



ADVOCACY TOOLKIT

for small holder farmers in Africa





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This toolkit is YOURS and designed to empower small-scale farmers in Africa with a view to building and strengthening their advocacy skills. We highly encourage you to use and disseminate the content of this toolkit while acknowledging ACORD. Spread the word and feel free to share your feedback and suggestions with us at info@acordinternational.org (your email subject: Advocacy toolkit).

Thank you!

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Overview of the Toolkit

In Africa, the hoe is an extension to the hand of the farmer. It is the tool that farmers use to plough, weed and even harvest. In different parts of Africa, farmers consider their hoes for their livelihood and survival. Survival for most African farmers is considered quite dismal to speak the truth.

The hoe may do its job in sowing the seeds but if the ripe fruit cannot get to market in time because of poor roads, then the hoe is of no use. The hoe may do its job in weeding the garden, but if there are no pesticides to keep away pests, the hoe cannot do much to prevent a poor harvest. The hoe may play its part harvesting a crop, but if there is no market for the crop then it is all a waste of time.

Advocacy is speaking out and demanding what one needs. The farmer needs a tool that can help boost agriculture in his or her village. A tool that can facilitate the improvement of rural infrastructure such as roads and further enable farmers have easy access to both farms inputs and farm outputs. A tool that would give farmers the power to demand and get government support when they need it. Through advocacy, small-scale farmers may obtain the quality of services they require from their government. This advocacy toolkit is written to provide farmers with other tools that will do what the hoe cannot. It is anticipated that it shall be used by a variety of ACORD partners including small-

scale farmers, women farmers, indigenous people, migrants, agricultural and fishery labourers and, pastoralists among others.

ACORD has spent considerable amount of time, talking to several community groups that have carried out successful advocacy initiatives in Africa and this, has helped enrich this toolkit. The principles of this toolkit have been taken out of tried and tested examples of smallholder advocacy related work.

How can the toolkit be used?

This toolkit is designed to be used by any organisation, community or group of farmers with an interest in building the capacity of farmers in advocacy.

The toolkit can be used as a five day training workshop, or alternatively, it can be used as a series over longer periods, for example over five weeks, meeting once every week, covering different bits in each seating – depending on the availability of time, pace of learning, and depth of discussion.

An external facilitator may be used to run the workshop, but this is not a prerequisite.





The group may get a member from within themselves to lead the workshop(s). It is recommended that the leading member should take out sufficient time before the workshop to read and understand how to use the toolkit.

Every section of the toolkit has a few exercises, and it is advised that all exercises are done, especially as the different exercises draw on varied skills, abilities, and competencies for problem solving. Through a series of exercises the toolkit will reveal to the farmers in practical ways how best to get their demands met, through advocacy.

Layout

The sections are laid out in the following way:

Description

An outline of what the section hopes to accomplish

Objectives

This will outline what the trainee farmers will learn if they go through the whole section

Exercises

Exercises are designed to help achieve the learning objective.

Handouts

To be given out after participants have worked on exercises. The use of the handouts is to further explain some of the theory.

Case studies

Case studies will be used to underline key learning points, and will also be used as content for group discussion.

Other material

This may include material such as scenarios or instructions for exercises.

Training Approach

Need to involve local leaders

The involvement of local leaders prior to running the workshop by giving them notice of your intentions, and inviting them over to make a speech at the opening of the workshop, has a strong bearing on how your workshop turns out.

The notice to the local leaders and the



acknowledgement of their role in the community is the equivalent to getting a parent's blessings for a marriage. The marriage can go on, but without the parents' blessings a shadow tends to loom over such a marriage; likewise your workshop can go on, but without involvement of local chiefs, come tensions you could do without. Such tensions often play out in the form of apprehension from your participants, as well as misconception among the community about your intentions. Against such a background the potential for your intervention is stifled by these counter forces. Conversely the involvement of local leadership may propel the outcome of your intervention by providing local leadership support to subsequent advocacy efforts.

So remember to always involve the local leaders.

Steer clear of politics

When talking of advocacy, you are inadvertently talking of failure of government or local government in one respect or another. Care should therefore be taken to stick to the issues and not to let

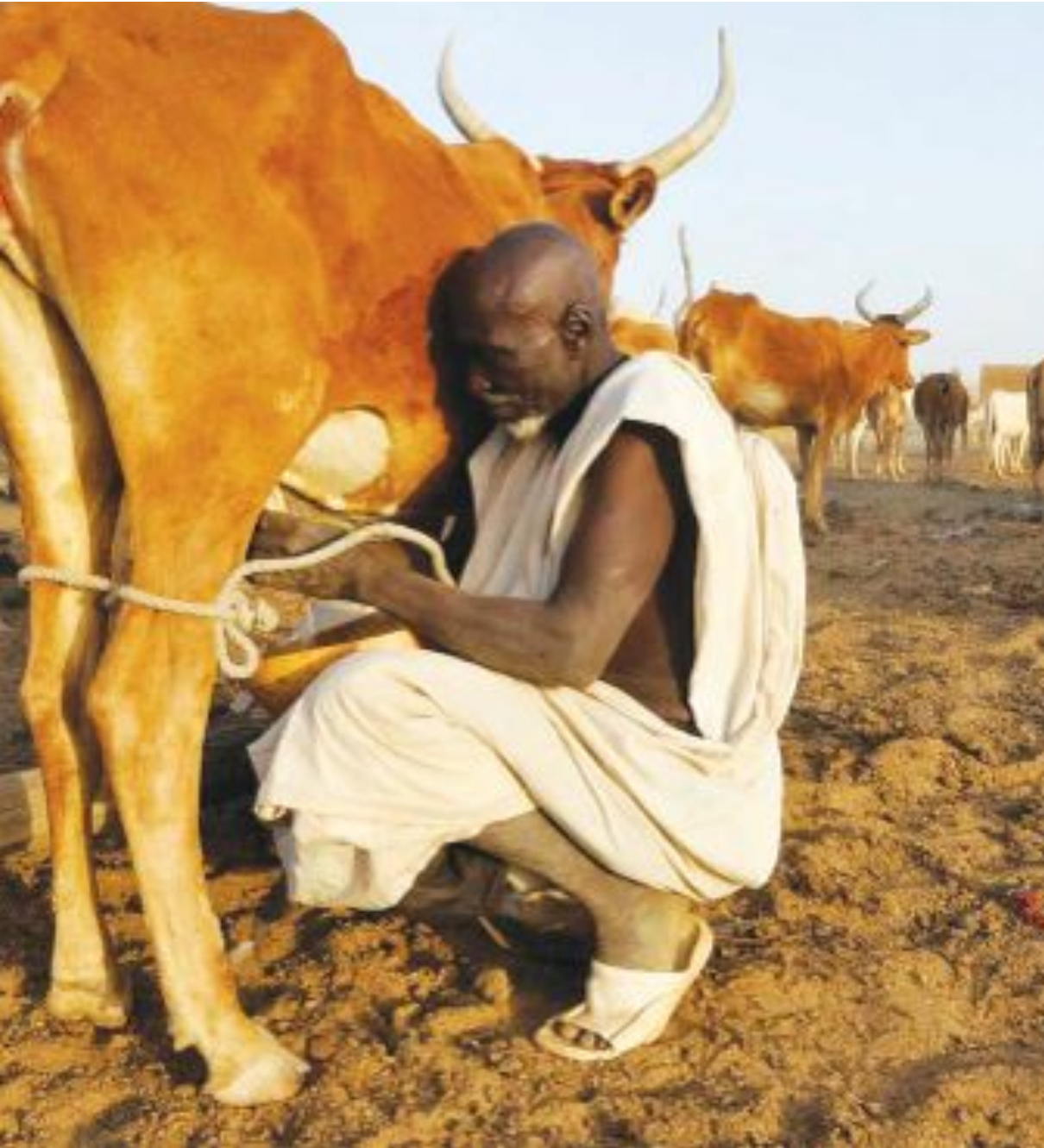
discussions spiral out into political debates. A lack of control of discussion can lead to a workshop being, for example, labelled as an opposition gathering. Any advocacy efforts stemming from such a workshop are bound to have little or no impact as they will be perceived as purely political activities.

Involving the farmers (learn more by doing)

Many workshops are run in a lecture format with the facilitator or trainer placed on a pedestal, passing on information to the participants – who ironically participate in a rather passive mode, simply taking on what is handed down to them. This toolkit is designed to bring the farmers to the fore. The information from which lessons will be drawn should come primarily from the farmers and not the facilitator. This is for the simple reason that learning points are bound to stick better when examples used for purposes of illustration are local.

Active

Bear in mind that the people you are training have an active profession. They are farmers and therefore spend most of their time doing things. A workshop in comparison



has an intellectual aspect and can easily turn out to be passive. It is therefore recommended that wherever possible use an active approach to exercises. Role plays, group discussions, field trips, and any other activity that requires practical application is the preferred approach.

Duration

Do not give too much too soon. You risk overwhelming the farmers with an avalanche of information. Better that they learn little that sticks, than receive a lot that fleets. Four hours a morning for a week is a preferred approach to 8 hours a day for four days.

Time

Agree with the farmers what time suits them for the training, that is when the training should start, and when it should end. Respect their decision.

Language

Although this toolkit is written in English language, it is written in a simple way so that it is easily adopted for use in native African languages. It is recommended that



whenever possible the facilitator/ trainer should use the local tongue of the farmers to run the workshop.

All handouts that use pictures to convey their messages come with a duplicate copy that has no text. This is to enable facilitator add the relevant text to the handout in the local language of the farmers.

Visuals

The cliché goes: one picture says a thousand words. This adage holds true, but perhaps more important is that a picture is a universal language without literacy or language barriers. You will for this reason find that most of the handouts use pictures to convey the message, and use text economically. Due to the economy of text, the facilitator should explain each handout, as s/he gives it to the farmers.

Toolkit design

This toolkit has been designed more to work like a file does, as opposed to being a bound book. This is so as to enable the facilitator add and remove content as s/he goes along. For example the duplicate handouts that only have a picture can be removed and photocopied, allowing the facilitator to add text to them in the local language of the farmers before distributing them. Likewise the facilitator can also add interesting material to the toolkit for example more relevant local examples and case studies.

