global forum for rural advisory services
forum mondial pour le conseil rural
foro global para los servicios de asesoría rural

Policy Advocacy for Rural Advisory Services

LECTURER GUIDE

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Policy Advocacy for Rural Advisory Services

Pre-assessment

Answer the following questions without going through the learning content. This is to determine how much you already know about the subject. You will also be asked to complete a post-assessment after you have worked through the learning content. Rate your knowledge on the topics on a scale of 1 to 5 by circling the corresponding number.

	Question	Self-assessment				
		Low				High
1	Can you define advocacy and give examples of advocacy activities?	1	2	3	4	5
2	How confident are you in your ability to explain the difference and relationship between advocacy and awareness raising and lobbying approaches?	1	2	3	4	5
3	Can you identify and describe basic elements of an advocacy strategy?	1	2	3	4	5
4	How confident are you in your ability to identify policy issues?	1	2	3	4	5
5	Can you describe the problem implementation stage of the policymaking process?	1	2	3	4	5
6	How confident are you in your ability to identify the policy stakeholders and describe a policy entrepreneur?	1	2	3	4	5

	Question	Self-assessment				
		Low				High
7	Can you give examples of potential funding sources?	1	2	3	4	5
8	Can you identify the policy problems, solutions and evidence?	1	2	3	4	5
9	Are you able to understand your audience?	1	2	3	4	5
10	How confident are you in your ability to define advocacy goals and objectives and develop advocacy messages?	1	2	3	4	5
11	Can you identify advocacy campaign messengers and policy champions?	1	2	3	4	5
12	Can you describe what a policy dialogue is?	1	2	3	4	5
13	How comfortable are you in your ability to know which platform to use to get your message across?	1	2	3	4	5
14	Do you know what a milestone is?	1	2	3	4	5

Answer: Learner's own answer.

Study Unit 1: Introduction to policy advocacy

Session 1.1: Defining advocacy

Activity 1.1 Individual activity

Answer the following questions in your own words. Write your answers in the spaces provided.

1. Name three different approaches to policy advocacy. (3)

Answer: Any three of the below

Advising, media campaigning, lobbying, activism and IEC.

2. What does BBC stand for? (1)

Answer: Behaviour change communication.

3. What does IEC stand for? (1)

Answer: Information, education and communication.

Total: 5 marks

Summative assessment

Answer the following questions in your own words. Write your answers in the spaces provided.

1. Describe how BBC can be used as a policy advocacy approach. (5)

Answer: BCC is an interactive process of any intervention. It involves individuals, societies or communities and is used to develop communication strategies. The objective of these strategies are to encourage positive behaviours.

BBC is used when you want to build relationships with people that believe in the changes that you want to encourage, and the organisations and potential communities that will help you make these changes. It is also used when you want to make a long-term campaign sustainable.

2. Describe the rationale for advocacy. (10)

Answer: RAS play an important role as the broker within the AIS. This role includes providing feedback between the farmers, agri-business, researchers and educators in the system. RAS is critical to supporting people in dealing with any existing problems that they are facing in order to improve the livelihoods of rural people. Advocacy will go a long way towards doing away with poverty or issues surrounding malnutrition. RAS and policy advocacy have shown positive effects on the skills and knowledge, adaptation to new technology and productivity of rural communities, even when they are very under-resourced.

Total: 15 marks

Study Unit 2: The policy development process

Session 2.1: Understanding RAS policy environment

Activity 2.1 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. Define the term "policy". (1)

Answer: A policy is described as a plan that is used to identify the course of action that you will be taking.

2. Identify the key actors and institutions in the advocacy environment. (4)

Answer: The relationships that advocates develop play a larger role in effective and efficient advocacy [1]. These relationships are between you and the decision makers; influential individuals and key audiences [2]. The advocate will be labelled as credible if these ties are strong through trust and mutual support [3]. The key institutions and actors are those that have the largest amount of influence and those are the ones that you see as your target audience [1].

Total: 5 marks

Session 2.2: The policymaking process

Activity 2.2 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. Name the five stages of the policymaking process. (5)

Answer: Problem identification, policy formulation, policy implementation, policy adaption, evaluation.

2. Describe how evidence is important in the first stage of the policymaking process. (1)

Answer: Evidence can help your to decide which problems should be added to the agenda.

Total: 6 marks

Session 2.3: Shareholder mapping

Activity 2.3 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. Describe what is meant by the "key moments" and "mechanisms". (1)

Answer: The key moments and mechanisms are the five stages in the decision-making process.

2. Define a "policy stakeholder". (1)

Answer: Policy stakeholders are those people that have the decision-making power.

