experiences of one NGO in the group. Also there are fewer opportunities to develop new partnerships and alliances among the NGOs, or to put advocacy into practice outside the workshop setting.
3. The participants will not be able to apply each step to one problem or issue to see how the planning process can be used as a whole. This activity also requires good facilitation on behalf of the participants.

#### **Facilitators Notes**

- Make sure that each group includes people with a range of skills, experience and ability.
- There are some steps within the advocacy framework which are key and which can be difficult to plan or address during a workshop – these include: Selecting an issue and developing aims and objectives

- Plan how you will manage timings during the workshop if these activities take longer than expected. You could include an unplanned session in the workshop schedule late in the week to allow you flexibility if the planning steps overrun into the next day. If this session is not needed for Section 2 it could be used to clarify any ongoing misunderstanding, share case-study examples or discuss future possible advocacy work after the workshop. Alternatively, Steps 4 and 5 can be combined to save time.
- As far as possible, ensure that all the participants understand each step correctly before moving to the next.
- Monitor the small groups closely, to ensure they have understood the activity. If there are enough facilitators, it is ideal if one facilitator takes responsibility for monitoring one group through the whole planning process.
- Make sure each group displays the results of each step somewhere visible in the room. Keep the work of each group together.
- There is usually not enough time in a workshop for each group to present their work for each step – so ‘gallery walk’ or ‘market place’ presentations and whole group discussions are suggested at three points during the eight steps.

#### **4.1.3 Preliminary steps: Instructions Time 1 Hour**

**Objective:** By the end of this session participants will be able to select an appropriate advocacy issue or problem.

- It is important to think carefully about an issue before planning advocacy work. Steps 1 and 2 help this process.
- It is necessary to consider the different issues that could be worked with, and to select ones that are realistic and which will benefit from advocacy.
- Discuss the objective of this section
- It is important to define the selected problem or issue clearly.
- If possible, make sure that the people affected by the issue are involved in defining the issue and planning the process from the beginning. They will have expert knowledge of the situation, and will add strength and legitimacy to the advocacy. ‘Effective Representation (legitimacy)’ at the end of this section). For example, this involvement can be facilitated through drama (see Advocacy in Action Card 6, ‘Communicating through drama’).

**Note:**

- If participants choose an issue that directly affects a group of people not represented at the workshop, it will of course be necessary to repeat the planning process after the workshop, with the involvement of the people directly affected. Because of this, the emphasis of the workshop should be on participants learning the advocacy planning process, rather than developing a real plan of action.

**Facilitators’ notes**

- Encourage the groups to select issues that are real or ‘live’ as this will make the planning process more relevant and interesting.
- Make sure that each group chooses an issue or problem that relates to the level they have been allocated (local, national or international) and that they can address together as a group. Refer back to Handout 2 on ‘Levels of Advocacy’, at the end of Section 1.
- Make sure the local group has chosen an issue or problem relevant to an existing place (i.e., to a real village, district, province, etc.) so that it is a genuinely local issue.
- Make sure that the participants are aware that after the workshop they should not be limited by their allocated level of advocacy or the opinions of others in the group. After the workshop they will be able to apply the steps to suit the opinions and needs of their own organisation, a coalition of allies they choose, and those affected by the problem or issue.
- If participants have difficulties in choosing one issue, suggest that they consider other factors – for example, the priorities, resources and situation of their organisations – to help them in deciding.

*i. Identifying the problems and the policy issues*

ESAFF should aim at answering what is the problem or policy issue to be addressed? Why is it important and to whom? This may have been highlighted through research, expressed as a demand by grassroots farmers. Does this policy or problem have a policy dimension? What current policies reinforce the problem? What changes in policies could lead to improvement? Who is responsible for those policies?

*ii. Defining the advocacy goal*

It can be helpful, at the preliminary stage, to define the goal of the proposed advocacy initiative. What positive change can be expected to result if the initiative is successful? Is the initiative intended to improve policy, to promote dialogue, or to strengthen voice and influence? Or will it contribute to all of these things? Or to broader development goals? Who will be the primary beneficiaries of the initiative?

*iii. Consulting and building relationships*

Building relationships is intrinsic to ESAFF's successful advocacy effort and should also commence at an early stage. Before engaging in detailed policy analysis and planning it can be important to consult with other organisations, especially those which share similar goals and interests. Has any similar initiative been tried before? If so, what were the results? Is anything similar being considered or planned? Are there opportunities to build a partnership-based approach from the outset?

*iv. Establishing credibility as an advocate*

The credibility of ESAFF, its partnership or coalition in advocating change is likely to be a key factor in its success. Does ESAFF have a mandate to speak on behalf of the SSFs who are expected to benefit? Does it have specialist expertise? Does ESAFF have influence with decision makers? What could be done to strengthen the credibility of the initiative – for example, further research and consultation, better alliances? These are the questions ESAFF and its members should address in its advocacy work.

#### **4.1.4 Analyzing the policy environment**

*i. Identifying relevant policies, laws and regulations*

Having decided, in principle, to consider advocacy as a strategy to achieve pro-small scale farmer policies and having undertaken some preliminary work to define the advocacy goals, the next stage involves closer analysis of the policy environment, starting with an audit of the relevant policies and political institutions. What policies are already in place (for example, Seed laws, the SADC RAP, Maputo Declaration, CAADP processes)? How are these reflected, or not, in current laws and regulations? It is important also to be aware of relevant international treaty obligations, laws and standards.