Part 1

Description: Understanding Advocacy

Advocacy is a word, with a lot of meaning, and while it is only one word in English, when translated into most African languages, there is not a single word for it. In this section, the advocacy toolkit gives a general introduction to advocacy drawing heavily on the farmers own experiences to give definition and meaning to the word advocacy.

Advocacy

Learning objectives

By the end of Section A participants will:

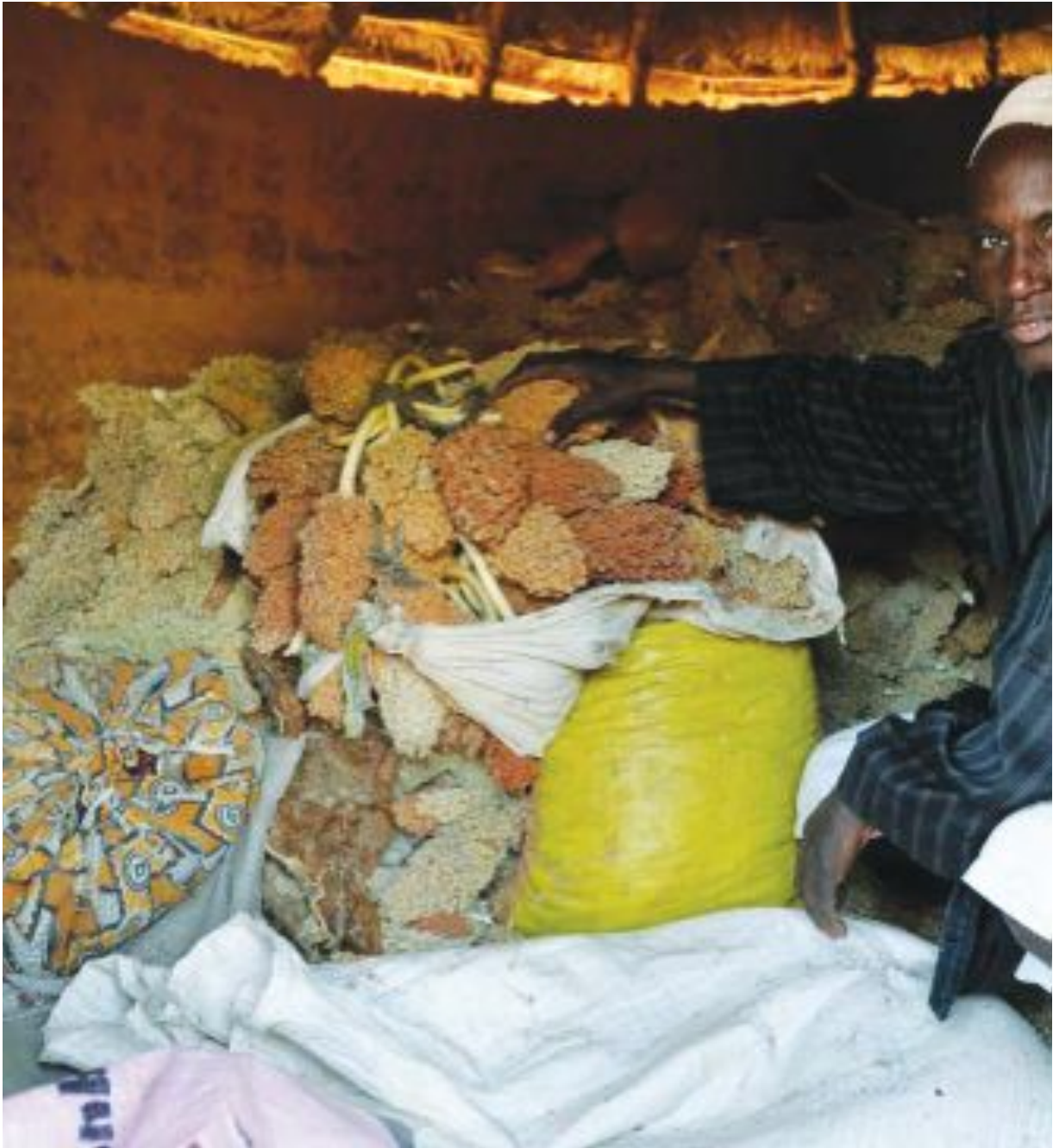
- ★ Have an understanding of what advocacy is, and to be able to clearly express this in their native language.
- ★ Get to know the different context within which advocacy takes place, and the different forms it takes on.
- ★ Identify key problems affecting them as farmers.
- ★ Know the benefits and challenges of advocacy, and learn how to deal with the challenges.

Exercise 1

What is Advocacy?

Aim:

To enable participants have an understanding of what advocacy is, and for them to be able to clearly express its meaning in their local languages.





Methods:

(Storytelling, role plays, small group discussions, presentation etc).

Handouts:

- ✦ Advocacy definitions
- ✦ Advocacy case studies (if possible their own)
- ✦ The three approaches to advocacy

Some farmers in the group will have experiences in advocacy, others will not, and others may have but may not know. This session seeks to draw out from the farmers what they believe advocacy is, and to get them to express what their opinions are on it. This exercise will serve as an eye opener for some farmers who believe they are powerless by realizing they can take an active role in determining their futures through the examples provided by their peers, it will bring to the surface the inhibitions some farmers have towards advocacy and therefore provide the facilitator with an opportunity to have targeted approaches when dealing with challenges to do with advocacy, and it is useful to correct the

common misconceptions farmers may have about advocacy.

Below are the recommended approaches to this exercise:

Storytelling

Ask farmers who have had any experience in advocacy to share their stories with the group. Call one at a time to come to the front to share their story. Offer guidance on how to deliver the story in a succinct way. The farmer can for example answer these questions:

- ✦ What was the advocacy effort about?
- ✦ How was it done?
- ✦ Why was it done in this way?
- ✦ What was the outcome of the advocacy?
- ✦ What lessons did the farmer draw from this experience?
- ✦ It is advised that the facilitator takes notes at this time, as these stories can be used as case studies for later exercises.

Role Play

After the story telling, split the farmers into 3 or 4 groups (depending on your numbers) and ask them do drama skits of the stories they have just heard, acting out the different approaches to advocacy revealed in their examples.

Group work

While one group acts its scenario, ask the other groups (the audience) to identify and note down the key themes from each skit. Ask the group to then come up with statements on their understanding of advocacy. Each group then presents its definition. Work with the farmers to polish their definitions – pin them up.

Key points

There are three types of advocacy: advocacy for, advocacy with, and advocacy by (the affected party).

An approach will merit use based on how effective it is at achieving the set objective, for example a change in policy may require working with members of parliament, while the repair of a road may be achieved

through a demonstration solely conducted by the farmers.

Advocacy is most effective when done by those affected by a situation. All three approaches are often used in many advocacy initiatives

Exercise 2

In which situations does Advocacy take place?

Aim

Farmers will get to appreciate that advocacy takes place all the time in varying situations.

Methods

- ★ Reading out of case studies/ case studies
- ★ Case study discussions
- ★ Handouts
- ★ Advocacy case studies
- ★ Stages of advocacy

The farmers taking part in the workshop will have different notions or preconceptions

about advocacy. Some of these are negative, for example, that advocacy is always confrontational, anti-government, and always takes place on the streets in bouts between the police and protestors; others are half truths for example that advocacy is only done by those in power such as politicians and civil servants in offices behind closed doors; while others may think it is always done by non-governmental organisations at conferences. Through the case studies derived from their own experiences, plus those already provided in the toolkit, these beliefs will be challenged, and the facilitator should help put them right; showing that advocacy takes place all the time in different environments and at different levels.

Approach to exercises

Ask the farmers where advocacy takes place?

Ask them how it takes place?

Note down their answers after which you group up the similar answers.

Highlight the where and how of each group.

Now read out some case studies (use some of their own) and ask the farmers to take note of where and how the advocacy was done in the cases you are reading.

Put the farmers into groups, and ask them to list from the case studies where the advocacy took place, how it took place, and to then have discussions around why the advocacy happened the way it did.

Each group will then assign one of its members to make its presentation.

Key points

Advocacy takes place at all levels of decision making.

Advocacy is needed at all levels because decisions that are made at the top affect those at the bottom, while actions of those at the bottom affect decisions at the top.



Exercise 3

How does/can advocacy help you (small holder farmer)?

Aim

- ★ To stimulate the farmers into thinking about and identifying their main problems.
- ★ To make farmers think of specific and achievable solutions to their peculiar problems.

Methods

- ★ Brainstorming, Group discussions, Role plays

Handouts

- ★ Principles of advocacy

The farmers taking part in a workshop will have different backgrounds, some may be women farmers involved in subsistence agriculture, others may be commercial farmers, while others may be pastoralists. While they all share something in common, they also have a host of different interests. The objective of exercise three is to stimulate

the farmers into thinking about what they can do to have their peculiar interests met. This exercise will also examine their motives in undertaking advocacy.

Approach to exercise

Split the farmers into groups, clustering those with similar occupations together, for example, all women farmers can be clustered together, all commercial farmers together, and all farmers involved in animal husbandry together. Have the different groups brainstorm on the three big problems affecting them, for example, the biggest problems faced by women farmers and commercial farmers.

Of the three problems get each group to agree on what the biggest problem is.

Now get the group to discuss a practical solution to the problem, after which each group presents its solution. The facilitator should make note of all the solutions, and together with the farmers point out which solutions are clearly articulated and achievable, and which are not.

Key Points

- ★ It is crucial at the onset of any advocacy initiative to identify and rally behind a common objective
- ★ Without a clear message, or demand an advocacy effort is doomed from the start.
- ★ When setting goals, farmers should set clear and achievable goals.

Exercise 4

What are your fears, and concerns about advocacy, and how can you deal with them?

What are its benefits?

Aim

To bring out the concerns and inhibitions farmers have towards advocacy so as to address them.

To highlight the benefits of advocacy from the contributions made by the farmers.

