

Reclaiming the Youth Voice and Agency in Promoting Accountability & Good Governance in Zimbabwe

An Advocacy Manual developed under the Civic Engagement for Accountability and Democracy in Zimbabwe (CEADZ) Project

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Preface

The Youth Empowerment and Transformation Trust (YETT) developed this manual as part of its work under the Civic Engagement for Accountability and Democracy in Zimbabwe (CEADZ).

The CEADZ project seek to increase the influence of Zimbabwean citizens, acting collectively through formal and informal groups for more democratic and accountable governance. The socio-economic and political legacy in Zimbabwe has created significant structural barriers to participation and influence especially for women and young people – who collectively make up the clear majority of the population¹. Young people are particularly affected by the obtaining social, economic and political challenges in the country. At the same time, as they are unlikely to have significant vested interests in the status quo and indeed suffer disproportionately under the current system, youth are also the most likely to influence positive developments.

Zimbabwe's 2012 Census found that 69.8 per cent of the population is 29 or under, with 41.7 per cent falling within the 10-29 range. This “youth bulge” which in other countries has been noted as important, is presenting challenges in Zimbabwe because of unemployment, high disease burden and limited space to engage in socio-economic and political spaces due to patriarchal and hierarchical structures. Such a situation demands that Advocacy led by youth be activated to promote sustainable change that is rooted in concrete policies.

Through the CEADZ project, targeted interventions seek to address the peculiar obstacles to civic engagement and participation in political and governance processes that youth face. These include the cultural and economic issues, but also challenging the historical iniquitous involvement of youth as perpetrators of violence as well as their vulnerability to violence and intimidation.

Under CEADZ, YETT is responsible for:

- Capacity development, technical support and networking support to project sub-grantees (other CSOs, CBOs, FBOs, professional associations, networks/coalitions, social movements, etc.) and where possible, supply-side actors on youth issues;
- Strategic-level activities such as research, assessments/analysis, strategy development; and
- Direct implementation of advocacy, oversight, and citizen engagement activities such as leadership development programs, national level advocacy and reform efforts such as key policy dialogue platforms.

In order to capacitate youth and youth organisation as well as being a lead in Advocacy at national level, YETT developed this manual. It is part of efforts towards expanding the youth network so as to ensure that the youth voice is captured and reflected in key processes and policies.

¹ The 2012 census suggests 89 percent of the population is either female or under 35

01

An Introduction

OBJECTIVES: This section seeks to:



Explain the purpose of this manual and help the users understand how to make the best of the manual in their advocacy work and trainings.



Equip participants with facilitation knowledge and skills needed in delivering the content of this manual.

Unit One About this Manual

1.1 Why this manual?

“*Eternal vigilance is the price of liberty.*”

John Philpot Curran

Advocacy offers youth avenues for influencing how their country and communities are governed. In all democracies, the election of leaders is akin to drawing a pact with citizens on how they want to be governed. In this pact, the trust bestowed upon the leadership is based on the promises made by leadership aspirants to deliver services that meet the needs of the communities once they are in positions of authority. Once that mandate is given, citizens have a duty and responsibility to ensure that leaders live up to their promises. If citizens become dormant, leaders may be complacent and get away with unfulfilled promises.

After decades of sustained political, social and economic crises attributed to poor governance, the ouster of a long-time leader, Robert Mugabe came with promises to reform the state and put in place a people-centred government couched on the premise of a “New Dispensation”. Although slow and in some aspects inadequate, the reforms being

put in place by government at all levels are worth putting to test in order to determine if the voices of citizens can make a difference. This can be achieved by mounting advocacy campaigns using new found spaces that were closed by the previous administration. Advocacy efforts in today’s Zimbabwe, especially by the youths, however, is not just the testing of democratic space; it has the net effect of ensuring that government delivers on promises to move the country forward in all facets of development – social, economic and political, among others.

To this end, government at both local and national levels have crafted economic plans that have grand promises to address the challenges that the youths and the communities at large are facing. These blueprints are available to the youths as tools for accountability, especially when read together with other regional and national commitments that the government has made over the decades. YETT seeks to develop and strengthen the capacity of the youths and youth serving organisation across the country to hold duty bearers accountable for delivery of essential services such as education, health, water, sanitation and hygiene services, among other important social services as well as make good on their promises of respecting and meeting the people’s economic, social and political rights. This manual is a tool for supporting this capacity building process for the youths to engage effectively in advocacy. The manual unpacks the process and benefits of youth working together to claim their rights through holding leaders accountable.

1.2 How to Use this Manual?

This manual is meant for training youth trainers on advocacy and citizen participation. To this end, it seeks to comprehensively but succinctly provide relevant content to the youths regarding these topics as much as it ensures that the youth will be able to cascade the same to their peers in their communities. To achieve this, the manual is crafted on the basis of the following informal adult learning principles:



Knowledge acquisition is effective when it is practical.



People learn better through participatory means.



Learning must be adapted to the needs of the target group as well as their environment.



Learners are not passive individuals; they bring to the platform rich knowledge and experiences. The best way to ensure knowledge development in such platforms is to lecture less and facilitate the sharing of experiences among the participants.

To meet these principles, the manual is designed to carry the following key features that allow effective learning:

- 1.2.1 **Presentations** – content and inputs to be made by the facilitator, especially focussing on the basics of the topics that are covered. These include both foundational concepts as well as key take-home messages. All the units are organized to provide content that can be printed and given out to participants as hand-outs.
- 1.2.2 **Case Studies** - practical narrations of how YETT has handled similar situations in the past as a way of demonstrating how concepts can be applied to real-life situations. One case study of YETT’s successful campaign to review the National Youth Policy about a decade ago is dominant across the different units of the manual to illustrate how to undertake successful advocacy that is participatory. Other case studies are also used in-between.
- 1.2.3 **Dialogue** – in pairs or groups to allow open sharing of experiences and ideas. Often discussions will be used to promote participation among the workshop participants.
- 1.2.4 **Tool Box** – to share different illustrations, methods, tools and approaches for aiding learning or facilitating workshops.

The manual has clear instructions on how to apply each of these components of the training in order to achieve the objectives of the training.

Unit Two

The Art of Facilitation

“It is one of the secrets of the world. We all have the key to one another’s locks. But until we start to talk, we don’t know it”

Michael Silverblatt

Since the participants in this training will be leading similar trainings and processes to ensure that the knowledge on advocacy and citizen participation is shared widely, it is important that in addition to grasping the content, they have some skills to effectively facilitate processes.

What is Facilitation?