*ii. Mapping relations of power and decision making*

ESAFF should consider where policy decisions are taken and who has influence over them? For example, is the focus on government policy and, if so, which ministries and departments are responsible? What other ministries have an interest in the impact of the current or proposed policies, for example, seed rights, GMOs, rural development, food security, access to markets, infrastructural development, climate change etc? Are there other public bodies with relevant influence or responsibility, such as Agricultural Parliamentarian Portfolio Committees, SADC, COMESA, EAC and AU departments on Agriculture? What about the legislature or parliament – are there interest groups in the policy area? Can support be usefully mobilised across different political parties? Who else has influence over the key political decision makers?

### *iii. Considering the options for policy change*

Would a change in policy alone be sufficient to achieve the advocacy goal ESAFF has set? Or might the proposed policy change also require legal and/or regulatory change? What about the economic impact — are there taxation or public spending implications that should be taken into account? Are there alternative approaches to be considered? Could the goals be achieved incrementally or do they require a fundamental change in policy? What policy options are most likely to attract support, or generate opposition?

### **4.1.5 Developing the strategy**

#### *i. Focusing on the goal and objectives*

In developing the strategy, and in the light of more systematic analysis of the policy environment, it is advisable for ESAFF to return to the advocacy goal and to set specific and realistic objectives that can be achieved within a reasonable, defined timeframe. It should be possible at the end of such a period for ESAFF to say whether or not they were achieved. If the goal is ambitious it may be necessary for ESAFF to set more limited and incremental objectives — for example, raising awareness, commitments of support, forming linkages projects — that can contribute to achieving the goal over a longer timeframe.

#### *ii. Identifying the target audiences*

It is useful for ESAFF to distinguish between primary and secondary audiences. The primary target audiences are the institutions, and the individuals within them, who have authority to make the policy decisions that are sought. These are generally determined by the policy goal and objectives. The secondary audiences are those who are best placed to influence the decision makers. These may include politicians, public servants, the media, development agencies, influential NGOs and so on.

#### *iii. Identifying allies and opponents*

It is important for ESAFF to identify both the potential allies and the likely opponents. What other organisations share similar goals and concerns? Would they support the initiative, be open to partnership or to joining a broader coalition? Are there already coalitions in place? What risks might there be in alliance or coalition building? What groups or organisations might feel threatened by the proposals? Could this coalesce into organised opposition? What can be done to reduce the risk of opposition?

#### *iv. Selecting the advocacy approach*

ESAFF should identify what advocacy strategies that are most likely to influence the target audiences? Will it be effective to work through dialogue and negotiation with policy makers? What is the likely impact of public pressure — can it be expected to lead to a positive response or to resistance? What sort of treatment can be expected from the media: supportive, hostile, or indifferent? Are there incremental strategies that might be more likely to achieve results? Through what mechanisms might competing interests be brokered?

#### *v. Identifying the key messages*

In relation to the goal and objectives, ESAFF should identify which messages that are likely to be persuasive with the primary audience? What about the secondary audience — are different messages needed for different audiences? If the approach taken is public or based on a broad coalition, what key messages are likely to mobilise the broadest support, gain traction in the media, or have a viral effect, with the audience itself acting as a multiplier?

### **4.1.6 Framing the plan**

#### *i. Preparing a plan of action*

ESAFF should realize that effective advocacy requires good organisational planning. Having defined the goal, objectives and strategic approach, it is important for ESAFF to be systematic in mapping out the actions to be taken to achieve results, including timelines and milestones. This is best brought together in a logical framework including measurable progress indicators.

### *ii. Budgeting and identifying resources*

Cost considerations are likely to influence the approach to be taken. Policy monitoring and dialogue, for example, may be achieved with just limited staff or volunteer time and the means to publicise the results. A media-oriented advocacy campaign might require substantial publicity costs from the outset: preparing news releases and placing stories, commissioning photographs or a video, designing posters and other campaign materials. A capacity-building project or a demonstrator project might require significant investment in equipment and training. Funds and other resources will need to be sufficient to sustain the project for its duration.

### *iii. Risk assessment*

ESAFF should be able to know what are the main risks to successful project implementation. Risk analysis involves assessing the impact of each particular risk and the likelihood of it happening. It is useful to rate both impact and likelihood (e.g., low, medium, high). How can the high and medium risks be managed to reduce their impact and/or likelihood? Particular attention needs to be paid to any risk of harm to individuals. In many countries, SSFs have been harassed either by governments, private enterprise and even the bigger farmer led organizations in the course of their work. Might the planned advocacy provoke state repression? Are there non-state actors that pose physical dangers?

#### **4.1.7 Implementation**

**Objective:** By the end of the session participants will be able to identify and prioritise targets (influential individuals, groups or institutions) for advocacy action. There are two parts to this step: selecting appropriate advocacy activities, and making a detailed plan for those activities. The work done in first Steps will help greatly in choosing appropriate advocacy activities to achieve your aim. By now, you know what you are trying to achieve, who your targets are, who your allies are, and the resources available.