Methods

Show of hands and use of flip chart

Discussion groups of two or three with one taking notes

Handouts

Advocacy Concerns and how to deal with them

Benefits of advocacy

Key Points

Advocacy is not always confrontational, and when such a possibility arises there are ways

to work around it, for example by keeping authorities well briefed on your campaign activities and allying with partners that do not face the same threat.

There are always ways to get around the fears and concerns of advocacy, such as a lack of

knowledge, a lack of numbers, and a lack of resources.





Handout One - Your definitions of Advocacy

One

Two

Three

A large writing area consisting of three vertical columns. Each column is bounded by a vertical dotted line. The columns are labeled 'One', 'Two', and 'Three' at the top. Each column contains approximately 20 horizontal dotted lines for writing.



Handout Two

The Three Approaches to Advocacy

Advocacy for

- ✦ Usually done by professionals e.g. NGOs
- ✦ Main objective is usually to change law, policy or practice
- ✦ Usually targets official decision makers
- ✦ The issue is often identified by outsiders
- ✦ Is advantageous because these professionals usually have easy access to decision makers
- ✦ They also usually have good information to use in their advocacy
- ✦ Main problem is that it often stifles any initiatives of local groups to act



Advocacy with

- ★ Done by professionals together with local community
- ★ The objective is to increase access to decision makers by local community; to change law, policy or practice; and to build capacity of local community in advocacy
- ★ The issue is identified by the community
- ★ Planning is done jointly, and resources and actions are shared
- ★ This benefits the local community as it increases access of the people affected to the decision makers
- ★ The capacity of the local community in advocacy is also built
- ★ The disadvantage with this is that the professionals (NGOs) are often in control of the advocacy
- ★ The process also tends to be slower due to the need for consensus between parties



Advocacy By

- ★ This is advocacy done by the local (affected) community
- ★ The main objective is usually to draw attention to the advocacy goal i.e. it is a call of attention to the problem that needs to be addressed
- ★ Issues addressed are identified by community
- ★ The community learns & picks up advocacy skills through involvement
- ★ Ordinary community members realize they have the power to bring about change
- ★ The community works within its means using the only available resources and so such advocacy is usually more sustainable
- ★ The problems with this approach is that it often takes longer before realizing policy change, and it has less resources at its disposal, as well as information, thus putting a limit to its effectiveness.



“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

Margaret Mead, American anthropologist



Handout Three

Principles of advocacy

The issue must be affecting so many people; it must be one that can for example be addressed by enacting a policy or law. The issue may require a change in policy, a review of a policy, or a change in implementation of a policy.

Advocacy does not just make demands; it includes providing a solution to the stated problem. Any advocacy initiative must have clear objectives

The people involved in the advocacy have to know what they have to do to achieve those objectives. Advocacy involves power mapping. Put in simple words this simply means knowing:

- ★ Who has the power to work on an issue
- ★ Who has the power to influence the issue
- ★ Who will support the advocacy
- ★ Who does not support the advocacy
- ★ Who is indifferent to the issue
- ★ The importance of power mapping is it enables the advocates to direct the right message to the right people to realize the right action.

Advocacy messages must be short and precise, and clearly state the problem and required action. When choosing the

tools for sending the message, choose the most effective tools, after evaluating their strengths, weaknesses, the opportunities they present, and the threats they face (SWOT).

Every participant must find a role to play in the process following the principle that each person does what s/he does best.

In regard to resources, avoid the use of blanket statements like the word MONEY; say what you need the money for. This helps in fundraising as some people may not have the required money but may have material support.

Monitoring and Evaluation. In advocacy we achieve and fail every day, time and minute – we do not measure outputs we measure processes. This is for the simple reason that it takes years to achieve some outputs, and therefore if this is the measure of success then people would fill like failures, over and over again and easily give up.

Celebrate every single achievement that takes you to the bigger objective. In the same vain transform every failure into future interventions

Always have facts about the issue:

- ★ Who is affected?
- ★ How is s/he affected?
- ★ What is likely to happen if nothing is done?
- ★ What is the real cost to the affected person? (beyond money)

It is of vital importance to always document and take stock of every activity in the process



Handout Four

Case studies

1. SUB-STANDARD POULTRY HOUSES

Chicken rearing is one of the main activities in Bagezza sub county, which is found in Mubende district of Uganda. The chicken farmers in this district received assistance from their local government by constructing poultry houses for them. However there was a problem and that is the poultry houses were not up to scratch.

To solve the problem the poultry farmers asked for a meeting with officials at the sub country headquarters that were involved in making policy decisions.

As a result of this meeting, the farmers were involved in selecting who would construct their poultry houses. The tender was ultimately awarded to farmers with good experience on poultry house construction, from within their sub county, and the substandard poultry houses were replaced by good poultry houses.

2. ROTTEN POTATOES

Farmers went on a one week protest against seed providers (the chairperson of KAFNA is reluctant to disclose the details of the company until we have met face to face) who were supplying farmers with rotten Irish potatoes to plant.

KAFNA was involved in an advocacy effort, which included the use of media and mobilisation of farmers and local community leaders to bring this practice to an end.

PELUM (Participatory Ecological Land Use Management) provided financial support, Africa 2000 provided workshop facilitators who trained the farmers on advocacy and KAFNA did the mobilisation of the farmers.

The effort took one week, and the sub-country chief and chairperson intervened to stop this negative practice by the seed providers.

3. STARBUCKS' CAMPAIGN

Launched in October 2006, the campaign asked that the coffee giant sign an agreement acknowledging Ethiopia's right to license and distribute its fine coffees. By recognizing Ethiopia's intellectual property rights, Starbucks could give poor farmers a chance to earn a greater share of the profits.

Aware of Starbucks' status as a global brand interested in maintaining its socially responsible reputation, Oxfam used grassroots activism and strategic media to draw attention to the issue. Though initially reluctant, Starbucks entered into serious talks with Ethiopia in May 2006. By June, they had finalized an agreement that could change the coffee industry forever.

"The true victors of this campaign are the 1.5 million coffee farmers in Ethiopia whose lives will improve," said Abera Tola, director of Oxfam America's regional office in Ethiopia. "They have given a glimmer of hope to millions more like them all over the world who deserve recognition for the quality products they generate."

Handout Five

Levels of advocacy

Advocacy for

Advocates have to remember that decisions made at one level affect people at another level. Therefore for advocacy to be effective in bringing about change, it needs to take place at different levels.

For example while it is often the case that decisions made at high levels affect farmers in communities, the farmers have to remember that they can influence decisions made at the top through their actions for example by voting and lobbying decision makers at higher levels.



Handout Six

How to deal with Advocacy Concerns

“Getting involved in advocacy can bring a threat to us, for example, we may suffer from police brutality, closure of our offices, and even end up in prison.”

Make sure before getting involved in an advocacy initiative that you are fully aware of the potential threats. Once this is accessed it helps to cultivate relationships with people in powerful positions who can be of help when the times get tough.

Of equal importance however is that you as an advocate do not forget that in exercising your rights you should not transgress those of another person, or else you will end up locked in jail, and with good reason.

“Advocacy is confrontational”

Not necessarily. Governments and authorities are usually aware that there is a problem and will welcome suggestions on how to solve them.



“We will be shunned by our community and may even lose our friends.”

It is worth preparing oneself for this, because it may indeed happen.

However, it helps to let your community know what your advocacy effort is all about before hand, and that way you may end up actually generating support.

NB. Always respect those in power and provide them with clear explanations on what your advocacy is about. “We are simple

people; we do not know enough about the situation, these things are complex”

Get in touch with people and organisations which are involved in advocacy work similar to what your interests or issues are. You are bound to find that you will gather all the information you need through such contacts.

“But we are just a few people. Can we really make a difference?”



Look around for other people that may be having the same problem and form alliances.

You could also look up organisations that have an interest in your issue and form partnerships with them. You may start small, but you could pull others along and have a solid impact.



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“But won’t it take up our little resources? Surely we need resources to sustain advocacy”

Work within your means, only offer what you can afford. The most valued resource you can offer is your physical participation in the advocacy initiative, and therefore together with the farmers agree to have activities at times when you are not busy on your farms.

“But how soon will we see change?”

Set goals you can achieve, within your means and resources, and follow a phased step by step approach. This is bound to get you further than striving for too much too soon.



Handout Seven

Benefits of advocacy

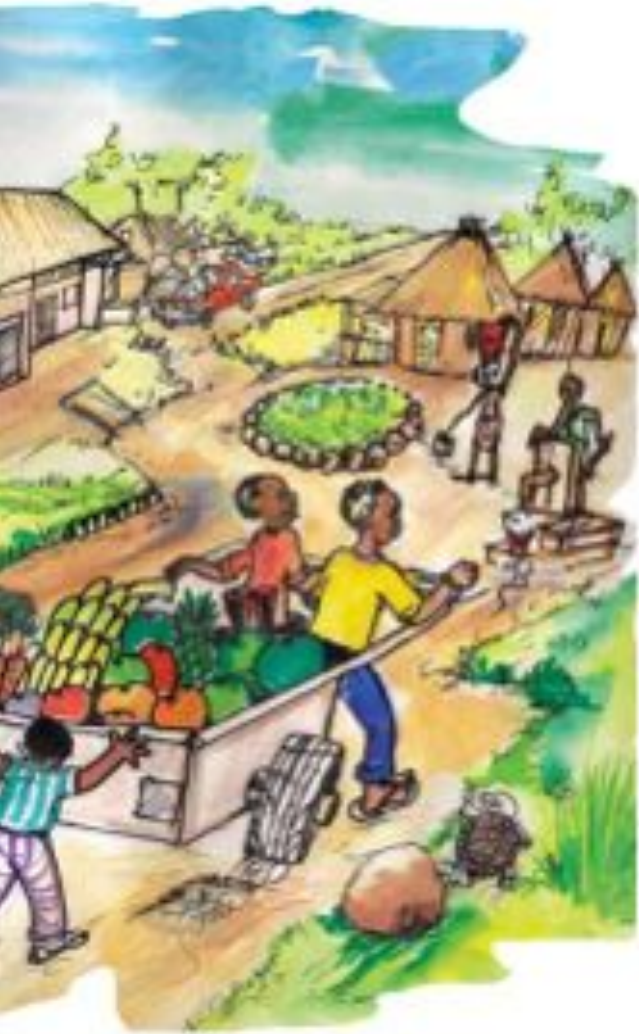
- ★ Helps people see themselves as having the power to bring about change
- ★ Discourages dependency on external assistance or funding
- ★ Tackles root causes of poverty within community
- ★ By mobilising groups of people it builds collective strength
- ★ Focuses on long term solutions
- ★ Supports development in community
- ★ When successful, sets an example that is replicated in community by other groups over different concerns



Part 2

Part II of the advocacy toolkit is about planning the advocacy activity. Here the farmers will be exposed to the phased approach to advocacy, where the activities follow each other in a step by step manner over time. Tools such as the SWOT analysis and stakeholder mapping are also introduced to the farmers in this part, and it is hoped they will be able to apply them in real life situations after the training.