Self-assessment: Mark your answers according to the given answer sheet.

Total: 2 marks

Session 2.4: Identifying opportunities and barriers

Activity 2.4 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. How many types of policy entrepreneurs are there? (1)

Answer: Four.

2. Name two types of policy entrepreneurs. (2)

Answer: Any two of the following four

Storyteller, networker, engineer, fixer.

Self-assessment: Mark your answers according to the given answer sheet.

Total: 3 marks

Session 2.5: Fundraising: Mobilising resources

Activity 2.5 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. How many potential sources of fundraising are there? (1)

Answer: Five.

2. Name three fundraising suggestions. (3)

Answer:

- *Do research to see which types of businesses have donated to a similar cause to yours in the past.*
- *It is important to accept donations and grants that do not match any specific advocacy objectives that you have. This is done to avoid donors having control.*
- *It is important to match the donor's programmatic and ideological agendas with your advocacy objectives.*
- *You need to have a diverse funding base as your goal.*
- *Qualified individuals need to be appointed that can lead the fundraising effectively.*
- *Relationships are key to this endeavour. Ensure that you invest time and effort into securing your connections. This is important to maintain any support for advocacy efforts.*

Self-assessment: Mark your answers according to the given answer sheet.

Total: 4 marks

Summative assessment

Answer the following questions in your own words. Write your answers in the spaces provided.

1. Describe how to identify policy issues. (5)

Answer: In the policy process there is a negotiation that takes place between the role players by selecting one policy option from the available options [1]. To make sure that the policy is chosen, research data needs to be translated properly into information that will present the most appropriate solution to the problem [1]. If the data and research do not get recorded properly or the data shows the wrong results, the policy idea will not be utilised [1]. This will draw out the process and the implementation of the solution will be delayed [1]. The policy needs to include words that will persuade the leaders, advocates and public of the influence that your data and research has [1]

2. Describe the policy formulation stage of the policy development process. (10)

Answer: The second stage is solution formulation. After the problems have been identified and added to the agenda, it is best that the advocates propose the best solutions to that problem [1]. It needs to be economically [1], politically [1] and socially [1] feasible. You do not have to agree on the solutions at this stage [1] about which solutions are best for the problems but it is essential that there are solutions brought to the table that will solve the problem [1].

The evidence that is collected can be essential at this stage for the CSOs [1] as it will establish their credibility [1]. The evidence that is collected is used to establish or improve the positive reputation of the CSOs [1]. The theory of change needs to be a key issue on how the solution proposed will measure on the pro-poor impact [1].

3. Define policy focus key time periods in a policy cycle. (5)

Answer: When you have meetings with the decision makers it is best to keep it short and to the point [1]. If the meetings are

too long it will discourage people from attending. With new appointments, job shuffles or bringing in new partners it is best to have all the needed decision makers at the meeting [1]. If it is long, they will not attend. If they do not attend then there is no formal and well thought-through decisions made [1]. If the needed decision makers are not at the meeting then the decision will be delayed or the wrong decision will be made [1]. You need to ensure that the wrong decision does not become the new policy [1].

4. Describe the technical and financial capacity constraints. (10)

Answer: Technical and financial capacity constraints are not easily overcome, but CSOs need to have an understanding of policy context [1], access to the premises [1] and people [1] so that they can gather as much evidence as they need and ensure that the message is presented in a way that is acceptable to the target audience [1]. This involves financial investments [1] and a large variety of technical capacities [1]. There are constraints to both of these aspects and they limit the ability to use evidence effectively [1] and engage with the policy processes [1]. CSOs note that the influence of policy through research and evidence collected is limited [1]. They do not have enough funds to use and adopt the evidence that they have collected in the policy processes [1].

5. Give five examples of potential funding sources. (5)

Answer:

- *Grants that are given by private donors.*
- *Contracts that are approved by government*
- *Donations made by individuals that want to help..*
- *Membership fees.*
- *Donations from institutions or public corporations.*

Self-assessment: Mark your answers according to the given answer sheet.

Total: 35 marks

Study unit 3: Mobilising for action: The policy advocacy strategy

Session 3.1: Identifying policy problems, solutions and evidence

Activity 3.1 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. Name the three most helpful resources you can use to collect evidence. (3)

Answer:

- *Research for Development: A Practical Guide (Laws, Harper and Marcus, 2003);*
- *START (Simple Toolkit for Advocacy Research Techniques) (Tweedie, 2005); and*
- *Participatory Research and Development (Gonsalves et al., 2005).*

2. List the seven characteristics you would use to ensure the evidence is useful and appropriate. (7)

Answer:

- *Availability.*
- *Accuracy.*
- *Objectivity.*
- *Credibility.*
- *Generalisability.*
- *Relevance.*
- *Practical usefulness.*

Self-assessment: Mark your answers according to the given answer sheet.