Facilitation is an art of soliciting for diverse viewpoints and allowing the individuals in a group an opportunity to participate. Facilitating is not teaching or lecturing and is rarely frontal in approach. Facilitation is an art that demands focus, attention and continued practice. A process facilitator guides the process so that it optimally underpins the content and meets the goal while at the same time taking conscious responsibility for the process and the dynamics constantly playing out within the group. For the purposes of this training and in all YETT processes, dialogue is crucial. As a result, the trainer needs to be a good dialogue facilitator.

Traits of a Good Facilitator

- A good facilitator is authentic and has an engaging presence.
- S/he engages in dialogue with participants, is curious and exploring, open, connection-seeking and good at listening to participants.
- S/he uses tools for dialogue such as posing exploratory questions, listening and mirroring, among others. To this end, the facilitator applies the principles of dialogue.

The Four Principles of Dialogue

The four principles of dialogue – **TRUST, OPENNESS, HONESTY AND EQUALITY** – are fundamental skills of a facilitator, along with flexibility and the ability to reflect and self-reflect. These principles make up the foundation on which the facilitator stands. They shape the frame of mind with which the facilitator meets the participants, and the hands-on tools which s/he uses in the communication with participants. Here are the principles and qualities in detail:

Table 1: Principles and Qualities of Process/Dialogue Facilitation

Trust	<p>In order to be credible as a facilitator, you must inspire trust among participants in your ability to guide the process safely, even if your views will be challenged.</p> <ul style="list-style-type: none"> • You must express trust in participants through open and honest communication, for example, about what is going to happen and why, and by involving them along the way, say, in setting the framework of the workshop. • You show trust by having faith in the agreements made beforehand about division of roles, and by raising any internal disagreement in the course of the preparations along the way.
Openness	<ul style="list-style-type: none"> • As a facilitator you must foster openness by, for instance, presenting your own examples, or sharing your own experiences of dilemmas and challenges regarding the subject matter of the process. You might tell a personal story from your own life, thus coming across as a regular human being with whom others can identify. In similar fashion, allow the participants to be open about their own experiences.
Honesty	<ul style="list-style-type: none"> • Honesty is expressed when you invest yourself in the conversation in a genuine fashion, say, by means of a personal story or your own example. • Honesty is also about standing by who you are, for better or worse. For instance, if you realise that you do not have a ready-made answer, reflect openly in an honest search for answers together with the participants. • Acknowledge your own possible insecurity and use it in the process.
Equality	<ul style="list-style-type: none"> • In a dialogue, everyone has something to say regardless of status, gender, ethnicity, age or whether they belong to the group of power. The parties in your workshop or training must take part on an equal footing, and respect is an important value in this regard. As a facilitator, you must strive to enshrine equality as part of the group dynamics by contributing your own views and experiences, or by taking part in an exercise so as to join in the dialogue on equal terms. The Facilitator should encourage the participants to de-role so that each and every one of them is at the same level. • As a facilitator, however, you must be careful to notice that it can be a tall order both to take part and be responsible for the process. It is often more appropriate to remain in the role as the one facilitating the process. Instead you can uphold the principles of equality through your attitude and a respectful, appreciative form of communication.

Flexibility	<ul style="list-style-type: none"> • As a facilitator, you might have a well-prepared script, but must nevertheless always be prepared to deviate from it. Respond to the dynamics of the group. • Read body language, understand both what is being said and what is not being said and use it to adjust the process.
Reflection and self-reflection	<ul style="list-style-type: none"> • Entering into dialogue with others means that your own assumptions are challenged and tested. This also happens in the facilitator role. Being able to reflect with the participants is decisive for the learning process. Being able to reflect on and with yourself develops your awareness of what the facilitator role implies and makes you better at coping with it. • Self-reflection is like a constant introspective process. While planning, you reflect on how you will go about your role as a facilitator. While performing the role, you reflect on whether you are on the right path in the process, what the next step is, and if the timetable will hold. You also consider if your own bias and fundamental assumptions is affecting the process. Reflection helps clarify the choices along the way so that you make them in a conscious manner. • If there are two or more of you working together on the facilitation, it is important to be in close touch with one another and to have a mutual sense of where the others are in the process. Therefore you continuously reflect with one another.

Keys to Remember!



Listen actively - With your body language, voice and attitude, show that you are interested. You should ask exploratory questions, which respectfully examine and challenge the views at play in the room. Always phrase your questions with interrogatives (who, what, where, how) and in an open-ended fashion e.g. Try to say more about....., Can you elaborate on that?



Sum up - Communicate clearly how far the group has come in the process in view of what was agreed on. Make sure that everyone is okay with what is going on and that the plan is being followed but remains open to other ways of meeting the goal. The summing up starts from what the participants have said. Involve the participants to make sure that what you sum up has been correctly understood. It is also important to be particularly considerate to those who hold back from speaking, for instance, by asking directly what they think.



Challenge and embrace - In some groups with many quiet people or an overwhelming majority of “politically correct” participants, it can be necessary – in order to get the dialogue going – to challenge them to bring stronger viewpoints into play. As a facilitator you can do this by polarising opinions and pushing for disagreement and divergence, for example, by rephrasing a cautious statement into a more daring one. For example, a cautious statements such as, “In a way... , I think it ‘s like... , sometimes it can be a little hard to...” can be rephrased into: “So you find it really hard to...?”.

The most important tool you have when facilitating a group process, is yourself. Everything from the way you enter the room, to the way you interact with the participants, to the way you deal with the process, affects the group and to what degree the participants discuss, reflect, are honest and open up. Who you are, and your attitude towards the participants, determines everything.

It is therefore crucial to look at yourself as a co-learner when facilitating a group process. Both you and the group you are facilitating are entering a space where you all are equal contributors to the process, where you all are given room to both challenge and be challenged.

The following questions need to be asked by every facilitator about the process and themselves:

- How would I like to be perceived by the participants when facilitating a group process? And what kind of characteristics and qualities would I need to be perceived like that?
- What kind of qualities and characteristics do I already have that assist me in the role as a group facilitator? (For example: Open minded, enjoy listening to the opinions of different people, confident when speaking in front of crowds, etc.)
- What kind of characteristics do I have that might disable me in the role as a group facilitator? (For example: Insecurity, being a person who doesn't enjoy being the centre of attention, being a fast-talker when talking in front of crowds, etc.)
- How can I practice to overcome the characteristics that might disable me in the role as a group facilitator?
- What will be my goals as a facilitator when I enter that role, now and in the future?
- To what degree do you think you will manoeuvre the group in a way that gives room to all the viewpoints represented?