The ‘Advocacy in Action’ Cards will also help in selecting activities. When identifying activities it is important to consider who will be the beneficiary of the actions and involve them, if possible. For example, it is preferable for a group of SSFs to be supported to meet a senior policy maker, rather than an NGO representative attending the meeting on their behalf. An action plan consists of a specific set of activities with a timeline and shows who is responsible for implementing each activity. The activities are those that are necessary to address the aims and objectives that have been agreed. Thinking strategically is very important at this planning stage. Advocacy activities can often have a greater impact if they are timed to coincide with other actions or events that will help your advocacy work. For example, politicians may or may not be more willing to make bold statements during election times. Consider these factors when deciding on the timing of your activities.

#### **Instructions Timing: 1 hour 30 minutes**

- 1.Explain the objective of the step; introduce the topic and the activity.
- 2.Lead a plenary discussion on action planning for advocacy, with questions like:
  - ? Who should be involved in developing action plans?
  - ? How do you decide which advocacy methods to use?
- 3.Ask the groups to decide which advocacy methods to use. To help them, they should look at the:
  - Venn diagram of advocacy targets they identified

- information they gathered or identified in Step 2
- list of advocacy methods from the ‘How do we advocate?’ session
- resources available.

4. Give them these guideline questions:

- Why does each target support or oppose the advocacy solution?
- How can each target be moved towards supporting the advocacy solution? All these things can guide them in choosing possible advocacy activities for one or more of their advocacy objectives.

5. Divide them into their groups.

6. After they have decided on advocacy methods (activities), provide the participants with a choice:

- to design their own action plan format that can be used to plan advocacy
- to use the format suggested in the completed.

7. Ask the participants to practise developing an action plan, so that they are familiar with the process. They can plan the activities they listed.

8. After they have practised action planning, go straight to a discussion with the whole group, without presentations:

- ? What factors did you consider in planning advocacy work?
- ? Outside this workshop, what needs to be done before writing an action plan?
- ? What factors might require you to change your action plan?

#### **Facilitators’ notes**

- Encourage participants to use their work from Steps 1-6.
- Encourage participants to co-ordinate their advocacy activities.
- Make sure activities are linked very closely to the objectives.
- Encourage the groups to be realistic when they estimate the time and resources needed.
- If a group finds action planning difficult, consider offering the example below as a guide or developing an example action plan together as a whole group.
- Do not worry if participants do not finish planning – it is more important for them to participate in the plenary discussion.
- Make sure that participants understand that action planning requires more time than they have been allowed in the workshop. Give the Handouts if available., ‘How to choose appropriate advocacy methods’, from the end of this section.
- Make sure they include informal as well as formal activities – for example, taking opportunities to speak to targets and allies at meetings and receptions.

#### *i. Getting the message across*

ESAFF and its members should understand that good communications is at the core of effective advocacy. This requires attention to the message, the audience and the means of delivery. The message needs to be clear: it should explain what is being proposed, why it is needed, and what difference it would make. It also needs to be compelling: it should be crafted to the interests and knowledge of the audience. The means of delivery must ensure it is received and heard – whether, for example, a written proposal, face-to-face presentation or public demonstration. It is rare that a single advocacy message will be received and acted upon. The message needs to reinforced, by repetition and through the influence of secondary audiences.

#### *ii. Using the media*

ESAFF and its members should utilize the media – radio, television, press and online media – have a particular role to play in public advocacy initiatives, especially campaign-based approaches. Not all advocacy work uses the media, and a media-based approach carries risks as well as opportunities. The media can bring a mass audience, potentially increasing profile and credibility,

but they can also bring bad publicity and may contribute to mobilising opposition as well as support. Using the media requires planning and skills, including building contacts, knowing the media audience, writing press releases, placing stories, being interviewed, providing visual imagery and organising newsworthy events.

### *iii. Building partnerships and coalitions*

Objective: By the end of the session participants will be able to identify individuals, groups or institutions that can assist in achieving their advocacy objectives. Most advocacy initiatives involve some degree of mobilising public support behind the proposal. What partnerships and alliances are most likely to assist in mobilising broad-based support for ESAFF and its members? What processes can best achieve trust, collective ownership, and effective collaboration? Should the initiative operate as an open coalition and, if so, what mechanisms are needed to enable participation and to assure accountability? Is support needed to build the advocacy capacity of partner organisations? Media and the internet can also be used to recruit and mobilise broad-based public support.

### *iv. Employing tactics and negotiation*

ESAFF and its members should realize that advocacy is rarely a one-way communications process. Some advocacy work is more reactive than proactive towards policy makers, or is explicitly dialogical. In any case, policy and decision makers may well respond to advocacy proposals with their own questions or alternative proposals. Other interested parties may launch strategies to counter the proposals being made. It may become necessary to modify the proposals to achieve results. What alternatives might be considered? What counter proposals can be expected? What is non-negotiable and what could be up for discussion? These are questions ESAFF should expect in its advocacy work.

### *v. Monitoring and evaluation*

ESAFF and its members should understand that throughout the implementation phase it is important to monitor the process, the results and the policy context. Mechanisms are needed to track activities such as meetings and communications and to monitor results such as media coverage and expressions of public support. Data needs to be maintained on the target audiences: contact details, positions they have taken, offers of assistance and so on. The process and results should be evaluated not only at the end of the planned timeframe but on a regular basis so that adjustments, if needed, can be made to the strategy and plan of action. Advocacy invariably takes place in a dynamic environment, especially when the focus is on agriculture with many stakeholders and interests at play. The policy terrain can change for social, political or economic reasons that are independent of the advocacy initiative underway. The ability to react quickly and flexibly, to spot windows of opportunity, and to anticipate new challenges requires close monitoring of the policy context and of broader trends.

