



# **Integrating Food Security, Nutrition and Good Governance in District Development Planning Through Advocacy, Social Mobilisation and Capacity Strengthening**

## **Instructional Guide for Trainers**

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## List of Acronyms and Abbreviations

DMT	District Management Team
FSN	Food Security and Nutrition
GG	Good Governance
MKUZA	<i>Mkakati wa Kukuza Uchumina Kupunguza Umaskini Zanzibar</i> (Kiswahili acronym for ZSGRP)
NGO	Non-Governmental Organisation
PSO	Private Sector Organisation
ZFSN	Zanzibar Food Security and Nutrition (Policy/Programme)
ZSGRP	Zanzibar Strategy for Growth and Reduction of Poverty



# **Integrating Food Security, Nutrition and Good Governance in District Development Planning Through Advocacy, Social Mobilisation and Capacity Strengthening**

## **Introduction**

This instructional guide accompanies the Methodological Guide and aims at providing guidance to trainers on how to organise, conduct and facilitate training sessions as well as hands-on training. The Methodological Guide identifies who the likely trainees will be. However, over time, trainees may become trainers, if a cascade approach to capacity strengthening is adopted, whereby trainees of a district become trainers of colleagues in other districts, as well as of *shehia* FSN committees and/or of community and grass roots groups. In this introduction to the instructional guide for trainers, the guide's organisation and contents are briefly described to orient trainers as to how the guide may be used.

### **Organisation and Use of the Guide**

The guide is divided into four learning modules. Each module corresponds to a chapter in the Methodological Guide, and is in turn divided into topics (or sub-modules) that are numbered. The topics are the same as can be found in the Methodological Guide. The order of the topics, as well as the topics to be covered in a specific training exercise can easily be changed. Thus, the list of topics represents a menu, from which topics can be selected for a tailor-made training event depending on who the learners are and what the purpose of the training is. Topics can be covered in any order that the trainer sees fit. In some cases, of course, a logical sequence of topics to be presented exists, as a topic may build on one or more previous ones. (given the order in which they are presented here) For example, in a three-day district training workshop, held in Kusini District, in December 2009, the following topics were covered in this order<sup>1</sup>: 1.5 (FSN&GG), 1.1, 2.3, 2.5, 2.6b, 2.6c, 2.6d, 2.7, 2.8, 2.9, 1.5 (Advocacy & Social Mobilisation), 3.1, 3.2, 3.3, 4.1, 4.2. This means that out of a total of 23 topics, 15 topics were included in this training workshop. And the experience showed that more intensive training in several topics will be required.

One approach to narrow down the number of topics to be covered in the first district training session and decide with what depth to cover those topics is to undertake a training needs assessment. This general approach consists of: (i) examining who the participants will be and have a pre-session discussion with them to identify major roles that these participants have in their normal work activities that are relevant to FSN planning; (ii) with these roles in mind, go through the list of topics and for each role identify the topics that are most pertinent; and (iii) draw up a provisional session agenda. When the list of topics seems too long, go through a second round to prioritise topics and discuss what is to be included under each topic. This follows the general approach outlined in Learning Module Four.

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<sup>1</sup> See below for the full description of each topic.

Learning objectives are specified for each module. Basically these objectives state what the learner is expected to understand and what the learner will be able to do, after having covered all of the material, included in the module. The effectiveness of the training can be assessed against these objectives by the learner her/himself, or jointly by the trainer and the learners. A brief synthesis of the contents of the module follows the learning objectives. At the end of each module, a review topic is included. This presents an opportunity to review the topics that were covered, reinforce certain knowledge and skills, and identify areas where follow-up training may be needed to meet the learning objectives.

Instructional guidance is provided to the trainer for each topic. This essentially consists of an indication of: (i) materials, including hand-outs, to prepare for each face-to-face session; (ii) methods to be applied in each session; and (iii) what roles the trainer and the learners may play in each session. In a few instances, indications are provided as to how to organise hands-on training exercises as part of follow-up training, such as field exercises and on-the-job training during the actual district planning process.

Earlier versions of this guide and the Methodological Guide were field tested in two districts in Zanzibar which lead to the introduction of modifications and additional material, all of which are reflected in the current versions. The three-day training sessions in each district made it clear that such a session can only provide an overview of the material included in the guide, and requires selecting topics that are deemed most important. However, such a session clearly aids in identifying areas where follow-up and more in-depth training is required, as was the case in the two district training workshops held in December 2009. In-depth training will require of course the preparation of additional materials to be used in conjunction with this guide.