The Role of the Facilitator

- Prepare adequately ahead of the training. Read through the whole manual before the training and, if possible, read the training material for the day the evening before as part of one's preparation for the next day. Read out the objectives of each session and check if these are fully understood. (In this manual the objectives of each session are outlined at the beginning of each Section.)
- Print out all handouts in preparation for the sessions.
- Set a program and observe time. Both learning times and break times are important. You can appoint a time-keeper to assist in managing time.
- Summarise the objectives at the beginning and the key messages of each unit at the end.
- Allow time for discussion and questions. Manage time and ensure that the discussion is not derailed or redirected into something that does not fulfil the objectives of the training or session.

Key Message:

It is the role of the facilitator to introduce sessions, state clearly the objectives and ensure that basic content is optimally delivered to the participants while tasks for the participants are well explained and understood. Afterwards, the facilitator must remember to allow the learning process to be people-centred. Hence, the facilitator must be a good communicator with both exceptional verbal and non-verbal skills.

02

Advocacy in Action

OBJECTIVES: This section seeks to:



Provide an overview of advocacy.



Enhance the understanding of participants on the steps, approaches and opportunities for advocacy in the policy making process in the Zimbabwean context.

“I spent half my time comforting the afflicted, and the other half afflicting the comfortable.”

Wess Stafford

Materials Required:

Enough copies of the printed Tool 1, pencils, flip chart paper, markers and adhesive stuff.

Methods:

Individual work on Tool 1 worksheet, discussions in plenary, group discussions.

Handouts:

Print all units for Section 3 and distribute them after the session.

Procedures for Training

Step 1: Introduce the objectives of the session

Activity 1:**(2.1) Quiz (What is advocacy?)**

2. Ask participants to take the quiz, Tool 1. Afterwards, provide them with the correct answers to the quiz and explain why certain myths on advocacy are rife.

Activity 2:**Group Discussion (Understanding Advocacy and Critical Success Factors)**

3. Ask participants to discuss in small groups an advocacy experience they have had at some point. Ask them to reflect on how they would define advocacy? What is it about this experience that makes them believe that they were undertaking advocacy? What was the issue? What activities did they undertake? Who was the target? Was it successful or not? Why? Ask them to write down their experiences on a flip chart for easy reference during the feedback session.
4. Allow the participants to share an experience of one of their group members in plenary and facilitate discussions for this feedback. Pay attention to writing down key words that can be used to define advocacy.
5. Afterwards, present the content for Section Two, Unit 1. Use the experiences and examples of the group to also demonstrate the process of advocacy, its importance as well as what is required to undertake successful advocacy.

Activity 3:**(Unit 2.4) Group Discussion: Key Steps in Advocacy**

6. Put the participants in groups and give them pieces of paper with all the steps of the advocacy cycle. Ask them to put them in a sequence that makes sense to them. In the follow up discussion, discuss with them why they chose the order and shape they chose? Afterwards, do a presentation of the content emphasising the cyclical and iterative nature of these steps.

Activity 4:**(Unit 2A) Buzzing Pairs: Understanding Public Policy**

7. In pairs, ask the participants to buzz and write down examples of the following: one example of a written and an unwritten government policy they know. They are also required to share examples of policies they know that have been formulated by each of the following bodies – the parliament, the executive, the judiciary, a local authority. Afterwards, do a presentation of Section 2, Unit 2.

Activity 5:**(Unit 2B) Human Picture: The Link Between Public Policy and Advocacy**

8. After breaking the participants into small groups, allocate them an issue and a different advocacy activity or method. They are supposed to use themselves and other props available in the room to set up a still picture for 30 seconds. The participants from other groups are supposed to guess what the issue of focus is, and the method being used for advocacy. Use this as an entry point to discussing advocacy issues relevant to the group as well as the possible methods for advocacy.
9. Summarise the section.

Unit One

Understanding Advocacy

In explaining the purpose of this manual, we have already underscored the importance of advocacy in ensuring that duty bearers prioritise needs of the people they lead (rights holders). One would say that undertaking advocacy is probably the second most important duty of citizens in any democracy after electing leaders. Perhaps advocacy is just as important as the very process of electing leaders only subordinated in sequence since leaders have to be in positions before they are held accountable. But, what is advocacy and why is it important?

2.1 The place of Advocacy in the process of change

2.1.1 The Ecological Model

According to Social and Behaviour Change theorists, change primarily happens at three levels: (i) Individual level (the most affected); at (ii) Community level (the most influencing); and at (iii) Operational environment (enabling/ policy environment). This is an adoption of the Social Ecological Model (SEM)² for change. Most, if not all projects, must seek change at all the three levels for them to be considered effective.

At these three different levels, different strategies are used to influence change:

- i. **Individual Level:** To influence change at the individual level behavioural change communication and programming is used. The focus is on sharing information and undertaking activities that influence change of negative behaviour into a positive and desired behaviour around a particular issue.
- ii. **Community Level:** At the community level focus is put on changing culture and practices to ensure that there is reinforcement of the learned behaviours that individuals would have adopted. At this level of change focus is given to the “most influencing” such as peers and family because of how they can play a role in either supporting or dismissing a particular behavioural change. At this level, the strategy that is used is that of community mobilisation which entails rallying the community around a particular issue.
- iii. **Operational Environment** (The place of advocacy): In most cases what enables or compromises change at the individual and community level are laws and policies that govern the operational environment. The operational environment is where economic, politics and policies belong and shape the decisions that are made on a particular issue. Even with individual and collective desire and competency, change is difficult if it is against what is provided for in the operational environment. At this level decisions such as allocation of resources, laws and policies that govern people are made. This is the level where Advocacy as a strategy belongs. As detailed earlier, advocacy is focused on influencing the politics and policies that govern the operational environment or what is sometimes referred to as the enabling environment.

² The Social Ecological Model (SEM) is a theory-based framework for understanding the multifaceted and interactive effects of personal and environmental factors that determine behaviours, and for identifying behavioural and organizational leverage points and intermediaries for health promotion within organizations.