*Instructions Timing: 1 hour 30 minutes (plus one hour for whole group discussion)*

- Explain the objective of the step and the activity.
- Working with all the participants, ask the following question:
- Is it important to monitor and evaluate in advocacy work? If so, why?
- Ask the groups to write some indicators (descriptions of the evidence required, or definitions of success) that would demonstrate whether their advocacy objective(s) were being met. This can be done by adding a column of indicators for each specific activity in
  - their action plan from Step7, as well as for the objective(s) as a whole. Before participants
  - go to their groups, ask them: How do objectives help us to write impact indicators? *Distribute the Handout 7, Methods of monitoring and evaluating advocacy work*, if available to provide participants with further information.
  - Once this activity is completed, ask the groups to choose some methods for monitoring the indicators for their advocacy work, and write these below their indicators.

- Ask some of the groups to present their work and facilitate a discussion with the entire group of participants. As part of this discussion, ask the participants: Thinking of the case studies, or your own advocacy experience, how do we decide whether our advocacy work has been successful? How do we evaluate it? How can we use the information we collect from monitoring and evaluation?

#### **Facilitators' notes**

- Make sure that participants refer back to their objective(s).
- Encourage participants to use the qualitative and quantitative indicators described in
- Handouts.
- Remind participants that advocacy is about change – how can they show that the desired change has occurred?

#### **Section 5: CAL in Action Cards**

This section aim to ensure that SSFs can improve practical skills used to carry out advocacy work. These action cards address different advocacy method and follow the same format and mostly linked to the planning framework in Section 4.

##### **Card 1: Analyzing and influencing legislation or policies**

Having decided, in principle, to consider advocacy as a strategy to achieve pro-small scale farmer policies and having undertaken some preliminary work to define the advocacy goals, the next stage involves closer analysis of the policy environment, starting with an audit of the relevant policies and political institutions. What policies are already in place (for example, Seed laws, the SADC RAP, Maputo Declaration, CAADP processes)? How are these reflected, or not, in current laws and regulations? It is important also to be aware of relevant international treaty obligations, laws and standards.

##### **Card 2: Preparing a briefing note or position paper**

This will entail ESAFF preparing a briefing or position paper on a problem or issue and then giving an alternative policy that meets SSFs interests. This has to be short maybe within a range of 2-5 pages because policy makers are busy people and have no time to read long papers.

##### **Card 3: Working from inside the system**

One of the most effective steps for influencing change is to work from the inside system- by participating in decision making bodies such the parliaments, parliamentarian committees and consultative meetings. This can be very useful but not easy. There is a danger of being used as 'token' representative. To be effective there is need for ESAFF to find out where decisions are made, make the best opportunities, support the representation and using ESAFF role on decision making bodies as a representative of other groups, members and SSFs.

##### **Card 4: Lobbying or face-to-face meetings**

These are very common and can include face to face interactions through conferences, study tours and project visits, presentations, briefings and debates with influential people who can shape or change policies such as ministers of agriculture, regional economic groupings such as the SADC, COMESA and EAC and legislator (EALA). Farmers will need to establish points of entry to get to now and meet the target, ask for a meeting, invite the target to see the issue or problem themselves, know the target, focus on the message, choose the right messenger, practice and after the meeting, there is need to write to the person who was met thanking them for their attendance.

#### **Card 5: Writing and delivering a presentation**

This involves presenting the organization work at conference or seminar and any other consultative gatherings and the presenter should be fluent in highlighting the problems or issue and then proffering an alternative policy.

#### **Card 6: Persuading through drama**

It is important to be clear about the objective of any drama for advocacy and choose the limited number of messages or themes so that the audience clearly understands which problem or issue is being highlighted and what the suggested solution is. Drama is usually associated with information, education and communication (IEC) more than advocacy. It becomes an advocacy method when:

- The general public has been identified as an indirect target that will go on to influence a direct target.
- Influential people are in the audience such as ministers watching SSFs performance on agro-ecology.

#### **Card 7: Writing and using press release**

A press release or news release is the standard method of distributing a story to the media either by telephone or written document to journalist. Note that in some countries these are paid as advertisements and there is need to write a simple and interesting headline and helps the journalist understand the story immediately.

#### **Card 8: Carrying out a media interview**

A media interview is a conversation between a reporter and a person (maybe farmer leader or SSFs) who has an interesting story that can be used as the basis for publication or broadcast. Although interviews are usually used by NGOs for education and awareness raising work, interviews can be used for advocacy work. Media interviews include press, radio and TV and the press interview tend to be more relaxed than radio and TV interviews because after making a story, a person can answer again.

#### **Card 9: Preparing a press conference**

The aim of a press conference is to gain media coverage for an issue. This can be used by SSFs to get journalist and ask questions and usually includes statements by up to a three speakers followed by questions from journalists. The message can be carried by a farmer leader, a member of staff, a beneficiary, an expert in the field of intervention, a celebrity or a neutral narrator from the media.