Total: 10 marks

Session 3.2: Understanding your audience

Activity 3.2 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. Name the two types of channels of influence. (2)

Answer: Primary channel and secondary channel.

2. Define "audience for advocacy". (5)

Answer: There are various types of audiences for advocacy. Audiences can range from parents to other loosely-defined groups [1]. With regards to advocacy campaigns there may be more specific audiences that are applicable. These audiences can include religious leaders [1], community leaders [1], particular parents in a province [1], or even government or parliament leaders [1].

Self-assessment: Mark your answers according to the given answer sheet.

Total: 7 marks

Session 3.3: Defining advocacy goals and objectives

Activity 3.3 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. Why are alliances important in the advocacy process? (2)

Answer: Alliances are important because they allow the advocacy process to move along quicker [1]. Once trust has been built between the advocacy member and the support base members, they will be more willing to influence the other role players to accept the changes that need to be made in the policies [1].

2. What is a SMART goal? (5)

Answer: A goal that is specific, measurable, achievable, realistic and time bound.

Self-assessment: Mark your answers according to the given answer sheet.

Total: 7 marks

Session 3.4: Developing advocacy messages

Activity 3.4 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. What is the main focus of BCC and IEC? (1)

Answer: They have the main focus of changing the behaviour of individuals.

2. List five examples of communication tools. (5)

Answer: Any five of the following:

- *Lobbying*
- *Speeches*
- *Workshops*
- *Radio*
- *Tv interviews*
- *Dramas or skits*
- *Press releases*
- *Networking*
- *Flyers*
- *Posters*
- *Video messages*
- *Social media*
- *Websites*
- *Meetings*
- *Mass actions*

Self-assessment: Mark your answers according to the given answer sheet.

Total: 6 marks

Session 3.5: The face of the advocacy campaign/messenger/policy champions

Activity 3.5 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. Name the things that need to be evaluated so that you can better equip your policy champions. (3)

Answer:

- *The impact of the problem solving.*
- *The contribution of the empowerment of the group or society.*
- *The consequences of the change.*

2. Name two UN ambassadors for advocacy. (2)

Answer: Angelina Jolie, Emma Watson, Leonardo DiCaprio or Yaya Tourné.

Self-assessment: Mark your answers according to the given answer sheet.

Total: 5 marks

Summative assessment

Answer the following questions in your own words. Write your answers in the spaces provided.

1. Describe how to identify policy issues and solutions. (5)

Answer: In the policy process, choosing an option for a policy is essentially a choice that is made by the various actors [1]. There is a negotiation that takes place between these actors before making a choice [1]. The choice is made by looking at the research and the data that is collected [1]. This information must be presented in a format that is recognisable by the decision makers [1]. By ensuring that all of the information is understood that is used in the research, it will improve the quality and the effectiveness of deciding on policy actions [1].

2. Compare the primary channel of influence to the secondary channel of influence. (10)

Answer: There are two main channels of influence that can be found in the advocacy process. The first channel is described as the primary audience [1]. The primary audience are the individuals and groups [1] that are in the position to take the necessary action that is the focus of the advocacy campaign [1]. They are the decision makers [1] that have the main responsibility of planning and managing the programs [1]. The decisions are the main aim of the advocacy strategy [1].

The second channel is the secondary audiences [1]. These audiences are those that have the impact to influence the primary audiences [1]. The actions and opinions [1] of the secondary audience are important when it comes to achieving the advocacy objective [1].

3. What is a SMART objective? (5)

Answer: SMART stands for specific, measurable and monitorable, achievable, realistic and time bound.

4. How do you select the message for your audience? (10)

Answer: To ensure that your message is taken seriously and it has the right amount of influence you need to shape the message that you offer to your audience [1].

The message that is described here is the message that you want to get across to the audience [1]. You need to ensure that your message is clear [1], compelling [1], accurate [1] and short [1]. When the message has been formulated you can refine the message so that it is as appealing as possible for your audience [1].

You must make sure that the message is relevant to the policy [1] that you want to make a change in and that the message presents the most practical and realistic solutions to the problems that have been identified [1]. You need to communicate the message simply, do not use big words to make it sound fancy, rather use words that your audience will understand and to make it easy for them to remember [1]. The easier it is for the audience to understand, the easier it is for you to influence their decision [1].