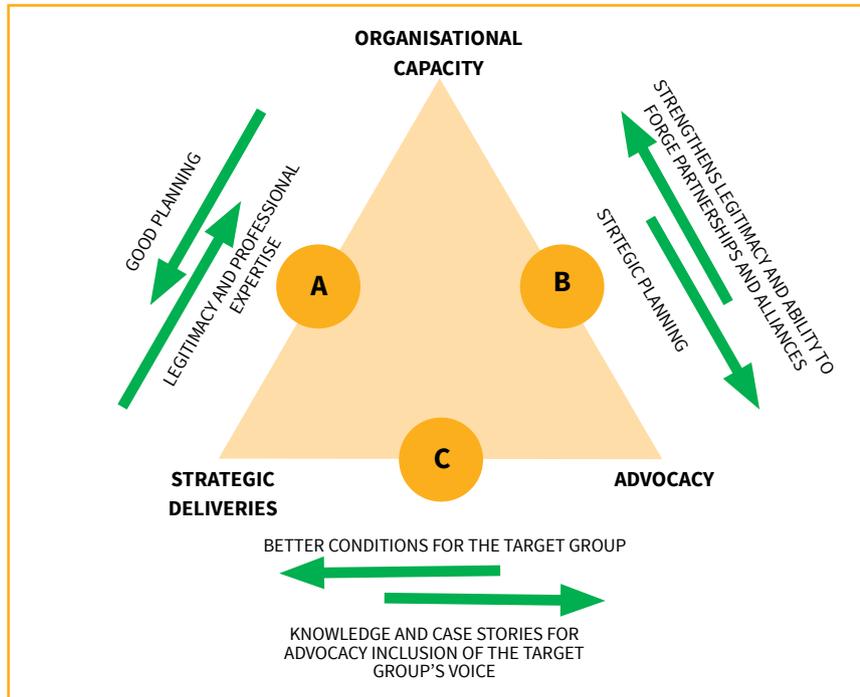
Illustration of the different stages of change and strategies to influence change

2.1.2 The Development Triangle

The ecological model has already demonstrated that change in projects requires consistent simultaneous engagement at different levels. To further understand the place of advocacy in development projects, the Development Triangle³ is helpful:

The Development Triangle is relevant to the majority of youth organisations in Zimbabwe. It emphasises the need to maintain a balance in the activities of the organization. It suggests that successful organizations have to deliver a tangible good/service to the community hence the service delivery arm. This has to happen at the same time while they continuously strengthen their own capacity to deliver. When these elements are in place, advocacy comes in as the third element responsible for holding accountable duty bearers to carry out their mandates or create an enabling environment for the attainment of rightful conditions that the project pursues. Many youth organizations can relate to failure in balancing the Development Triangle, especially when they put emphasis on advocacy with minimal or no service delivery. In such instances, they may lack support of the communities who (mistakenly) view CSOs primarily as deliverers of goods and services hence mobilisation for advocacy is often misconstrued as exploitation by non-governmental organizations.

³ The Development Triangle was developed by the Project Advice and Training Centre – Platform for Danish CSOs



The Development Triangle

2.2 Defining Advocacy

The word “advocacy”, according to Anush Begloian, comes from the Latin word ‘advocare’ which literally means ‘to call out for support’. Begloian suggests that the origins of advocacy date back to ancient Rome and Greece when well-established orators would perform as advocates or wrote orations specifically for pleading someone’s cause. Personalities such as Cicero and Caesar come to mind as some of the greatest Roman lawyers and advocates of historic times.

However, although still linked to its origins, the meaning has evolved.

Consider the following definitions of advocacy:

- A set of targeted actions directed at decision makers in support of a specific (public) policy issue. (The Policy Project)
- A tool for putting a problem on the agenda, providing a solution to that problem and building support for acting on both the problem and the solution. (Academy for Educational Development)
- A set of organised actions aimed at influencing public policies, societal attitudes, and socio-political processes that enable and empower the marginalised to speak for themselves. (Jennifer Rietbergen-McCracken)

Advocacy may not be limited to a single issue and can take place at many different levels from local to international. Later on, in subsequent units of this manual, we shall learn how to target our advocacy – choosing both issues and the target.

Another way of looking at advocacy is looking at it as an attempt to cause political action using methods such as civil education and public campaigns to influence decision-makers. Advocacy relies on a set of activities aimed to change public opinion or to get public support.

Activity 2.3: Myths and Misconceptions of Advocacy

Because advocacy is often broadly defined, it is often accompanied by several myths and misconceptions. By ticking the applicable, take the following quiz⁴ to test your knowledge on what advocacy is:

Tool 1: Testing Knowledge on Advocacy Quiz

Statement	True	False
1. Advocacy is only for professional lobbyists		
2. Advocacy is toy-toying down the street with placards or rioting in a demonstration or protest rally		
3. Advocacy is the same as fundraising or donating to charity		
4. Advocacy consumes a lot of time; I'm too busy to get involved in advocacy		
5. Advocacy is all about "politics" (I am not interested in politics)		

Responses and Points of Discussion to the Quiz

- 1. False:** Obviously advocacy is a public activity while lobbying requires "behind-the-scene" activities in its very essence.

Lobbying can generally be defined as any attempt to influence a politician or public official on an issue. Direct lobbying is communicating your views to a member of government who may be instrumental in developing legislation. Grassroots lobbying is trying to influence the public to express a particular view to their legislators about a specific legislative proposal.

- 2. False:** This myth mixes different concepts; rallies are activism, which are sometimes useful, but it's not always effective advocacy.

⁴ Adapted from Anush Begloian

3. **False:** Advocacy is all about initiating social change, which definitely cannot be achieved through just collecting funds. Social change is often achieved with little or almost no funds.
4. **False:** Advocacy doesn't have to be complicated and time-consuming – a properly planned and organized campaign requires small actions from many people rather than big ones from a few. (Give a case study – in a box and reference here – e.g. social media etc.)
5. **False:** Advocacy can be political (i.e. lobbying for a specific piece of legislation), but is more often social and intellectual focused on speaking out on behalf of those without a voice.

2.4: Why Advocacy?

Since we are now clear on what advocacy is. It is imperative to also understand why advocacy is important:



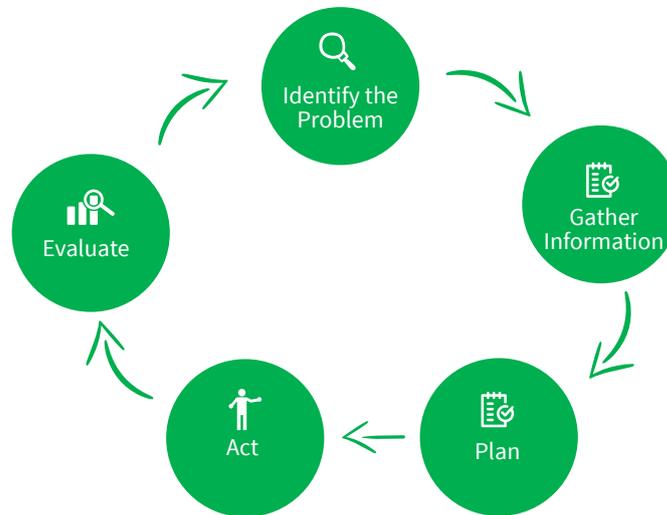
- a. Ensures that people have a say on issues that affect them and contribute to addressing the same
- b. Helps improve policies
- c. It promotes the safeguarding of people's rights
- d. Holds those in public office accountable to the people who bestowed power upon them
- e. Assists policy makers in meeting the needs of the people
- f. It makes democracies healthy

2.5: Key Steps in Advocacy

The advocacy process takes place in a cyclic manner. The advocacy cycle (diagram below) is a useful way of visualising the steps in advocacy. These steps can also be seen as building blocks for developing an advocacy strategy and its implementation or a step-by-step process of elaborating an advocacy component within a broader program or development project⁵.