*Practicing
Advocacy*



Exercise 5

What is involved in advocacy?

Aim:

To get participating farmers think through activities in an advocacy cycle, and to visualize what roles they may have to play to achieve their goal.

Methods

Provide farmers with (a) scenarios, (b) group discussions, (c) groups write down answers and present to all farmers

Handouts

- ★ What does advocacy involve?
- ★ The advocacy cycle

Key Points

Ask why, why, why, and get to the root cause of the problem...only then should you move on with your advocacy. Before launching into an advocacy campaign always check your facts

If you are not well informed do your research

Put everybody in the campaign to his/her best use; for example, use a gifted speaker as your voice. Look at your community and identify which resources you can put to use

Educate those that may not be as well informed as you, they may turn out to be your strength or strongest allies

Scenario for Exercise 5 above:

You are a group of 4 farmers in a village far away from the city.

There is a problem that has given the four of you sleepless nights and that is the fear that you may soon lose your farms, farms that your livelihoods totally depend on.

Most farmers in your village, which straddles river Musota, have not heard of this news yet. You are also not so sure if your fears are founded on a rumour circulated through newspapers in the capital city – or if they are founded on fact.

You have heard that the government has contracted a private company from abroad to construct a dam on river Musota. The dam will be at the mpologoma falls which happen to be in your village. According to the story you have heard, the construction of the dam means that the most fertile land along the river banks, where most of the local farms are found will be submerged; and in their place will be a reservoir or a man made lake. The story further states that the mpologoma falls were chosen for this project, not because they are the best suited, but because of grave resistance by the people around Simba falls, against the

construction of a dam at the falls. Simba falls were identified as the best site for the dam construction.

The story concludes...with mpologoma falls far away from town, having people that are perceived as peaceful and meek little or no resistance is expected against the dam construction.

This infuriates the four of you. You know something has to be done. You know the farmers need to be informed. You know that you all need to resist this dam construction which is bound to wreck your lives. So you decide you need to come up with an advocacy campaign against the construction.

Two of you have a decent education, you studied until college. The other two were not so privileged, but of the two that did not go far in school, one has a gifted tongue and a sharp brain.

Right now it's just the four of you involved, and you fear that you are so few there is not much you can do. In addition to this you do not have all the resources you need for example the money needed to get you onto

radio (station 10 miles away) to talk about the problem.

The powerful people you know of are not farmers, and you fear they may not be interested. Some happen to have gone to college with your two colleagues – they are now bankers, NGO workers, civil servants and in such other professions.

Map out a plan on how you will carry out a campaign to halt the dam construction under these circumstances.

Exercise 6 (stakeholder mapping)

Identify the stakeholders in your case studies, and group them in the categories you believe they belong.

Who would you target as allies?

Can you explain why?

Aim:

To get the farmers take part in a stakeholder mapping exercise, for them to have a deeper appreciation of the contexts within which they operate so as to identify who to ally with.

Methods

- ★ Break up the farmers into small groups
- ★ Give each group a case study
- ★ Ask each group to categorize the identified stakeholders in their case study
- ★ Ask farmers to say in question form the information they need to have on these stakeholders

Note

Before the exercise, give the farmers a brief on the categories stakeholders fall under, i.e. those affected by the situation, those responsible for the situation (e.g local government), those concerned about the situation e.g. NGOs, and big players i.e. international bodies such as the UN, or donor agencies.

Handouts

Notes: stakeholder mapping

Other material

Forms to be filled by the farmers

Key Points

Farmers should always know who is for them, and who is against them.

They should be in a position to build alliances and prepare defences against attacks from those against them.



Form for Exercise 6 (Stakeholder Mapping)



Stakeholders

Key questions

Those affected
by situation

Those that are
responsible for
situation

Those concerned
about situation

International
organisations

Which of these would you target as allies?

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Why?

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Exercise 7 (SWOT Analysis)

- a) Identify the strengths, weaknesses, opportunities and threats in the following case studies.
- b) What can you do to build on your strengths, eliminate your weaknesses, exploit your opportunities and minimize your threats?

Aim

To enable the farmers to develop the habit of carrying out a quick self assessment of themselves in any advocacy activity.

Methods

Oral case studies

- ★ Ask farmers with successful advocacy activities that they are proud to have been a part of, to share the stories with the rest of the group. Two success stories could do.
- ★ Ask another two farmers that are ashamed of being associated with a disastrous advocacy activity to share their stories with the class.

- ★ The facilitator then leads the group in identifying the strengths of the success stories, as well as their weaknesses opportunities and threats.
- ★ Note should be made of these on flipchart
- ★ With the successes out of the way, the facilitator then goes through the same exercise together with the farmers, making note of the strengths, weaknesses, opportunities and threats of the failure stories.
- ★ Once this is done, break the farmers into four groups, and let each group deal with one case study. Their task is part B of the question.
- ★ Each group should then present its case.

Handouts

Examples on strengths, weaknesses, opportunities and threats

Other material

Form to be filled by the farmers

Key Points

- ★ Before undertaking an advocacy activity, assess yourselves using the SWOT, and:
- ★ Build on your strengths
- ★ Do all you can to eliminate your weaknesses
- ★ Exploit your opportunities
- ★ Minimize your threats.



Form for exercise 7 (SWOT Analysis)

Strengths

How to build them

Weaknesses

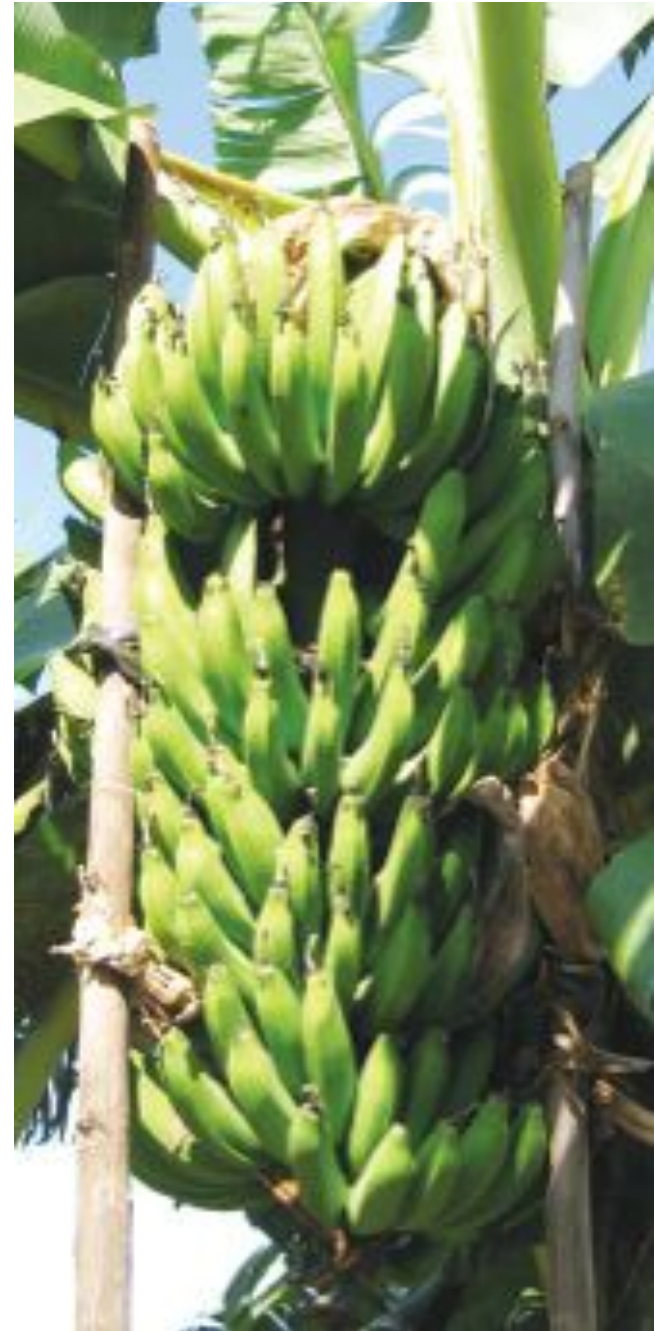
How to overcome them

Opportunities

How to exploit them

Threats

How to minimize them



Handout Eight

What does advocacy involve?



Asking why?

Why have we had a very poor maize harvest?

Because of the weather

Really? Is it the weather? Why have we had a poor harvest?

Because of lack of pesticides

Why do we lack maize pesticide?

Because the company that won the tender to supply our district did not deliver

Why did the company not deliver?

Because it does not have the capacity to supply the whole district

Why then was it awarded the tender to supply the whole district?

Because it belongs to the brother of the district chief

Why has this conflict of interest and nepotism not been addressed by anybody?

Because none of the people on the committee cared, none of them are farmers.

Why are we then doing nothing?

Because nobody has asked all the whys

you've asked, we all blame it on the weather; the truth is farmers are afraid to ask why; maybe they are afraid of the chief

Only after clearly identifying the root cause of the problem are farmers able to see which interventions will be most effective.

Do your Research!

Do you know enough about the issue or are you acting on rumour?

If you have facts, do you have information that can substantiate your facts?

If not have you thought about where, and from whom you can get your facts?

Facts are of most importance in any advocacy effort; acting on facts creates credibility that could translate into pulling more support for your cause and may ignite action; while acting on hearsay destroys credibility and will ground any advocacy campaign to a halt.

