

ADVOCACY for DISABILITY RIGHTS COURSE

Mwanza, Tanzania, 28/11 to 02/12 2016
Hosted by Karagwe Community Based Rehabilitation Programme (KCBRP)



Skills acquisition

Background

Enablement and the Liliane Foundation (LF) jointly designed the Advocacy for Disability Rights Course. The aim of this course is to provide participants with the knowledge and skills to effectively prevent or address disability rights violations, primarily at a local or district level. The course has been developed around 7 steps following the ADVOCATE acronym.

For the pilot of this course, Tanzania has been selected as the strategic partner organisation of the LF (KCBRP) finds itself in the inception stage of a joint programme with its partners in the Lake Zone to embark on the issue of albinism. A number of organisations with specific expertise on albinism have been invited, amidst other organisations working in the field of disability.

Participants have been selected who are capable to communicate in English and/or who have a stake in the anticipated albino project. To accommodate the language barrier of the few who primarily speak Kiswahili the major part of the course consisted of group work in the local language, whereby restitutions were given in English, with summaries provided in Kiswahili.



Translating theory into practice

Day 1

During a speed dating session participants were asked to explain to a 12-year old cousin or niece what they do professionally. Participants then introduced their homologues to the group. It allowed them to:

- Adapt their language to the target group
- Make the message concise and structured
- Be create
- Illustrate with practical examples

Assess the situation

Drawing a (rich) picture on basis of the case study the participants submitted allowed them to assess the context and to create an overview of several issues that directly or indirectly affect their case. The same could be achieved by e.g. a community walk, photographing key barriers or situations, focus group discussion etc. Participants learned that barriers to participation could be categorized into physical/environmental, attitudinal or institutional barriers.

Defining the problem:

On basis of a video case study on children with disabilities in Tanzania participants selected priority issues for advocacy by using a paper format. It was used as a means to identify a priority issue within a given group, while also other democratic means such as voting could be applied.

After the issue selection the participants dug deeper into the problem by creating a problem tree, thus identifying a core problem (trunk), roots to the problem and their effects (branches and leaves).



Group work

Day 2

Value the power of stakeholders

Participants reflected on a video called “Tanzania - disability and development” on education for a girl with an intellectual disability. Three core issues were selected. In groups the stakeholders relevant to the respective issue and their power and level of support were valued using a 4-square diagram. It turned out to be a difficult concept for the participants to translate a multi-dimensional issue into a 2-dimensional graph initially, but they gradually started appreciating its value.

During a networking game participants were provided roles of stakeholders relevant to the case “Children with disabilities are structurally denied access to the local primary school”. When evaluating the process of passing a ball of thread from stakeholder to stakeholder participants not only observed the fact that a network had been created, but also that the process had been mainly lip service, whereby no concrete action had been taken, as the advocacy had not been addressed strategically.



*Meeting the
“decision
maker”*

Opportunities and rights at stake

A review of existing legal frameworks at UN-level (UNCPRD, UNCRC) as well as at national level (Tanzania Disability Act 2010) contributed to the understanding of the participants that legal documents are an essential tool to validate your advocacy. They should not be used per se to claim rights, but to compare the legal framework with the actual practice in the country and thus to start

a sincere dialogue with decision makers about the common goal of implementing laws and policies.

Skills development

Participants greatly enjoyed drafting and presenting a speech or a petition on basis of their case study. They concluded that a positive tone and use of diplomacy in many occasions can be more effective than the use of the confrontational approach.

Day 3

Before talking about strategies participants got involved in a discussion on rights and responsibilities. You cannot claim your right if you do not fulfil your responsibility; e.g. being accountable and credible, offering solutions instead of presenting problems etc.

Choosing objectives

On basis of the film “Child brides in Tanzania” 3 groups formed a problem tree on identified issues. They selected one root cause to their problem and converted the problem into a SMART objective. Where the target group of regular programme objectives are the beneficiaries, in advocacy goals the target group are the stakeholders you want to influence.

Advocacy strategies

Groups preselected 5 strategies from a list of advocacy methods. They carried out a risk analysis on these methods, assessing the risk the method could bring along for either the actor / organisation, or the beneficiaries. On basis of this assessment they finalized their selection of methods, carefully weighing the pros and cons.



*Convincing the
"donor"*

Skills development

In trios participants practiced negotiation skills in communicating with decision makers on a subject relevant to their issue of the group assignment. They reflected on their meetings and compiled a list of things "to do" and things "not to do" during a meeting with a decision maker.

Day 4

Participants got the opportunity to analyse a video of a community drama on albinism and develop an advocacy strategy. As 6 of the participants are persons with albinism the film resonated in the group. Groups were challenged to prepare a media activity – be it a television or radio broadcast. They engaged in creative presentations that gave sufficient room for feedback and learning.