⁵ Practical Action in Advocacy: An Advocacy Toolkit

Tool 2: The Advocacy Cycle



2.5.1 Defining Advocacy Process Steps

Here we explain the key steps illustrated in the diagram above:

Step 1: Identify the problem:

- What are the possible problems that could be addressed through your advocacy action?
- What would change look like if the problem is addressed?
- Select one issue of focus

Case Study: Sometimes the Advocacy Issue May be Complex

Literature on advocacy often makes it seem as if an advocacy issue is a single easy to define issue. However in reality, the advocacy issue may be linked to many other related issues or could itself be unpacked into many sub-issues. It is possible that the advocacy issue you identify at first is not your advocacy issue you work with in the end. This is why it is important to have tools that allow help you reflect on the nature, extent and roots of a selected problem.

Some years back, when YETT sought to intervene on an issue that would address the lack of participation in public processes by the youth, a problem analysis revealed that the major issue was the lack of a policy that holistically addresses the various concerns of the youth. In the analysis, for example, YETT learnt that the youth were not participating in public processes because they lacked information, resources as well as the social and economic status, among other factors relevant to creating an enabling environment for youth participation. However, on the other hand, the analysis showed that youth were in that sorry state because they didn't participate in processes where key decisions affecting their lives were made. The dilemma was to find a single issue which, upon an advocacy intervention, would have a ripple effect on other issues. A youth policy was found to be a common denominator. With a comprehensive youth policy in place and being put into effect, it can be an effective entry point to addressing a multiplicity of challenges. However, you do not always need to look for the common denominator – sometimes, accept that you can only do so much and deal with what you can.

Step 2: Gather Information:

- Undertake research and or analysis to find out more information on the issue. What does statistics and qualitative information say about the nature and extent of the problem? In some cases this research might simply be desktop review of already existing information on the subject area for the advocacy issue.
- What are the causes and effects of the issue?
- What are the possible solutions?

What is an Advocacy Strategy?

An advocacy strategy spells out your actions, strategies, timelines for action and the sharing of responsibilities for taking action on the identified advocacy issue. An advocacy strategy must also clearly define the results of an advocacy initiative - the outcome in the short term and impact in the long term. Other elements of a good advocacy strategy include:

- Defining outputs
- Formulating SMART Objectives
- Identifying success indicators and means of measurement/verification
- Setting targets
- Identifying allies and opposers
- Defining the activities, methods and approaches for advocacy
- Identification of risks
- Clarification of assumptions
- Cost the activities
- What resources will be required to implement the possible solution?

Step 3: Plan

- Develop an advocacy strategy

Step 4: Act

- Develop the messages and target them to your various target groups – the messages must define the issue, proposed solutions and describe the actions that need to be taken
- Communicate the message
- Implement the advocacy strategy

Step 5: Evaluate

- Collect and analyse information that determines whether the results are being achieved
- Ongoing monitoring is required throughout the cycle
- Information gathered through ongoing monitoring or end of process evaluation is important for learning and making necessary adjustments to the advocacy process.

Although not included in the steps, the process of fundraising is important when it comes to successful advocacy strategy implementation. Identify sources of funding and consider the implicit ethical messages hidden in sources of funding and the resistance you may get from your targets by association to some of your funders. (see case study below)

Case Study: Funding Implications on Advocacy

When YETT was undertaking advocacy to get the government to review the National Youth Policy, it was during a time when the relationship between the Zimbabwean government and western countries was sour. Since the review processes involved meetings with political players such parliamentarians and the line Minister, YETT had lined up sensitization meetings with these stakeholders. Initially, YETT faced resistance. The government at that time remarked, ‘What interest does a foreign western country have in our policies when they have put our government under sanction?’

The question of funding became an excuse for stalling what was otherwise a good campaign representing a bona fide constituency. Although the campaign was a success overall, the lesson learnt for the organization was to think through implicit messages that come with sources of funding for advocacy initiatives targeting sensitive issues. The targets of our advocacy may be wary of infiltration by their ‘perceived enemies’ leading to resistance to our campaigns.

Unit Two

Public Policy and the Policy making in Zimbabwe

2.A What is Public Policy?

There are two basic types of policy – private and public policies. Private policies are often concerned with private institutions such as corporates while public policy, on the other hand, is generated by institutions that serve the public and seek to be democratic in the process of policy formulation. In advocacy, we are concerned with the public branch of policy. For effective advocacy, a shared understanding public policy is crucial.

The most common and catchy definition of public policy suggests that public policy is ‘what government chooses to do or not to do.’⁶ This definition is simple yet addressing the major components of policy in a public arena:

- Public policies are not always expected to be written down or lay down strategies for what must be done; sometimes policies can be unwritten and are about what government chooses not to do. Examples of unwritten policies include the Look East Policy of government during the years of international isolation.
- To understand and act on policy, especially through advocacy, it is important understand one’s government and how it works? Public policies emanate from government. According to some scholars, a public policy is defined by its source and not its impact.

⁶ Thomas Dye (2013)

The components above build on the above succinct definition and also find expression in some of the following comprehensive definitions of public policy⁷:

- Public policy is the way a government maintains order or addresses the needs of its citizens.
- Public policy is a process about selecting strategies and making choices⁸.
- Public policies denote courses of action or inaction taken by a government in response to a known problem or set of problems.⁹

2.B Public Policy and Service Delivery

In this manual we seek to develop capacity of youth actors to influence service delivery through advocacy. Why then are we discussing public policy? What is the link between public policy and the role of youth in holding their governments accountable in the delivery of key social services?

In the previous units, we have already defined advocacy as a process of influencing public policies or highlighting challenges that citizens face as well as finding solutions to the same. To this end, what governments choose to do or not to do about service delivery is subject to advocacy. Youth need to hold their governments accountable to take deliberate and continuous actions to meet the needs of citizens through efficient and effective service provision in such areas as health, education and employment, among others.