### **Section 6: Mainstreaming CAL to ESAFF Work**

This section will help ESAFF in mainstreaming CAL work as a network and be effective in influencing agricultural policies within the ESA region. Advocacy, campaigning and lobbying are important in the work of ESAFF because they have potential to empower small scale farmers and ESAFF members to positively influence decisions on agricultural production, distribution and marketing. Without exercising such influence, the concerns, aspirations and resources of small scale farmers with interest in ecological sustainability, poverty alleviation and economic development might continue to be marginalised. CAL enables ESAFF to focus on the strategic and policy processes, which have more lasting effects than the everyday practices. In broad terms, the value of CAL includes:

- Encouraging democratic processes by consulting and involving citizens in making policies that affect them;
- Defending communities and programmes from adverse policies;
- Making programme impacts more lasting;
- Creating bigger impact than is possible with implementing projects and programmes under non-supporting political and policy environments; and
- Achieving more widespread and sustainable change.

## **6.1 How to implement CAL in ESAFF work**

For ESAFF to start implementing CAL work there is need for ESAFF to start preparing the following road map in implementing the CAL manual and training tool kit:

### ***1. Sharing of the Manual with other Network Members***

ESAFF is proposing a one day workshop with other partners and CAL officers from MVIWATA, GRET, ESAFF Uganda and ESAFF Rwanda to share the CAL manual and tool kit that was developed by the consultant to get their feedback. These members will be part of the training task force members.

### ***2. Design and Methodology***

During this workshop, ESAFF and other CAL officers will design a methodology on how to implement the manual and the training tool kit that will be developed at the workshop.

### ***3. Prepare the Training tool kit***

During this one day workshop, ESAFF and CAL members will develop a CAL training guide from the manual that will be shared with the country members.

### ***4. Design of Training Modules***

ESAFF and other CAL officers will develop training modules from the manual and these modules will be used in the various network members.

### ***5. Testing of the Manual and Training tool kit***

ESAFF and its network will test the effectiveness of the manual and training guide in empowering ESAFF leaders and its country members on advocacy issues.

### ***6. Implementation of the Manual and tool kit***

ESAFF and other members will design the implementation strategy and time frame for the manual and training tool kit.

### ***7. Monitoring and Evaluation***

ESAFF and other members will devise a way of monitoring and evaluating the effectiveness of the manual and tool kit in empowering farmer leaders and their national SSF members.

### ***8. Reviewing the manual and training kit***

After the M&E, ESAFF and its members will devise mechanisms of reviewing the manual and tool kit so as to address any discrepancies and improve the manual and kit for future use.

### ***9. Implementation of the CAL process at the country levels***

After the training process of farmer leaders, they will spearhead the trainings at the countries and also start engaging policy makers.

## **6.2 Who to engage: Identifying alliances and target groups**

These are the groups which ESAFF and its members will seek to work with and target as agencies of the organisations' CAL work. Below is a table of the groups ESAFF can identify.

Category	Target Institutions/Organisations	Responsibility	Impact	Reason for attitude	Responsibility within ESAFF
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RECs	SADC, COMESA, EAC (EALA), ACTSA, AU	Crop and livestock production Seed harmonization CAADP Processes Maputo Declaration	Strongly positive	Food security Political stability	ESAFF Leaders Regional Office Country members
Local and district Governments	Ministry of Agriculture	Crop and livestock production	Strongly positive	Increase food and fodder production	Country members
	Ministry of Finance	Financing Agriculture	Strongly positive	Food security	Country members
	Ministry of Irrigation and Rural Infrastructure Development	Infrastructure development	Tentatively negative	Interested in providing the service but lacks funds	Country members
	Provincial and district authorities	Ensuring local food availability	Positive	Increase local food security; and Increase local investment	Country members District members
CSOs	ACB, SADC-CNGO, SACAU, PELUM, LVC etc	Protection of indigenous seed GMOs Climate Change Food security and sovereignty	Strongly positive	Interested by advocacy limited	ESAFF leaders, Regional office Country members
Private sector	Retailers	Sale of food in towns and local business centres	Negative	Foresee loss of food business and profits	
	Suppliers of agricultural inputs and technologies	Provision of seed, tools and equipment	Positive	See a potential for increase in the sale of their products	ESAFF members SSFs

## Section 7: CAL work in Agriculture Policy Analysis

### 7.1 Identifying Agricultural Policies: Objectives, Methodologies and Level of Interventions of Agricultural Policies, conditions for success and consistency

This process involves analyzing methodologies that can give good results to farmers such as the coherence methodology. This phase involves the implementation of the ESAFF CAL work in agricultural policy making in the EAC in a coherent manner. The EAC are at the first stages of developing an Agricultural Policy such as the SADC region thus the need to constantly make sure that SSFs will participate in shaping these policies.

#### 7.1.1 General Objectives

The objective of implementing CAL work in agricultural policy making will include some of the following issues ESAFF has been working on:

- To expand and protect the rights of SSFs that ESAFF works with.
- To influence agricultural policies in the ESA region such as the CAADP processes and SADC RAP policy
- To support, change or decline certain policies such as SSFs the new seed harmonization rules in the ESA and issues to do with GMOs
- To convince policy makers abide to their obligations such as the Maputo Declaration on 10% budget allocation to agriculture,

- To ensure that regional governments and economic groupings are accountable to their actions

### **7.1.2 General Intervention Modalities and Participation using CAL**

ESAFF can participate in the policy making processes by participating at the following levels:

- local level working local councilors, MPs, extension levels, NGOs and research institutions,
- district and provincial levels working with administrators
- National Level working with the legislative assemblies, cabinet and even approaching the presidents especially towards election, official opening of parliaments and budget presentations with other FOs.
- Participating in decision making bodies such the parliaments, parliamentarian committees and consultative meetings.
- At regional levels by participating in regional economic groupings such as the SADC, COMESA and EAC and legislator (EALA) processes. This has to be also in alliance with other regional farmer organizations and NGOs.
- At international levels engaging FAO, WTO, EU and other international NGOs in collaboration with international NGOs to seek solidarity.