So do whatever it takes to ensure you act on facts; facts you can back up.

Educate

Some farmers will have more knowledge on a given issue than others. Always share



your knowledge. Educate those who know less. Take the time out to make sure that collectively as farmers, you are on the same page.

Remember that there is power in numbers, and nobody will rally behind a cause s/he does not fully understand.

Network

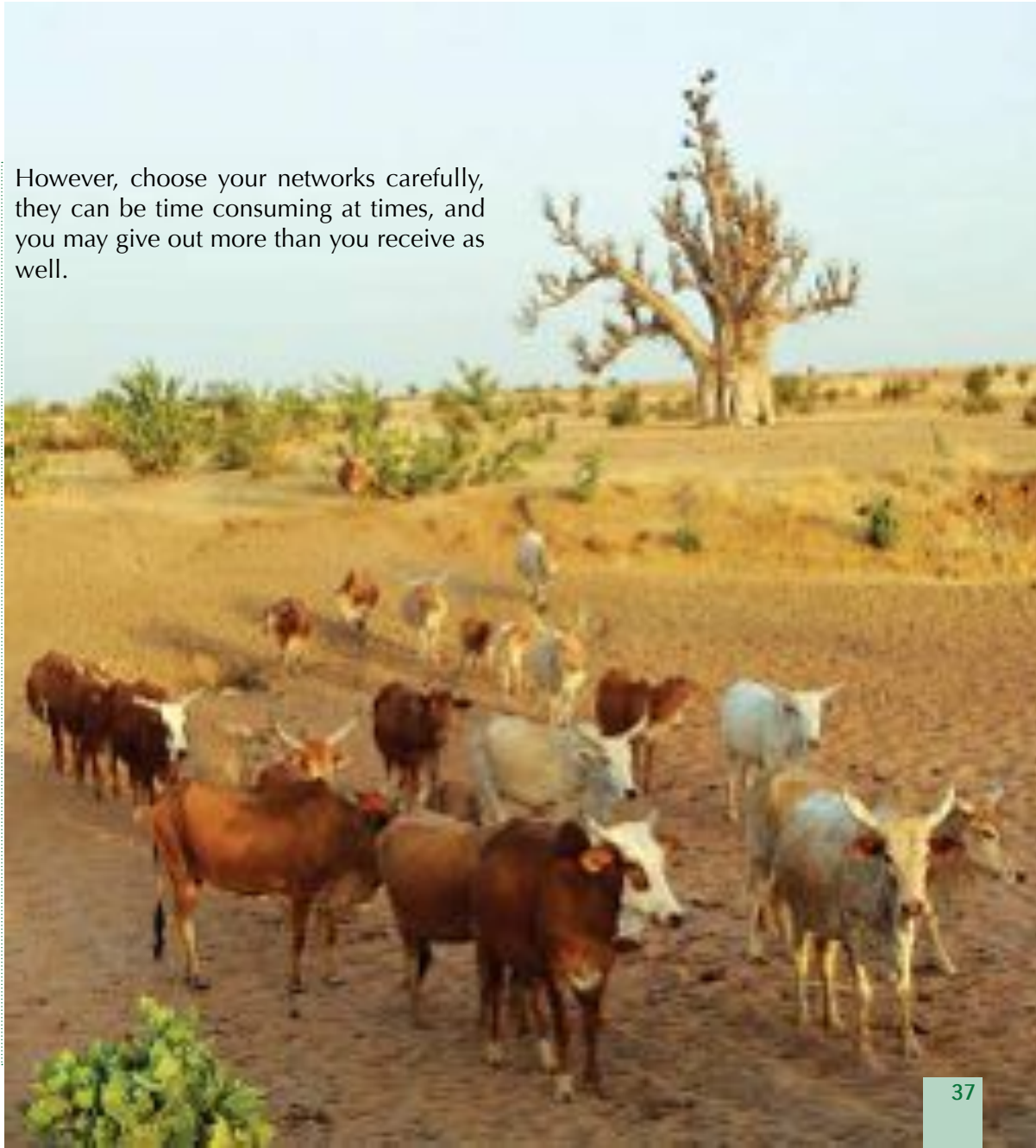
Make contact with people and organisations for the purpose of pooling resources and sharing information.

Networking has the following advantages:

- ★ Through it you can pull different skills and resources together
- ★ You can get information that can help your advocacy
- ★ Networks can help open doors that were hitherto closed
- ★ Easily spread information and can strengthen an advocacy initiative

You can cultivate networks informally through individual relationships or formally through joining or forming a network.

However, choose your networks carefully, they can be time consuming at times, and you may give out more than you receive as well.



Being a voice

Even within a group that is homogenous, such as a group of farmers there is the need to have a voice; a voice that clearly articulates the issues the farmers may have, and what solutions they seek. It helps to have a voice that people can identify with the advocacy effort.

As a group therefore, look amongst yourselves, identify the person that has the qualities that are needed for your voice. That person should have:

- ★ Good oratory skills
- ★ A deep understanding of the issue
- ★ The time to voice your issues in different places and at different fora
- ★ Conviction about the need for change

However take note, that this is only your official voice, but you should also have a collective voice, meaning all farmers should talk about their issue in their different circles.

This collective voice gives lift to the official voice and should always be present.



Handout Nine

The advocacy cycle



Stage	Involvement
Issue Identification	Asking why?
Research and Analysis	Gather information, check and verify information
Planning	Setting the goal, objectives, method of work, success indicators, targets, time lines, and agreeing on who does what
Action	Carry out activities earlier planned
Evaluation	Follow process of each activity and document progress; revise and adopt strategy to suit ground realities



Handout 10

Cocoa farmers

Bundibugyo

The DDT Story

In 2007 the government of Uganda undertook to fight malaria with the use of DDT, using an approach known as IRS, which stands for Indoor Residual Spraying. In 2008 the programme kicked off, starting with the worst hit malaria districts in the country which are found in northern Uganda. These are Apac and Oyam districts, which as a matter of fact are the worst malaria hit places in the world per capita. From the north the spraying was to move to the west and south west of the country – areas of high malaria incidence too. Bundibugyo was one of the places earmarked for this Indoor Residual Spraying of DDT.

However when government gave the people of Bundibugyo notice of the Indoor Residual Spraying of DDT to be conducted, the two companies that buy the Cocoa - OLAM and ESCO, made it clear that they will not buy cocoa that may have been contaminated by DDT.

In March 2008 the local leadership of Bundibugyo wrote to the ministry of health rejecting the use of DDT in their district (see attached story) but their letter was brushed aside. The government would continue with its programme. The local leadership communicated the government response to the farmers, and said that they as leaders had done their bit. If the farmers had a genuine interest in protecting their cocoa market, they had to show it.

It is then that BASO took on the advocacy campaign to stop the use of DDT in their district, urging government to seek for other alternatives. Five members of BASO lead the advocacy campaign, and they were able to bring together 700 farmers in a peaceful demonstration against DDT use in May 2008.

Prior to the protest, BASO approached SATNET (Sustainable Agricultural Trainers Network) to provide them with simple training in how to advocate. BASO also asked SATNET to help them with media coverage.

Funds to run the campaign all came from the farmers, since it was their interest they were protecting. They made banners and

posters and on the day of the demonstration they marched to the district square singing songs and slogans against DDT use, raising their placards and banners.

Police were on standby, largely to prevent any violent outbreaks but also to intimidate.

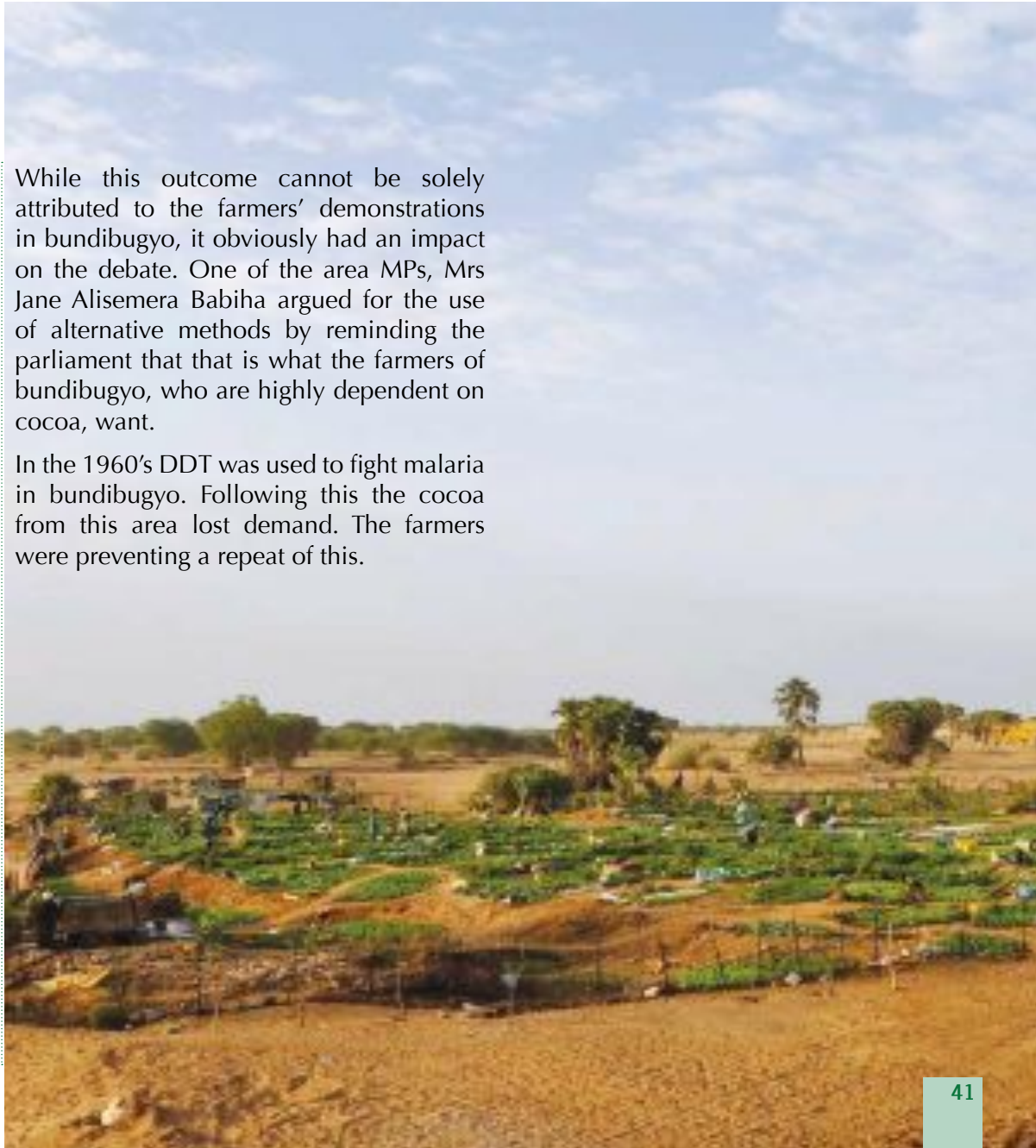
Some of the farmers were arrested but the protests went on. The farmers marched to the district headquarters and presented letters expressing their objection to DDT use to the Resident District Commissioner, the Local Council leader, and the areas MPs. The letter given to the Resident District Commissioner was addressed to the President of Uganda.