Box: Public Policy, Advocacy and Service Delivery: The Link

Public policies are central instruments through which the “fundamental choices” of the political authorities (government) are executed. They regulate societal behaviour and extract, allocate and distribute resources to different segments of society within the economy. They thus play key promotional roles in national socioeconomic development. Soundly crafted national policies provide feasible channels through which governments communicate and respond to citizen demands. They enable society to read and interpret the mind-set and priorities of the national leadership.¹⁰

The above argument point to the link between advocacy, public policy and service delivery:

- Through public policies government decides on its priorities and key actions in delivering essential services.
- Public policies allow the youth to understand the mind-set, commitments and priorities of the government. Often what is not spelt out through policy is rarely implemented.

Hence successful advocacy must ensure the presence and implementation of policies that influence the delivery of key services needed by the particular communities and constituencies.

⁷ https://www.google.co.zw/url?sa=t&rct=j&q=&esrc=s&source=web&cd=11&cad=rja&uact=8&ved=2ahUKewjg6P-lv_rdAhWOHsAKHVxcBowQFjAKegQIDRAB&url=https%3A%2F%2Fstudy.com%2Facademy%2Flesson%2Fwhat-is-public-policy-definition-types-process-examples.html&usg=AOvVaw0IFD1-YSAZ0KqFVg64-ux

⁸ https://www.google.co.zw/url?sa=t&rct=j&q=&esrc=s&source=web&cd=12&ved=2ahUKewjg6P-lv_rdAhWOHsAKHVxcBowQFjALegQICxAB&url=https%3A%2F%2Fwww3.mruni.eu%2Ffojs%2Fpublic-policy-and-administration%2Farticle%2Fview%2F2543&usg=AOvVaw0Bplgw78H97X24qhGq-Nq2

⁹ Zhou and Zvoushe (2012); Public Policy Making in Zimbabwe: A Three Decade Perspective

¹⁰ Extract from Zhou and Zvoushe (2012)

2.C Understanding the System of Government in Zimbabwe

We have already learnt from the discussions on advocacy in this manual that advocacy is concerned with ‘decision makers’ and incidentally, we have already started using the term ‘government’ to denote these decision makers or policy makers. But what is government in the context of Zimbabwe? Answering this question places the youth in the right place for advocacy. This helps the youth to target their advocacy at the rightful duty bearers.

According to the National Constitution, Zimbabwe is a ‘unitary, sovereign and democratic republic.’ Zimbabwe is governed through an executive led by an elected President, the lower and upper houses of assembly as well as the local government. These institutions together with the bureaucracy, judiciary and military, among others, form the state. The state is expected to protect the rights of citizens, including among other things formulating and enforcing policies for the delivery of essential services. In return, the citizens elect leaders into government to represent them and oblige to pay taxes to support the state. This relationship often calls for checking each other’s excesses. Advocacy is primarily concerned with citizens holding the state actors accountable - in the case of this manual, it is about youth demanding service delivery from various levels of government and arms of the state.

2.D National Government

Zimbabwe’s national government consists of a President and Parliamentarians who are directly elected by the people. Once the President is elected, he appoints Ministers to serve in his cabinet. Together they are called the Executive. The major role of the Executive is to enforce or implement policies, often made by the legislature. Cabinet Ministers preside over government ministries or the bureaucracy which is charged with policy implementation. In cases where laws are in place but are not being enforced, the executive is, therefore an ideal target for advocacy.

The legislature, particularly the national parliament consists of the lower house of assembly members who are elected to represent constituencies across the country. Their role is to make policies/laws in line with the constitution. An upper house called the Senate also exists in Zimbabwe. There has been some controversy around whether a senate is required or, rather, if it is just a waste of resources. However, it is easier to say that the two houses’ responsibility is to make laws with the lower house primarily leading that function. The legislature therefore must be the port of entry for advocacy on policy introduction or review.

2.E Local Government

The Zimbabwean government has provisions for a Provincial Council consisting of all Members of Parliament and Senate from a particular province. The role of this council is to ensure the social and economic development of the province. However, this has not been operationalised, instead the national government favours the appointment of Provincial Ministers.

Local government in Zimbabwe is anchored on elected councillors who run the affairs of urban and rural jurisdictions. These are called councils. The councils are responsible for the promulgation of by-laws and other regulations in their jurisdictions. They levy taxes and collect rates with the responsibility of delivering services to residents.

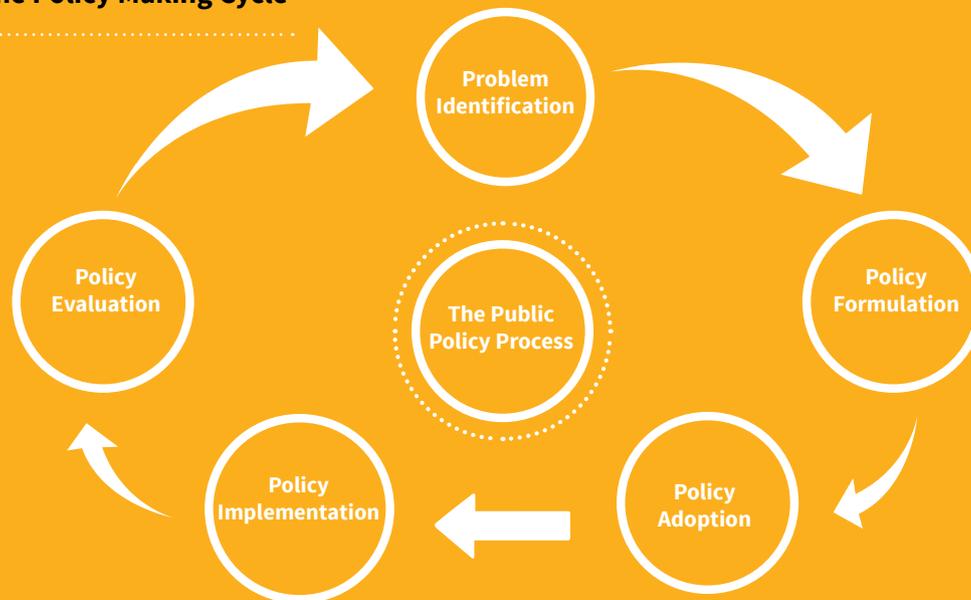
In Zimbabwe, there is often a tendency by citizens to misdirect advocacy demands between the national and local governments. This is understandable considering that there is a thin line between jurisdictions and responsibilities of the two levels of government. To this end, it is important, for every problem identified or for every advocacy cause raised to undertake a thorough stakeholder mapping and analysis in order to identify all the concerned parties and their role. (Step 3 in the advocacy cycle help in this regard.)