### **7.1.4 Levels of Intervention and Conditions for Success and the question of policy consistency**

ESAFF can participate in policy making in the production and marketing as follows:

- During the “upstream” in production to shape prices of inputs, sustainable agricultural practices, access to cheap finance, provision of indigenous seeds and establishing of seed banks by governments etc.
- During the “downstream” in production that lead to appreciation of small scale farmers’ produce
- During the "downstream" of production in the marketing, processing, distribution, or the entire industry

## **7.2 The State of Agricultural Policies in East Africa Community**

The policy making in the EAC are still at initial planning stages and this gives an opportunity for ESAFF and its network with an opportunity to participate in shaping this regional policy. Despite the regional group not having an agricultural policy, each member state has got its own agricultural policies ranging from Seed Harmonization, GMOs and budget allocations thus ESAFF and its members need to start engaging their respective governments.

## **7.3 Support to SSFs**

ESAFF and its membership need to start engaging their governments and the regional parliament (EALA) to increase support given to SSFs in terms of protection of indigenous seed, abandoning of GMOs that have not yet been tested adequately, Seed harmonization laws that lead to establishment of seed banks for local seed, access to cheap finance, infrastructural development, access to markets and research.

## **7.4 Principles of agricultural policy analysis**

There are four principles and these include the coherent methodology, principles to be applied, quality of expertise to be included and the participatory nature of the agricultural policy, the monitoring during implementation phase.

## **7.5 Important steps in Analyzing an Agriculture Policy**

The following are some of the steps ESAFF and its members can use in analyzing agricultural policies:

- Step 1: Initial policy diagnosis and introspect n trying to understand the components of the policy
- Step 2: Problem identification and analysis of the issue or policy affecting SSFs
- Step 3: Specific objective formulation of intervention
- Step 4: Inventing or putting in place measures for public intervention and in this case SSFs
- Step 5: Revision of the intervention with regards to implementation with regards practicality and feasibility

- Step 6: Identifying other instances that can be used after revision of policy after monitoring and evaluation of the policy

## **Section 8: Tools to use in CAL planning and implementation processes: Developing Advocacy Skills to be Used**

### **8.1 Tools used for analysing issues and stakeholders**

Several tools are used for analysing issues that come from both primary and secondary research. In this tool kit ESAFF discuss three, namely PESTLE; RAPID framework and problem analysis framework. The selection of the tool or tools to use depends on the nature of the challenge or opportunity that you are looking at. Sometimes it is necessary to use more than one tool to analyse issues that emerge from research.

- a. **PESTLE analysis:** This stands for Political, Economic, Sociological, Technological, Legal, and Environmental. Political information covers government, and government bodies, the legislature (policies) and the judiciary, as well as relevant pressure groups. Economic aspects include national income, debts, income distribution, national budget, private sector, markets and access to them, infrastructure and associated relationships. Sociological information includes population, gender, health, education, employment rates, land ownership, control and distribution, and media. Technological data is concerned with Information and Communication Technology (ICT), agricultural research and innovation, and relevant tools and techniques. Legal information pertains to legal provisions that have a bearing on your CAL work. Environmental information includes natural resources, climate and climate change, agriculture, livestock, forestry and fisheries. PESTEL analysis is most appropriate when examining the external environment and trends that have a bearing on the issues that you work on. It also tends to reveal both opportunities and threats.
- b. **RAPID analysis:** This stands for Research and Policy in Development, a team that developed the tool for the ODI. The tools helps your to reveal the policy and political factors that shape a CAL issue as well as the issue's stakeholders and policy actors. This means that the framework helps one to see the power relationships, and the decision-making processes. Below is a table (Table 2) that lists some of the key questions that are asked based on the RAPID analysis framework:

**Table 2: The RAPID framework**

<b>Aspect</b>	<b>Key questions</b>
External environment	Who are the main international players in the policy process? Who influences them? What are their priorities and policy agendas? What are their research processes and priorities (where do they get their information from)? What external shocks and trends have a bearing on relevant policy processes in our sphere of influence?
Political context	Who are the key policy actors and makers in our geographical and thematic field of work? Who shapes the aims and outputs of relevant policies? What are the relevant policy making frameworks, structures, processes and associated opportunities for our input? What social, economic and political structures and interest shape the spaces for policy influence? What major assumptions and sources of knowledge influence policy making and to what extent are decisions routine, incremental, fundamental or emergent?
Links	Who are the key stakeholders? Who are the suppliers of knowledge (experts) used for making decisions? What are the linkages between stakeholders and experts?