Present Situation

After the farmer's protests parliament had a debate on the use of DDT given the negative response its use was getting in highly agricultural areas. A decision was made that given the level of malaria in the country DDT use would be continued, but areas with commercial organic agriculture would be exempt. In these areas alternative methods would be used; methods such as the use of mosquito nets and home based care.

While this outcome cannot be solely attributed to the farmers' demonstrations in bundibugyo, it obviously had an impact on the debate. One of the area MPs, Mrs Jane Alisemera Babiha argued for the use of alternative methods by reminding the parliament that that is what the farmers of bundibugyo, who are highly dependent on cocoa, want.

In the 1960's DDT was used to fight malaria in bundibugyo. Following this the cocoa from this area lost demand. The farmers were preventing a repeat of this.





Cotton Farmers

Nakasongola

Nakasongola is a district found in central Uganda, and is one of the areas in which cotton is widely grown. However in the 2006, cotton farmers in this district were disgruntled because they had for a long time been complaining to the authorities about the poor cotton prices (over which they had no say) and the poor terms of trade they received from the cotton company that purchased their produce, a company called DUNAVANT. Their pleas seemed to fall on deaf ears.

The main contention the farmers had was that DUNAVANT was a monopoly. The farmers were uncomfortable because DUNAVANT was the only company allowed to buy cotton from the district and yet it offered low prices. Some farmers complained that they were harassed by officials from the district production department when found selling their cotton to other buyers, and yet the district production department had not been involved in any way in matters concerning cotton production and marketing.

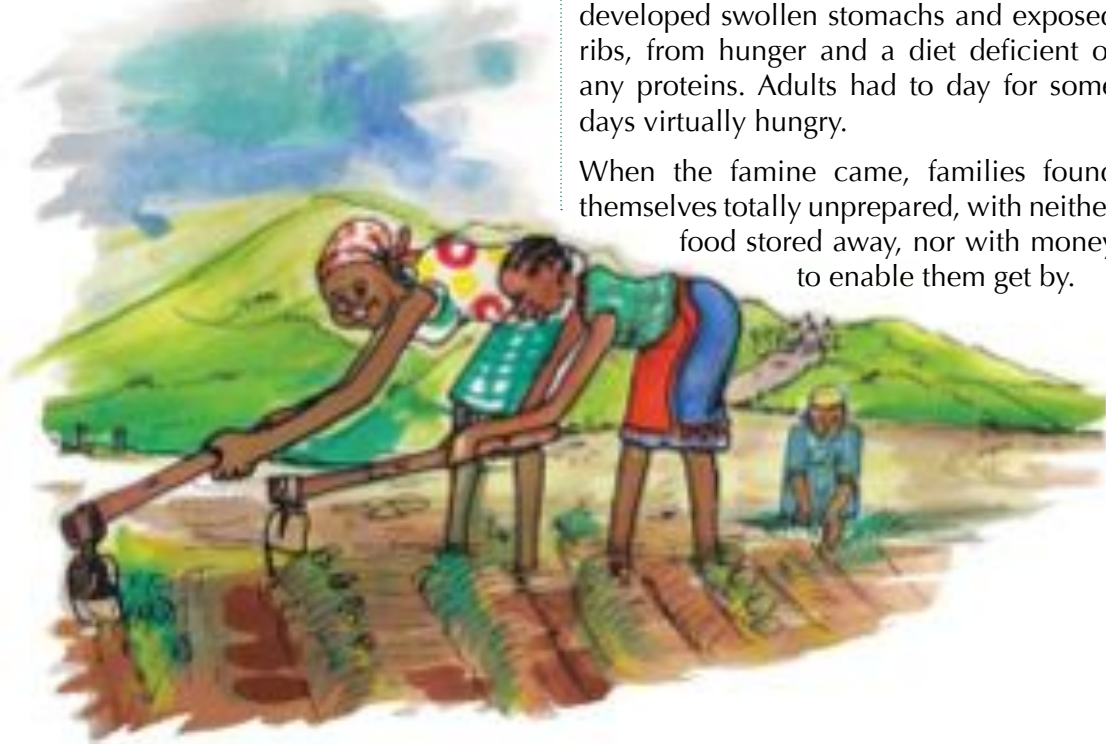
Through an alliance with VEDCO, the farmers were able to seat a stakeholders meeting that was attended by officials from DUNAVANT, farmers, district local government officials and other stakeholders.

The meeting debated and agreed on several issues that gave the farmers more choice, for example, over which buyer to deal with. By the end of year there was a price increase for cotton from 450 shillings per kilogram, to 700 shillings per kilogram in Nakasongola.



The Women of Bondi

Bondi is a village, found in the northern part of Malawi, hidden away in the mountainous blocks of a region called Rumpi. Getting to this village requires a three hour walk from the base of the mountains in Rumpi. That is the only way to get to Bondi, there is no road leading to it.



Cut away from the rest of the world, the people of Bondi have learnt to survive with what little they have. And little it is indeed. The land is mostly rocky, and the area is generally semi arid. And while the people of Bondi may have learnt to live on little – it is something else to live on nothing.

In 2005 a famine hit the land. Children developed swollen stomachs and exposed ribs, from hunger and a diet deficient of any proteins. Adults had to day for some days virtually hungry.

When the famine came, families found themselves totally unprepared, with neither food stored away, nor with money to enable them get by.

For most women, many of them mothers to starving children, this was a painful experience. While they were willing to bear the hunger pangs, it was painful seeing their children going through this experience. Had things been different, perhaps they would have stored away some food, or at least had some cash for the tough times. The way of life, the way they were raised, did not make this easy, but something had to be done.

The problem

In Bondi, as in much of Africa, women do not own land. They work on the land owned by their husbands, tilling, planting, and harvesting, and that is as far as their duty goes. It is the husbands that take the produce to market, and who decide on how the money should be used.

The problem in Bondi was that when the husbands took the produce to market, for example the dried tobacco leaves, most of them never returned. Instead, they would stay in the towns, and have a good time until the money was spent, and then they would make their way home.

Besides this wasteful of money, most husbands (men) spent and still spend disproportionate time drinking local liquor.



This means the women usually toil in the gardens alone. The famine of 2001, hit hard, and forced many to think. An opportunity to change things presented itself through an exchange visit attended by a woman from Bondi.

The Exchange Visit

A woman from Bondi had the fortune to attend an irrigation training programme hosted by an organisation called DAMRA (Development Action for Marginalized Rural Areas). With river Rumpi passing through Bondi, she saw a chance to take advantage of this technology for higher yields from their gardens back home.

She inquired as to whether this organisation could help them construct the canal from the river, and the answer was yes – provided she had the land.

In 2005, the women of Bondi approached their chiefs with a request - a request to grant them land along the river banks. The request was granted, with the first chunk of land granted in 2005, and after seeing what the women had accomplished, their second request for land was also granted.

When asking for the land, the women made a case using the famine of 2001, which was felt by everybody in Rumpi for a background that they needed to do something to prevent a repeat of such a famine.

The women also presented the case of having control over the produce of the land they till on, when that land belongs to their husbands. They said it was necessary for them to have their own land, land whose produce they would have control over.

The chiefs were well aware of the alcohol problem in their society, and they figured that if the women have their own land to till, perhaps the domestic violence would reduce.

They hoped that some men who were doing nothing but drinking may perhaps react by spending some time in their gardens. The Bondi women's gardens along the river bank are the best gardens in Bondi today.



Handout 11

Stakeholder mapping enables you to view the various groups on the issue you wish to address.

Stakeholders are usually grouped this way.

Group one: Those that are directly affected by the issue, if authorities decide to kill all pigs in a given village because of swine flu, then it is the farmers with pigs, and the butchers trading pork, that would fall within this category.

Group two: those directly responsible for causing the situation. Here you would have the local authorities who decided to take this action, on the other hand if it is a directive from above then it is the government.

Group three: Those concerned about the situation. This could include organisations such as the church, the media, and civil society organisations within your area.

Group four: International organisations, such as, the United Nations, or donors to your country.

Once the stakeholders have been identified, it is important to know what their views are about your issue. This information will help

you chose relevant targets, meaning you are in a position to make informed decisions on who you will work with and why. Knowing their views can also help you know what to expect from them.

The same exercise will help you learn what you are against, and will enable you better prepare your advocacy intervention.

Here is a list of key questions you want from each stakeholder:

- ✦ Which are the relevant groups?
- ✦ Who is the person to contact within the organisation about this issue?
- ✦ Why are they interested in this issue?
- ✦ What is their position regarding this issue?