5. How do you assess your communication and social skills? (10)

Answer: Before you can start with any advocacy, you need to start a network [1]. This must include creating an identity [1], ensuring that you refine your communication skills through practice [1] strengthened decision-making process [1] and the necessary skills and resources [1].

A communication strategy that is followed must have the same amount of principles as any social marketing or advertising campaign [1]. You must know your audience [1] so that you know the necessary details to deliver a message that is tailored for them and for their needs [1]. If all members of the network strive to deliver a clear and well-planned out message [1] then the network will be more effective [1].

Self-assessment: Mark your answers according to the given answer sheet.

Total: 40 marks

Study unit 4: Policy advocacy engagement platforms and tools

Session 4.1: Policy dialogues

Activity 4.1 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. Define policy dialogue. (3)

Answer: Policy dialogue can be described as an organised and deliberate interaction [1] between two or more actors [1] as to the allocation of values [1].

2. Does policy dialogue only take place at the beginning of the process? (1)

Answer: No, it can occur at the end or the beginning.

Self-assessment: Mark your answers according to the given answer sheet.

Total: 4 marks

Session 4.2: Using the media for policy advocacy

Activity 4.2 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. Describe what a webinar is. (3)

Answer: Webinars are web-based seminars [1]. It is a presentation [1], workshop [1] or seminar that is available using the web.

2. Name three types of broadcast media. (3)

Answer: Radio, television and online source of information.

Self-assessment: Mark your answers according to the given answer sheet.

Total: 6 marks

Session 4.3: Plan to measure success

Activity 4.3 Individual activity

Answer the following in your own words. Write your answers in the spaces provided.

1. Describe the difference between a milestone and a timeline. (2)

Answer: Timelines are the time that will be needed to achieve the different goals [1]. Milestones are the different places in the process that you can use to measure progress [1].

2. Why would you want to receive feedback in order to sustain momentum? (1)

Answer: By receiving feedback, you are able to effect change because you can improve more and more with every piece of constructive feedback.

Self-assessment: Mark your answers according to the given answer sheet.

Total: 3 marks

Summative assessment

Answer the following questions in your own words. Write your answers in the spaces provided.

1. All policy dialogues have the same objectives and aims. What are they? (4)

Answer:

- *Bringing groups that are diverse to the same place for a discussion.*
- *Focusing on any common or planning problem that is in the interest of the majority.*
- *Having a policy lifecycle with a beginning, middle and end.*
- *Looking to formulate any solutions to problems that are practical and simple.*

2. Name the things that a press release will include. (5)

Answer:

- *Name of the organisation.*
- *Name and contact information.*
- *Headline.*
- *Dateline.*
- *Body of text.*

3. Name the five main things to remember when thinking of clear and measurable goals. (5)

Answer:

- *The goals that you set must motivate you.*
- *The goals need to be SMART.*
- *The goals must be written down.*

- *There must be an action plan on how to achieve the goals.*
- *Perseverance.*

Self-assessment: Mark your answers according to the given answer sheet.

Total: 14 marks

Post-assessment

The Post-assessment is to be done once you have read through the module and completed all the activities. Compare your answers to those in the pre-assessment to identify where knowledge has been gained and where improvements can be made. Rate your knowledge on the topics on a scale of 1 to 5 by circling the corresponding number.

	Question	Self-assessment				
		Low				High
1	Can you define advocacy and give examples of advocacy activities?	1	2	3	4	5
2	How confident are you in your ability to explain the difference and relationship between advocacy and awareness raising and lobbying approaches?	1	2	3	4	5
3	Can you identify and describe basic elements of an advocacy strategy?	1	2	3	4	5
4	How confident are you in your ability to identify policy issues?	1	2	3	4	5
5	Can you describe the problem implementation stage of the policymaking process?	1	2	3	4	5
6	How confident are you in your ability to identify the policy stakeholders and describe a policy entrepreneur?	1	2	3	4	5
7	Can you give examples of potential funding sources?	1	2	3	4	5

	Question	Self-assessment				
		Low				High
8	Can you identify the policy problems, solutions and evidence?	1	2	3	4	5
9	Are you able to understand your audience?	1	2	3	4	5
10	How confident are you in your ability to define advocacy goals and objectives and develop advocacy messages?	1	2	3	4	5
11	Can you identify advocacy campaign messengers and policy champions?	1	2	3	4	5
12	Can you describe what a policy dialogue is?	1	2	3	4	5
13	How comfortable are you in your ability to know which platform to use to get your message across?	1	2	3	4	5
14	Do you know what a milestone is?	1	2	3	4	5

Answer: Learner's own answer.