	<p>Which individuals and organisations hold significant power to influence policy?</p> <p>What intermediaries exist between research and policy and how are these being utilised?</p> <p>How are the suppliers of knowledge and policy makers linked to the poor?</p>
Evidence/Research	<p>What thinking and theories are influencing the way in which research and evidence generation is done by those who supply information for policy making?</p> <p>Is enough evidence being generated before policy decisions are made?</p> <p>What type of evidence tends to convince policy makers and how is such evidence presented?</p> <p>Who tends to gather evidence that is listened to by policy makers?</p> <p>What kind of evidence have policy makers tended to ignore and why?</p>

- c. *Problem analysis framework:* This approach's major strength lies in the deepening of analyses of challenges and issues identified in the research. The issue is analysed for sub-issues, and for each sub-issue underlying causes and effects are identified. The question why is used in order to reveal the underlying causes on one hand. More importantly, CAL solutions are then developed based on a deeper understanding of the issue. The table below (Table 3) shows the problem analysis framework and gives one example of an issue that was analysed for sub-issues. The table also illustrates how one of the sub-issues might be analysed based on practical realities that are being faced on some of the ESAFF member countries:
- d. *Organisational analysis (based on a given issue):* As part of identifying allies and adversaries, you may wish to conduct organisational analysis. The table below (Table 4) shows how different organisations might view your argument for the development of an irrigation scheme in a particular area.

#### 8.I.I Criteria for selecting issues to work on

**Objective:** By the end of the session participants will be able to write an aim and objectives for their advocacy work. Inevitably there will be many relevant issues affecting small scale farmers in your area of concern at any point in time and you are unlikely to be able to tackle all of them at the same time. You will need to choose strategic issues. Below are some guidelines for choosing them:

- a. Change will result in real improvements in people's (small scale farmers) lives;
- b. Opportunities exist to do something about the issue;
- c. The issue is widely and deeply felt among your beneficiaries and stakeholders;
- d. The issue lies in your vision, mission and goals;
- e. You have or can afford or can mobilise the necessary expertise and experience;
- f. Overcoming the challenge will enhance the impact of your work;
- g. Help demonstrate linkages between local, sub-national, national and regional matters;
- h. Can help understand and use people's (small scale farmers) democratic rights; and
- i. Whether your organisation can handle or accept potential risks from tackling the issue.

It is important to have a clear vision of what we want to achieve. This can help us to decide what changes are necessary to reach a solution that will solve (or at least improve) the issue or problem we have identified. Planning advocacy work is similar to planning other activities — it is easier to plan appropriate activities if we first identify aims and objectives. ESAFF need to understand the difference between an aim, objectives and activities:

Aim: the long-term result that you are seeking

Objective: a short-term target that contributes towards achieving the long-term aim; objectives describe the 'outcome' (end result) of activities.

Without a clear aim and objectives, it is very difficult to evaluate our work. Unless you know your destination, you cannot know if you have arrived. Objectives should be ‘SMART’:

- Specific – for example in stating what will be done
- Measurable – for example to allow monitoring and evaluation
- Appropriate – for example for your vision, mission and aim
- Realistic – for example in relation to your potential capacity and experience
- Time-bound – for example in relation to when the work will be done.

***Instructions Timing: 45 minutes***

1. Explain the objective of this step, introduce the topic and the activity.
2. Ask the groups to write the advocacy solution they chose in the previous step as their advocacy aim.
3. Next, ask the groups to write detailed objective(s) for their advocacy work which describe how they will achieve their overall aim. Give the following guidelines for writing advocacy objective(s):
  - a. include the policy, practice or law that they want to change
  - b. include the influential individual, group or institution they are targeting
  - c. write SMART objectives.

When all the groups have written their aim and objectives, ask them to exchange their aim and objectives with another group. Ask the groups to review the aim and objectives using the guidelines in Instruction and give feedback. Ask each group to finalise their aim and objective(s), including the recommendations from the other groups if appropriate.

**Facilitators’ notes**

- ! There are many definitions of aims, objectives and activities. Try not to engage in a debate about this – instead focus on the groups developing objectives which are as SMART as possible.
- ! Explain that although an ‘activity’ has been defined during this step, they will identify their specific advocacy activities during when implementing, when further important information has been gathered and decisions made.
- ! Encourage participants to use their work from Steps 1 and 2.
- ! The process of discussing objectives is as useful as the final wording.
- ! The guidelines in Instruction 2 are intended to remind participants that advocacy is more than informing and educating – it is also influencing and changing.
- ! SMART can be introduced as a check-list to review their objectives.
- ! If participants have problems in writing objectives, ask them to complete this sentence: ‘If we want to achieve our aim [write aim here], we will need to...’ ! Explain to the participants that advocacy aims can be achieved by objectives and activities which are not themselves advocacy – this is a common cause of confusion between advocacy, awareness-raising, IEC, etc. For example, an organisation can advocate for the implementation of a good agricultural policies. To achieve this aim, it may do direct negotiation and lobbying with the central government and/or local government upto national governments. It might also do general education work with farmers by the problem or issue, to ensure that they are aware of the policy and have enough information to also advocate for themselves. Both these activities help to achieve the overall aim, but the second activity is not advocacy – it is education for others to carry out advocacy work. Make sure that participants understand this difference.
- ! The groups will not have had enough time to gather information on their issue, therefore they may identify information-gathering tasks as objectives. Explain that information gathering is not an advocacy objective. In some cases it could be an advocacy activity, but usually it is part of the advocacy planning and preparation process.
- ! Create a supportive environment for the exchange of feedback. Ensure that the feedback is related to the guidelines raised and not wider issues, such as the groups’ approach to working on their problems or issues.