Handout Twelve

Strengths

There are several factors that can put you in a position of strength, for example:

- ★ Large numbers of people are rallying behind your cause due to good mobilisation
- ★ You have your facts, and evidence to back them, so you are supremely confident
- ★ You have visibility due to good media coverage
- ★ You have powerful allies in high positions

Weaknesses

Factors that contribute to your weakness could include:

- ★ The fact that nobody knows about your advocacy, it never makes news
- ★ You may be too few, and therefore never draw any attention
- ★ Your organisation may be disorganised, for example you may have too many people speaking on



your behalf and therefore sending out mixed messages

- ★ You may have no resources at your disposal
- ★ No networks, for example no contacts in media organisations to provide you with coverage etc

Opportunities

There are always opportunities presenting themselves, for example, the construction or repair of the road into your village could mean:

- ★ Easier access to the district agriculture office
- ★ More frequent contact with your local radio stations
- ★ No more excuses in delays of farm inputs now that the road is made
- ★ Provision of services which make it easier for you to network e.g. telephone services etc

Threats

Threats are those factors that have the potential to wreck a success, for example:

- ★ Other agendas, such as politics slowly overshadowing your goals and objectives
- ★ Success getting to the heads of the advocacy leaders
- ★ Frustration due to a lack of achievement after a long time



Part 3

In part three, the farmers are given simple guides to the basic skills one requires in advocacy. We hope that farmers can use these simple notes as reference material after the training. These simple guides are on skills such as negotiating, dealing with the media and constructive meeting.

Advocacy skills

Learning objective:

To be able to negotiate during official meetings

To be able to prepare simple press releases

To have ideas on how to mobilise farmers for action

Exercise 8

Negotiating

Aim

To enable farmers to apply their negotiation skills more extensively especially in advocacy in order to achieve their goals.

Methods

E.g. practical exercise, group discussion etc.

Handouts

Negotiation, Scenarios

Negotiation is second nature to most farmers – it is something they do on a daily basis; when selling their produce in the market, or when purchasing commodities for their farms. However, because it is attached to a specific activity – i.e. haggling at the

market, this skill is often not applied where it is crucial for example in advocacy.

Exercise eight is designed to make the farmers apply their innate negotiation skills in different contexts, with the view of building their confidence to negotiate just as effectively in advocacy settings as they do when at the market.

Approach to exercise

Split the farmers into two or three groups (depending on the number). Each of the groups should be further split into two; a group of three and a group of two. In each of the groups, the larger side will take on the role of a district counsel, while the two will take on the role of farmer leaders.

The farmer leaders of each group will meet with the district council, and their job is to convince the district counsel to act on a set of demands they bring. Different scenarios will be given to each group, with different instructions, and each group will have a chance to act out its scenarios in front of all the farmers.

The groups should keep their instructions secret for each other; and within the groups there should be no interaction between

petitioners and councillors before the act. The scenarios and instructions should be given to each group a day before the act so as to give them time to prepare themselves. After the acts, the farmers together with their facilitator will pick out what worked best and what did not work during the negotiation of each group.

Notes should be made on these to make up the DOs and DON'Ts of negotiation. These notes should be put on a sheet or a flip chart and should be pinned up.

Key Points

- ★ The best outcome of a negotiation is a win- win situation so always strive for one.
- ★ While it is okay to be driven by emotion, make sure logic overrides your emotion in a negotiation.
- ★ An outcome from a negotiation can sometimes take a very long time, do not lose patience.

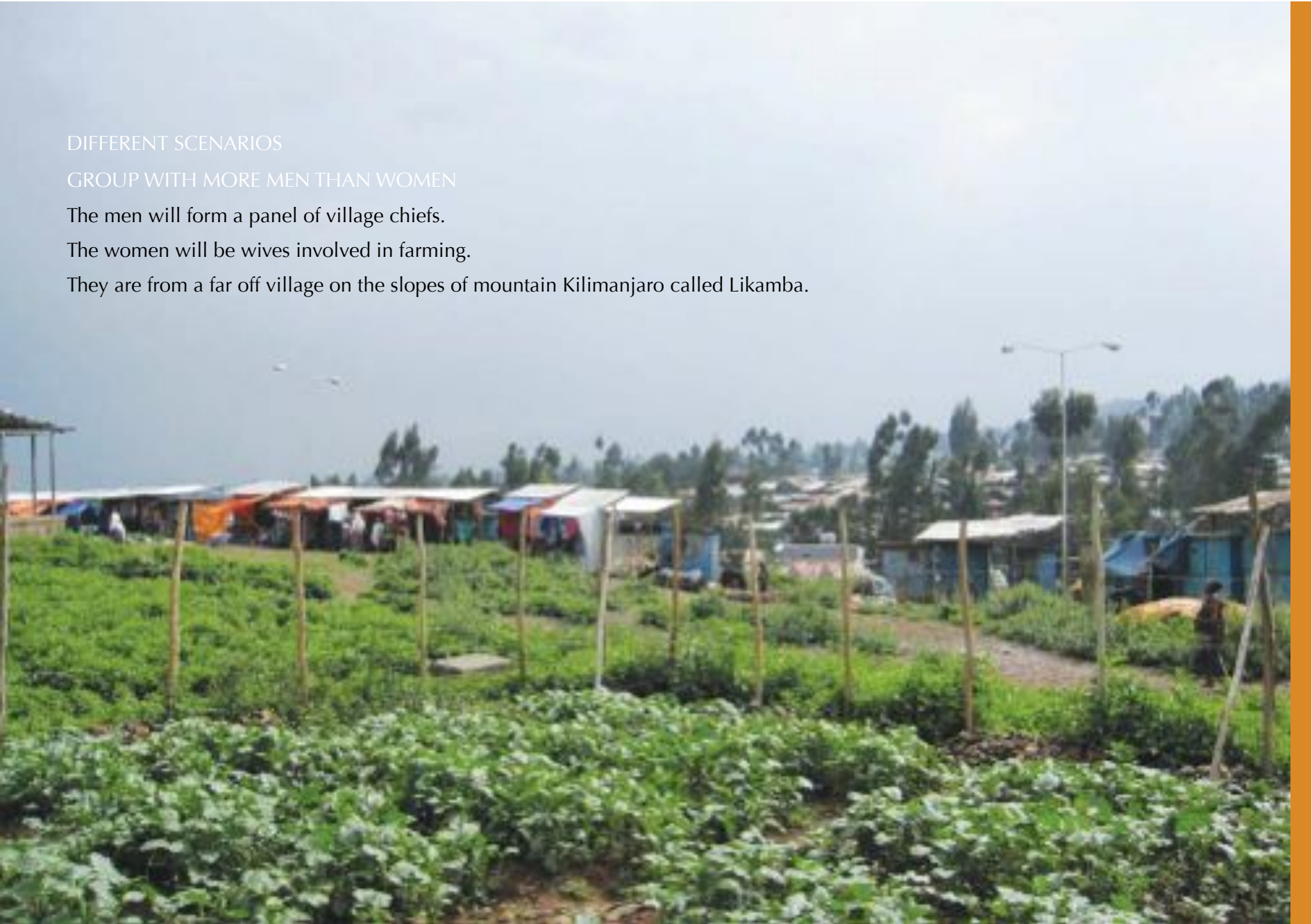
DIFFERENT SCENARIOS

GROUP WITH MORE MEN THAN WOMEN

The men will form a panel of village chiefs.

The women will be wives involved in farming.

They are from a far off village on the slopes of mountain Kilimanjaro called Likamba.



FAMINE IN LIKAMBA

Famine has hit Likamba, and families have had to go without food for long spells. The famine has been brought on by lack of rains during what should have been a wet season. Children are now malnourished and many have swollen stomachs and protruding ribs, with their skins barely hanging to their bones.

The situation is made worse by the fact that there is hardly anything saved in terms of cash from the last harvests, for although it is the women who traditionally till the land in Likamba, it is the men, in other words, their husbands, who sell produce from the land. Most times the little money from the produce is spent in Arusha, a nearby town, by their husbands, drinking alcohol and having fun with other women until the money is all gone.

With no money and no food, the women cannot bear to see their children die before their own eyes, and one of them comes up with a brilliant idea. She shares this idea with a close friend and together, the two women approach the village chiefs' council for support.

Chiefs' Instructions

Although women may till land for produce, they may not traditionally own any land.

As chiefs your duty is not only to administer your village, but also to preserve your culture and custom at whatever cost, especially in this rapidly changing world in which traditional African ways of life are being challenged and threatened by what you regard as western values.

You have in fact received complaints from some men in your village, complaining that their wives are challenging them, that the women want to become the men in their homes. These accusations stem from the fact that some wives have made it clear to their husbands that if they (the husbands) fail to bring food to the table, then they (the wives) will, and yet that is a role that by tradition is the preserve of the man – after all he is the king of his home.

On the other hand, you have also received a lot of complaints from the women about excess consumption of alcohol by their husbands, which renders the men good for nothing.

Your instructions are to hear out the women who come to present their case and bearing your role and responsibilities in mind, to make a decision you believe will benefit the village as a whole in response to their pleas.

Ask the women whatever questions you may have before making your decision. Consult amongst yourselves before coming to the final decision. Remember you are chiefs not by appointment or election, but by virtue of birth for it is from your lineages that chiefs come.

GOOD LUCK!

Women's Instructions

One of you has returned from southern Tanzania, where though the weather has just been as bad without rains, the people there still have food. You were on a visit to the village of Ramba along river Ruvuma, and while there, you got to see how women tended their thriving gardens in the blistering heat, and without a drop of rain, through the use of irrigation canals.

You realize you do the same thing home, provided you find out who helped the women in Ramba build the canal. Your

sister, who is hosting you offers to take you to Water is life, an NGO that helped them dig the canal to their gardens. The programme officer at Water is life offers to send his people to Likamba to help you construct the canal provided you have land, and that you have people willing to offer labour at no cost to dig it up.

Although this is good news, you know it is not good diverting water off river Pangani, into the land of your husbands because you

will have no control over the produce on the land. You are sure all money will go to his drinking. This means you have to get your own land, something very difficult in Likamba village.

But there has been a famine, a very severe one, and its harshness has been felt by all in the village. Perhaps against this background, you think to yourself, you can get the chiefs to offer women from Likamba some land along the river bank for cultivation. This will

ensure you have food for your family, and also that for once in your life you can sell the produce from the land and save some money for family use.

Your task is to meet the chief's council and convince the council to offer you 40 acres of land along the river bank. Remember your chiefs are conservative so prepare well for this meeting, and be creative in your presentation.