2.F Steps in the Policy Making Process

Just as it is important to understand how government works, it is crucial to also understand how policies are formulated. For youth undertaking advocacy, this helps understand how and when to influence policy.

Policy making generally follow the public policy making cycle illustrated in the diagram below:

Tool 3: The Policy Making Cycle



STEPS IN PUBLIC POLICY MAKING IN ZIMBABWE

Step 1: Problem identification

is the starting point in this process, and will set the tone for the remainder of the cycle. In order to achieve successful public policy, the problem must be clearly defined and understood at an appropriate scale. A specific problem must exist before a policy is pronounced to address that challenge.

Step 2: Policy Formulation

This involves coming up with alternatives or a single approach to solving an identified problem. In Zimbabwe, the parliament, executive, the courts, civil society organizations and other non-state actors may be involved in policy formulation. In most cases the parliament or the executive

formulates policy alternatives and undertake consultations with the public. We also have cases where the courts make rulings that become public policy pronouncements.

Case Study: The Courts as a Policy Making Institution in Zimbabwe

In 2015, the Supreme Court of Zimbabwe ruled that employers were not required to give a notice period of more than 3 months when terminating employment for their workers. This ruling ran contrary to the popular belief and practice that favoured employees. What followed were massive job losses as companies tried to rationalise their workforces in line with a tough economic operational environment. Through its ruling, the Court had promulgated a new policy that needed no further pronouncements to be effected; immediately, several employers invoked this policy resulting in massive job losses.

It is important to note that what is described in the diagram as policy formulation stage could have its own cyclical diagram representing an evolution of an idea and solution to the problem. Often it tends to be more than one step!

Step 3: Policy Adoption

In Zimbabwe policy adoption often involves both the parliament and executive. Once the parliament and senate assents to policy pronouncements, often laws, the president will then sign the pronouncements into effect. Other

policies are made by line ministries and are adopted by the executive through cabinet. Similarly, once courts make pronouncements on policy issues, such policy will take effect immediately.

Step 4: Policy Implementation

Much like policy formulation, policy implementation is also an iterative process and may involve many stakeholders across agencies and governing bodies. Successful implementation of a policy will be dependent not just on the actors who are responsible for enforcing it (duty bearers), but also to those that could have a direct or indirect influence on the policy's roll out (solution holders). The way the policy would have been crafted including levels of public participation and stakeholder consultations will have a direct effect on its acceptability and success. Often, the institutions that make policy are not the same as those charged with its implementation.

Step 5: Policy evaluation

This is an important perspective-building exercise to assess successes and failures of the policy that will inform the development of subsequent policies. Evaluation can be either quantitative or qualitative in nature, addressing progress toward tangible goals as well as intended and unintended social, economic, and environmental outcomes as a result of the policy's implementation.

Source: *Adopted from the John and Willie Leone Family, Department of Energy and Mineral Engineering*

2.G Legal and Policy Advocacy documents

In Zimbabwe there are some key policy and legal advocacy documents that the youth and youth serving organisations can use to advance their issues. These are:

1. Policy Briefs

A policy brief presents a concise summary of information that can help readers understand and likely make decisions about government policies. Policy briefs may give objective summaries of relevant research, suggest possible policy options, or argue for particular courses of action. Short policy briefs are useful tools for conveying the implications of government policies for policy, practice and action. A policy brief is a stand-alone document that is focused on a single topic and is typically no more than 2-4 pages long. Thinking of the audience is essential when developing a policy brief. It is useful to remember that when developing a policy brief one is not doing it for technocrats but rather policy makers or people that are affected by the policy and as such making it clear and simple wins the day.

2. Position Papers

In designing advocacy campaigns aimed at influencing policy, it is important to develop a position paper which presents an opinion about a policy issue. It should present the position of youth and youth organisations and policy arguments supporting that position. In developing a position paper, youth should think of ways and issues that can influence the opinions of targeted groups and convince them to start see issues from their perspective.

3. Petitions

To raise concern over some policy related matters another strategy is that of writing and presenting petitions. A petition is a formal complaint lodged to an authority, government or another public agency outlining the cause or subject matter of the complaint and what the petitioners recommend must be done to address the issues raised.

03

Stronger Together: Citizen Engagement, Membership Mobilization and the Power of Numbers

OBJECTIVES: This section seeks to:



Enhance the participants' understanding of the need to have public support in undertaking advocacy



Develop the capacity of organizations to mobilise and management memberships

“You will always be a puppet on someone else’s line if you don’t care enough about the big picture to let your tiny voice be heard. When it is combined with the tiny voices of millions of others that is the real power..”

Kenneth Eade

Material Required:

Enough copies of the printed Tool 4, pencils, flip chart paper, markers and tack.

Methods:

Individual work on worksheet, discussions in plenary.

Handouts:

Print all units for section 3 and distribute it after the session

Procedures for Training

Steps:

1. Introduce the objectives of the session followed by a presentation of notes 3.1.

Activity 1: (3.3) Which Organizations Need Members?

2. Hand out Tool 4 to every individual to work by themselves for a few minutes. If the participants belong to the same organization, allow them to work in groups and discuss their scoring.
3. Allow the participants to share feedback of activity 1 in plenary and facilitate discussions for this feedback.
4. Afterwards, present the content for 3.2 – 3.6.

Activity 2: (Unit 3.6) Managing, Sustaining and Motivating Members

5. Handout Tool 4 to every individual. Again allow participants to discuss while working on the worksheet if they belong to the same organization
6. Allow the participants to share feedback of activity 2 in plenary and facilitate discussions for this feedback.

Unit One

Member Mobilisation and Involvement: Making a Case for Internal Democracy

3.1 It's a Game of Numbers: Participation Sustains Advocacy

The basic underlying principle for successful advocacy is the ability to demonstrate that the issues being raised are genuine concerns of the majority. Often our targets for advocacy derive their mandate from the people through popular democratic electoral processes. To get them to accede to demands for policy change or review, leaders of advocacy initiatives need to demonstrate that they represent a significant majority of the people. This incentivises duty bearers to act. Often advocacy initiatives are not successful because they come across as serving interests of an elite minority.

3.2 Internal Democracy: Building Legitimacy for Advocacy

Most organizations either do not have popular support or fail to demonstrate such because they are not properly structured to allow voices of their membership to be visible. Have you ever thought, though, that for the same reasons why democracy is important at national level, it is also indispensable in your organization or movement?