### **8.1.2 Building internal consensus on issue selection**

Before setting advocacy objectives and conducting the rest of the process discussed below, it is important for those in the organisation to agree on the feasibility of carrying out CAL work to address the issues. The people who should agree are the Board members, farmer leaders, staff and other key stakeholders. If there is no consensus on this, the internal discord is likely to undermine the efforts. An important tool that ESAFF can use for building internal consensus are its CAL Principles, which are described in the box below (Box 4).

#### **Box 4: ESAFF CAL Principles**

ESAFF's CAL principles, which draw on its general guiding principles, accumulated wisdom and good practice by others, are:

- Grounding campaigning, advocacy and lobbying initiatives in the realities of small scale farmers and ESAFF members in eastern and southern Africa, focusing on their voiced concerns, needs, interests and priorities;
- Recognising and tapping on the knowledge, experiences and resources of small scale farmers and ESAFF members;
- Strengthen and expand the CAL capacities of ESAFF farmer leaders at multiple levels of the organisation to ensure that a growing and critical mass of small scale farmers can influence relevant governance processes in the region;
- Building coalitions and alliances with like-minded organisations in order to build leverage and enhance collective and relational agency to bring about the necessary policy and strategic changes;
- Constructive engagement with CAL targets based on mutual respect towards to creation of a better world for small scale farmers and their stakeholders; and
- Persistent search for CAL solutions that are likely to bring about positive, strategic and sustainable agricultural, food security, marketing and trade policy and practice changes.

## **8.2 Tools for Implementing CAL**

### **8.2.1 Implementation Plan Framework**

At the end of this Section participants will be able to implement a planning framework. An implementation plan should have certain elements in order for it to be comprehensive. A framework below (Tables 6) can be used to guide ESAFF in the planning:

**Table 6: An implementation plan framework**

<b>ESAFF Mission Statement:</b> Empowering Small Scale Farmers in Eastern and Southern Africa to influence development policies and promote ecological agriculture through capacity strengthening, research and networking.					
<b>Targets</b>	<b>Activities</b>	<b>Indicators</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Review dates</b>
National Countries RECs such as SADC and EAC	Capacity Building of farmers	No of farmers trained and number of the trainings	2014-16	ESAFF Country members ESAFF Secretariat	2016
	Engaging governments and RECs	Number of meetings of engaging policy makers as well as number of policies that farmers have influenced			

From the implementation plan, ESAFF can draw up an activity plan, which is more detailed. In order to use this approach effectively, ESAFF would need to align the activities with its broad strategies.

### **8.2.2 Timing**

One of the important factors of successful advocacy is correct timing of interventions. Experience shows that the policy making process is divided into four main stages as listed in the table below (Table 8), which also indicate the chances of influence and the visibility of the process to non-decision makers.

### **8.2.2 Setting messages (documents) and audio-visual materials)**

This can be useful as a medium to transmit ESAFF messages and include printed and audio-visual materials: Policy brief, brochure, letters to policy makers, research reports, videos, websites and blogs

### **8.2.3 Tools for evaluating CAL work**

CAL strategy	What to evaluate	How to evaluate (methods)
1. Evidence and advice	• Update and use	• Analysis citations; and • Conduct user surveys
	• Influence	• Episode studies, Most Significant Change studies; and RAPID outcome assessment
2. Public campaigns and advocacy	• Audience attitudes and behaviour	• Surveys, Focus Group Discussions and direct responses
	• Media attention	• Media tracking logs, and media assessment
	• Media framing and influence	• Framing analysis, media coverage
3. Lobbying approaches	• Relationships with targets, influence on policy processes and institutions	• Interviewing key informants, and probing influence

## **9.0 Conclusions**

In using this tool kit, it is important to recognise the need to adapt it to each country circumstances, which, even within ESAFF, may vary per each country, from time to time; and from place to place. There may be times when it is prudent to combine certain steps or to skip others. There may be instances when you want to add activities and actions not included in the tool kit. Also treat the tool kit as a living document that gets continuously improved based on the expanding experience each organization. Finally it is important to make it work for you.

#### **Section 10.0 Other Advocacy Resources: Reference Materials**

1. Dr Mutizwa:**A Farmer Leader's Guide to Effective Campaigning, Advocacy and Lobbying: Small scale farmer, policy and practice influence in eastern and southern Africa produced in 2013**
2. Hilary Coulby: **Developing an Advocacy Strategy;** from materials by Civicus and the Central American Advocacy Training Project of WOLA
3. Wisconsin Farm Bureau: **Raise Your Voices for Agriculture: Grassroots Advocacy Guide**
4. Water Aid: **Advocacy Sourcebook; A Guide to advocacy for WSSCC co-coordinators working on the WASH campaign**
5. **Reference: Adapted from a workshop on advocacy, International HIV/AIDS Alliance, Mexico, October 2000.**
6. International HIV/Aids Alliance: **A Facilitators Guide to Participatory Workshops with NGOs/CBOs Responding to HIV/AIDS**
7. International HIV/Aids Alliance: **100 Ways to Energize Groups; Games to Use in Workshops, Meetings and the Community 2001**
8. Conciliation Resources and Saferworld: **Advocacy capacity building: A training toolkit,** Adopted in October 2011
9. Global Header Advocacy Partnership: **Thinking and Speaking in the EPIC Format :The Impact of Powerful Speaking;** Washington DC.