GOOD LUCK!



Handout Thirteen

Negotiation

The six questions that have to be answered during the course of a negotiation:

- ★ What is it that we want?



- ★ When do we want to have it?
- ★ Where do we want it?
- ★ How much are we willing to pay for it? (this does not always mean money, it also means what are we willing to offer in return)
- ★ What does the other party have to benefit from this trade off?

Tips on how to do good negotiations

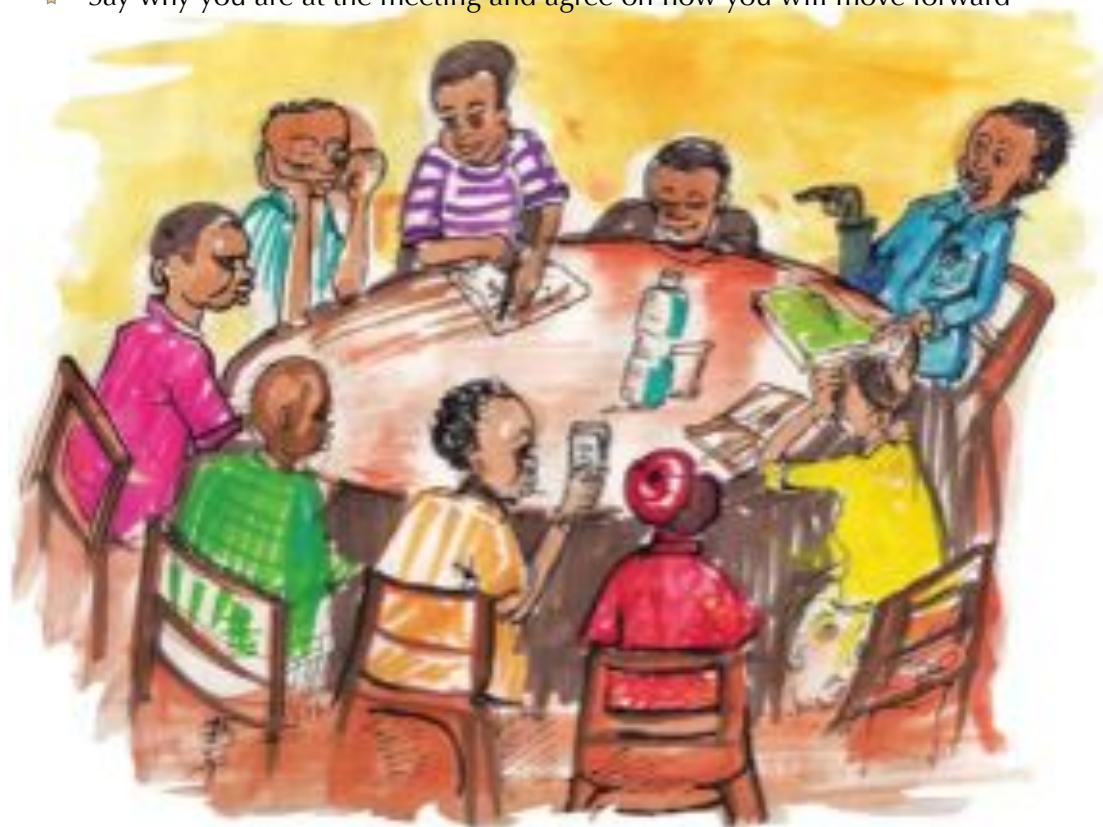
- ★ Seek a win-win situation; be willing to concede some ground.
- ★ Ask questions to find common ground
- ★ Explain your motives to the other party; it helps for them to understand your actions
- ★ Be sensitive to body language which may communicate things such as a change in mood, defensive reactions, and boredom. Change your approach accordingly
- ★ Know when to stop, beware of how far you can push an issue – you could always carry on from where you stopped next time.

Handout fourteen

Meetings

At the meeting

- ★ Always introduce yourself and the people you are with; if necessary you could provide a brief background on them
- ★ Say why you are at the meeting and agree on how you will move forward



- ★ Listen actively and be diplomatic
- ★ Have a clear and achievable goal for the meeting
- ★ During the meeting focus on your most important issues and leave the smaller ones for later
- ★ Do not get off track, stick to the issue that brought you
- ★ Know which areas you are willing to concede ground on - before hand
- ★ Summarise progress at different intervals as you go along, just to check you are all on the same page

After the meeting

Always have a debrief after the meeting with your team to check

- ★ Whether you achieved your objectives
- ★ If they revealed any new information
- ★ If they were hiding something
- ★ And to plan your next moves

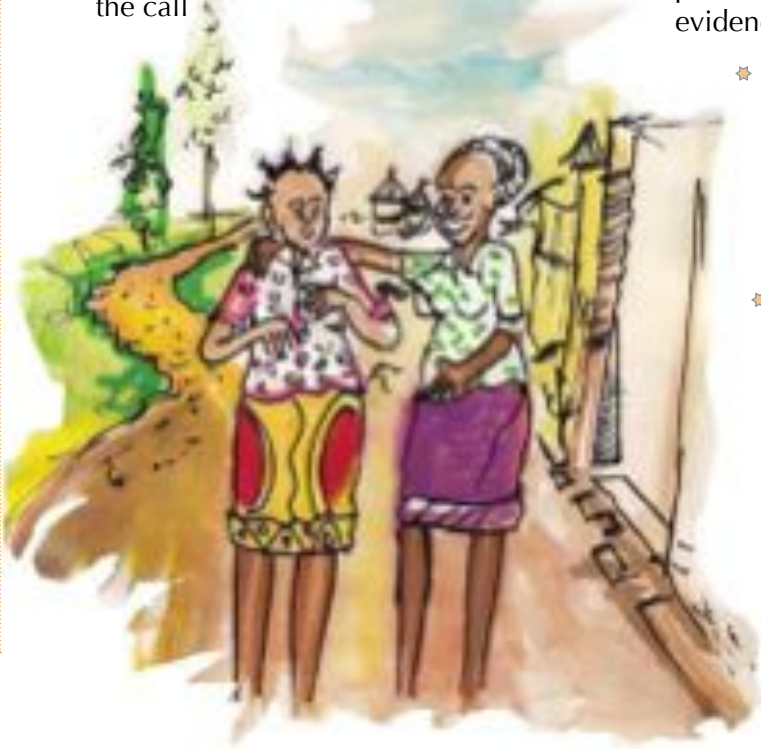
Handout fifteen

Mobilising

Principles of mobilising people for action

- ★ Include those who are affected by the problem, in this case all farmers and other groups affected by the problem
- ★ Make what you are trying to achieve clear to everybody
- ★ Choose your methods carefully; it is best to go by what people are willing to do to achieve the goal
- ★ Have a clear message, and if possible use a slogan
- ★ Encourage simple actions for example having farmers sign a petition may be more effective and yet easier than holding a peaceful rally
- ★ Make events fun, for if people are having fun while advocating, they are bound to participate more in the long run
- ★ Avoid violence for this is bound to discredit your message

- ★ Plan actions that will attract media attention
- ★ Work with your allies to reach as wide a group of concerned people as possible
- ★ Before mobilising people it is worth reflecting on whether the mobilisation will strengthen or weaken your position, if you are already engaged in talks. Use your discretion to make the call



Handout sixteen

Lobbying

Lobbying is the act of trying to influence legislatures, or other people in a position of influence on certain issue(s) of interest.

When a farmer finds herself in a position of a lobbyist, she should:

- ★ Truthfully and accurately state the position of her group and provide evidence for the claims being made
- ★ Show respect to policy makers. While she may criticize actions and policies, she may not make personal attacks on the individual policy maker.
- ★ She should not reveal information offered by a policy maker to a third party without the permission of the policy maker



Handout Seventeen

Media

Working with media:

The media is crucial for any advocacy campaign. It has the potential of getting your message to such a wide audience and to influence policy makers, even without the need of you leaving your home village to knock on doors. It is therefore very important that you have the media on your side.

Here are a few tips on working with the media.

- ★ The media's main product is news, and news is anything that is different and exciting.
- ★ When inviting the media to cover your events, ask yourself, what is it that is different about this event?
- ★ What makes it stand out from the other events? Once you have the answer to this question, put it up high in your invitation. You will have provided the station or newspaper with a story – their product.

- ★ Do not say too much when dealing with the media, they may pick up something trivial and make a big deal of it. So stick to your message, and keep it short and simple.
- ★ Remember that you are dealing with people, so cultivate relationships within the media organisations, that way you will have easier access to it.

The Press Release:

A press release is an official statement sent from any organisation such as a farmers group to a media organisation, seeking coverage of an event or activity.

The objective of this is to have the event or activity run as a news item.

When writing a press release, make sure the following questions are answered:

- ★ What is happening?
- ★ Who is doing it?
- ★ Where is it happening?
- ★ When is it happening?
- ★ Why is it happening?

The last question the press release should answer is “So what?”

This question is vital because it addresses the relevance of this event/ activity to the reader. Why should the reader care?

After sending your press release, make contact with the person you have sent it to, to confirm receipt, and ask if they wish to have any further information. This increases the likelihood of being covered.

The Radio Interview

Radio is the strongest form of mass media in Africa. It reaches most sections of the population because it is cheap, and unlike print, it does not have literacy barriers. It therefore makes a lot of sense to use radio as your main media tool.

One of the most effective ways of conveying information on radio is through the radio interview, and therefore it helps to know how to take part in one.

Here are a few tips:

Before going for the interview, find out who your interviewer is. It is important to know his or her style so you do not get surprised.

Get to know what form of programme

it is, will you be the only person being interviewed, or is there another guest sitting in. If so, is it a debate? You need to know this before hand to prepare yourself.

Think through some of the difficult questions you expect and prepare for them before hand.

Make a list of the three most important points you want to make, and always make reference to them.

People cannot see what you are talking of, so to make your point use stories with descriptions that can evoke images in the minds and eyes of the listener.

Do not imagine you are talking to the whole world that may get you frozen. Imagine you are talking to a person you usually have conversations with, for example your wife, mother, or husband. That makes you a lot more relaxed and conversational.





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