The afternoon was dedicated to provide a platform for exchange of good practices and less successful advocacy experiences. They reviewed the case studies provided by the participants on basis of the ADVOCATE steps in order to identify the ingredients for success or failure. During the evaluation at the end of the day it was commented that the repetition in the method of group work on basis of a video case caused some participants to be less energetic than usually.

Day 5

Track progress and **E**valuate

On the last day of the course groups worked out selected case studies that have been handed in by participants as a preparation assignment. They elaborated all steps of the ADVOCATE acronym, including Track progress and Evaluate (M&E) to conceive an advocacy proposal to be presented to a panel, representing the

donor. Two out of three presentations were very strategic and of high quality, whereas the third presentation had many nice elements, but missed some consistency.

EVALUATION OF THE PILOT ADRC COURSE

A) The course has been very positively appraised in general, see annex for the review of the evaluation with recommendations for improvement. The ADVOCATE steps have proven to be a very workable foundation for training and practice in advocacy.

B) Although the course has originally been designed to provide a strategic approach to strategic advocacy on a local and district level, according to participants the ADVOCATE strategy would also be applicable for advocacy at a national level. For local level advocacy it would require more local case study materials.

C) A valuable recommendation was to offer the course jointly with a local advocacy organisation, e.g. a DPO.

D) The course materials appear to be primarily relevant for trainers. A two-week training of trainers' module will (have to) be developed on basis of the existing materials. For the 1-week course for local level advocacy the flyer on the 7 ADVOCATE steps and handouts should suffice, preferably complemented by electronic documentation.

E) KCBRP has done a wonderful job in hosting the course. Every participating organisation is expected to submit an advocacy action plan to KCBRP. It is anticipated that KCBRP will compile a joint project proposal on the issue of albinism in the Lake Zone, building upon the kick-off workshop and relevant input on advocacy deriving from this course. Joint advocacy plans on other disability related issues are to be encouraged.



Family photo

ANNEX: evaluation

Number of respondents: 17

1. How do you value the 7-step ADVOCATE methodology?

Very good: 11 Ok: 6 Needs improvement Useless

2. How do you value the course manual and course materials?

Very good: 9 Ok: 6 Needs improvement: 1 Useless: 1

3. How do you value the course structure and educational methodologies?

Very good: 9 Ok: 5 Needs improvement: 2 Useless: 1

Please explain:

- *Recommend adding one multiple day assignment for the week*

4. Did the course provide you with the skills and knowledge required to successfully advocate for your cause?

Absolutely: 6 Yes: 11 Not sufficiently Not at all

Please explain:

- *I would like continuation and follow-up training*

5. Would you recommend this course to your staff/colleagues or partners?

Absolutely: 13 Probably: 4 Not likely No

Please explain:

- *Recommend offering the course in shared facilitation with local advocacy organisation (DPO)*

6. Would you be interested to follow the 2-week training of trainers of the ADRC?

Absolutely: 11 Probably: 5 Not likely No: 1

7. Do you think the course is unique and of added value within the existing range of courses?

Absolutely: 7 Yes: 8 Not sufficiently: 2 Not at all

Please explain:

- *The course is very good, but it would only be unique if the local context is considered more explicitly*
- *It is very participatory and step-by-step approach*
- *What makes the course unique is the style and methodology of facilitation (which is of high grade). It would be normal if the facilitator was "normal".*

8. What have been your 3 major learning points throughout the course?

- *How to make advocacy part of our mainstream activities*
- *Assess the situation and problem (problem tree), develop objective, identify opportunities for advocacy planning*
- *How to identify stakeholders and approach decision makers*
- *Identifying risks, using harmonious instead of violent ways of advocacy*
- *Importance of permanent monitoring, having multiple donors and being focused*
- *Importance of involving government and of being specific in planning*
- *How to write a petition/speech, evidence-based advocacy*
- *Assessment of stakeholders: ally versus opponent*
- *How to present your proposal to the donor*
- *Approach of approaching your target group as experts, instead of assuming they do nothing or are not interested.*

9. Which information have you been missing, if any?

- *Budget planning in relation to time frame, making realistic plans and budgets*
- *How to write an effective project proposal / concept note*

10. Could you please give 3 recommendations how to improve the quality of the module?

- *Materials in large print for visually impaired participants, timetable in hard copy*
- *Materials translated into Kiswahili and using a permanent translator*
- *2 weeks instead of one*
- *Add individual work (presentations) to group assignments*
- *Make an instruction video on the ADVOCATE steps*
- *Make manual concise to flyer/leaflet and handouts*
- *Jointly organise with local advocacy organisation, e.g. DP, for co-facilitation*
- *Slightly change the program: group work versus other educational methods*
- *Broader selection of organisations*
- *Collect the best practices within/from local government levels where participants are coming from*
- *Pictures and videos of successful advocacy (best practices)*