Most organisations preach the value of democracy and accountability in seeking to hold governments accountable. If practising what you preach is not enough to persuade your organization to value internal democracy then try it for the good of your own organization as well as its ability to deliver on its mandate effectively and sustainably. Lehr-Lehnardt (2005), argues that ‘NGO authority flows from public perception that NGOs are legitimate — that they somehow do represent the muffled masses, that their motives are good, and that they sacrifice their own comfort to help others.’ In the same vein, he adds, ‘... democracy, transparency, and accountability go to the core of legitimacy, they shed light on power structures, they can illuminate bias and self-interest.’ In this light, NGOs derive legitimacy from their ability to mobilise and involve the people they serve. Legitimacy is at the centre of an organization’s ability to function effectively and meet the needs of the constituency it serves. More importantly, legitimacy drives the success of an organization’s advocacy process.

This section of the manual seeks to shed light on why it is important to recruit and involve stakeholders and/or members in an NGO as well as some methods and approaches to such member mobilisation and involvement, essentially to pursue internal democracy and enhance legitimacy in the process of undertaking advocacy. The specific objectives of the session are:

- To explore and justify the need for mobilising and involving members in youth organizations
- To equip participants with tools and approaches of mobilising members and other stakeholders and keeping them engaged in the organization
- To inspire youth organizations to prioritise internal democratisation as well as sustain it in their organizations.

3.3 Is Membership Important to your Organization?

The nature of your work determines whether you are a membership-based organization. Consider taking the following short questionnaire to establish if having members is important to your organization:

Question	Response	
Does your organization need to or want other people to get involved?		
	YES	NO
Do you believe that those who could benefit most from your effort are not currently participating?		
The group's membership does not include representation from key sectors and those individuals who can provide crucial insight into planning appropriate interventions?		
The work of your organization is not publicly visible or supported in the community and expanding the membership base will bring about greater community and/or political support.		
The organization or group lacks members with one or more areas of specific knowledge, relationships, or experience (e.g. fundraising) needed to accomplish its goals?		
Do you currently have enough participants to carry out the groundwork involved with action planning steps of one or more areas of your work?		

Tool 4: Determining the Need for Membership in an Organization Scoring

3-5 yes answers – Membership Mobilization urgent.

1-2 yes answers - Membership Mobilization is important.

If you answered yes to at least one of the above, identify those who need to be involved in order to accomplish your group's objectives or specific projects.

3.4 Identifying Potential Members

Once you take a decision to recruit members in order to strengthen your legitimacy as you undertake advocacy work, the next step is to review who can be part of your membership.

The process of reviewing membership includes the following key questions:

- Who in the community that you are serving can most benefit if they were to participate?
- Who can be effective if they participate?
- Which roles are currently unfilled?

- What potential barriers exist to recruiting these new partners, and what strategies can help overcome those barriers to their involvement; how many members do you want involved?
- Should there be a membership target?

Also consider Membership diversity in the process:

- Include diverse groups at the inception of the advocacy initiative or project. What groups are missing currently (e.g. gender, sexuality, disability, culture, age, income)?
- Is your organization organized in such a way that all participants and members have equal power and responsibility? What changes can you make to distribute power and responsibility more evenly?
- Does your organization have representation from different sectors of the community? Consider representation from different sectors, including: Social institutions (e.g. public and private schools, businesses, media, government) and other like-minded organizations;

There is a concept of winning all hearts that those seeking for members should consider. Winning all hearts ensures the inclusion of all people; even those who are exposed to unfair treatment and discrimination. The ultimate goal is to create an inclusive environment and culture where all youths are invited to actively participate in the governance and search of an inclusive and equitable sustainable development.

3.5 Attracting Members

Once you have taken a decision to recruit members and have identified the members you require, you need to determine how you can attract and return members to your organization. The process involves the following:

- Reinforce benefits of participation – communicate clearly why it is important to participate;
- Use role models/champions – celebrities, opinion makers and other young people or people from the same demographics;
- Identify the places, platforms and times suitable for recruitment;
- Choose the right media for communication;
- Provide orientation of members to ensure that there are shared values amongst all members; and
- Identify and allocate roles that members can take up especially earlier on when they are still excited by becoming your members.

3.6 Manage, Motivate and Sustain Membership

Most organizations have no challenges in recruiting members. However, once you have recruited members, the challenge is ensuring that the members are active and that you do not lose them. It is important to create an atmosphere that fosters continued participation by members:

- Make participation easier or of lower cost (i.e. identify and address access barriers and opportunities; e.g., having meetings at convenient times, providing translators and child care for youth with children);
- Improve peoples' abilities to be involved (e.g. providing information, skill training, and support for participants and members);
- Deliver in your project goals; have a history of success that people will want to be a part of; and
- Welcome new ideas and new members in a special way.

Often, emphasis is put on ensuring that members or beneficiaries of the project must speak for themselves. This denotes ownership and is often more convincing to policy makers. In many occasions, such maximum participation

has the net effect of motivation for members/beneficiaries. However, organizations must pay attention not to expose the youth to retribution that may come from powerful policy actors who often see advocacy initiatives as exposing them or despising their role. This is also true in cases where advocacy beneficiaries may be stigmatized for speaking out. Imagine, youth with HIV having to always speak for themselves even when they are not yet ready to disclose their status? This means that organizations have to disclose to the beneficiaries/members the full implications of speaking out for themselves and seek to protect the youth from unfair exposure that can have negative consequences.

Below is an exercise to help you understand if your organization is motivating its membership using the the ‘6R’ Qualities:

Tool 5: 6R Qualities Test for Evaluating Motivation among Organizational Members

6 R Quality	Never	Often	Sometimes
1. Recognition: Are members being recognized for their contributions.			
2. Respect: Are member’s values, culture, ideas, and time being respected and considered in the organization’s activities.			
3. Role: Do members have clear and meaningful roles in the organization that make them feel valuable and in which they can make a contribution.			
4. Relationships: Do members have the opportunity to establish and build networks both professionally and personally for greater influence and enjoyment.			
5. Reward: Does your organization offer rewards (not necessarily material – do use money) for participation. Do the benefits of participation outweigh cost of doing so.			
6. Results: Are your results visible and are they clearly linked to outcomes that are important to the members?			

Discuss with your team members, what changes can be made in the way your organization operates or holds meetings and activities that will incorporate the “6R”s and encourage continued involvement?

NB: Remember to evaluate if your approaches are working in recruiting and motivating members.

3.7 Networking with other organizations

Just as the amalgamation of individual voices is important, also considering strengthening your efforts by bringing on board the voices of other organizations with their own membership to draw on their resources, strengths and contacts. Successful advocacy is often associated with networks.

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