At this point, both guides need to be seen as works in progress. As more district and *shehia* training sessions are conducted, the need for further modifications and enrichment of the guides will become clear. Thus, it is important that trainers and learners, document such needs so that they can be accommodated in future versions.



## **Integrating Food Security, Nutrition and Good Governance in District Development Planning Through Advocacy, Social Mobilisation and Capacity Strengthening**

### **Learning Module One**

#### **The Zanzibar Context and Key Concepts**

##### Learning Objectives

- Be thoroughly familiar with the food security and nutrition policy framework in Zanzibar, and its main policy objectives and strategies.
- Be familiar with the institutional setting for the implementation of the food security and nutrition programme of action.
- Acquire an understanding of the current food security and nutrition situation in Zanzibar, and how the food security policy and programme proposes to improve food security and nutrition conditions.
- Understand the most relevant concepts and what these mean in practice within the context of district planning for food security and good nutrition applying good governance practices.

##### Module Description

In this module the stage is set by describing the specific Zanzibar policy and institutional context for district and *shehia* level planning with a focus on integrating food security and nutrition (FSN) issues and good governance practices. The status of the current district planning process in Zanzibar is highlighted. A brief description of the food security and nutrition situation in Zanzibar is provided. Definitions of several relevant concepts are discussed, as well as what these concepts may mean in practice when they are to be applied in district level planning and monitoring.

##### Topics Covered in this Module

- Topic 1.1: *Policy Environment of District FSN Planning*
- Topic 1.2: *Institutional Environment of District FSN Planning*
- Topic 1.3: *The Current Status of District Planning and Local Government Reform*
- Topic 1.4: *Analysing the Food Security and Nutrition Situation in Zanzibar*
- Topic 1.5: *Key Concepts to Understand*

## **The Zanzibar Context**

### TOPIC 1.1: Policy Environment of District FSN Planning

#### Policy Objectives for Food Security and Nutrition

- Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP)
- Zanzibar Food Security and Nutrition (ZFSN) Policy
- Zanzibar Food Security and Nutrition (ZFSN) Programme
- National Food Security and Nutrition Act of 2010

#### Policy Objectives for Good Governance

- Good Governance and National Unity Cluster of the ZSGRP
- Implementation Principles for the ZFSN Policy and Programme
- National Food Security and Nutrition Act of 2010

#### Policy Objectives for the Realisation of the Right to Adequate Food

- Good Governance and National Unity Cluster of the ZSGRP
- Preamble, Vision and Implementation Principles of the ZFSN Policy
- National Food Security and Nutrition Act of 2010

#### **Instructional Guide for the Trainer**

- Prepare a synthesis of the policy objectives and goals specified in the referenced documents before the session as a hand-out. (See Annex I of the Methodological Guide)
- Present briefly these objectives and goals and display them continuously for all to see.
- Engage participants in a discussion on these policy objectives. Ask them to identify the relevance of these policy objectives and goals to what they know to be FSN problems in the district or *shehia*. Record the main points of the discussion on a flipchart and provide a brief summary at the end of the discussion.

### TOPIC 1.2: Institutional Environment of District FSN Planning

#### National Institutional Framework for Food Security and Nutrition

- Zanzibar Food Security and Nutrition (ZFSN) Policy
- Zanzibar Food Security and Nutrition (ZFSN) Programme
- National Food Security and Nutrition Act of 2010

### **Instructional Guide for the Trainer**

- Before the session prepare as a hand-out a synthesis of the roles and functions of the Inter Sectoral Steering Committee, Stakeholder Technical Committee, National Food Security and Nutrition Division, and particularly of the district management teams and *shehia* FSN committees.
- Display the synthesis continuously and engage the participants briefly in a discussion regarding the roles and responsibilities, particularly of DMTs and *shehia* FSN committees, as outlined in the policy and programme documents.
- Ask the following questions to the participants: how can the roles and responsibilities of the DMTs, as outlined in the policy and programme document, be integrated in the normal activities of the DMTs? What are possible constraints? What is needed to establish and maintain the *shehia* FSN committees?
- Record the main points of the discussion on a flipchart and provide a brief summary at the end of the discussion.

#### TOPIC 1.3: *The Current Status of District Planning and Local Government Reform*

### **Instructional Guide for the Trainer**

Invite participants, in plenary session or in group work, to contribute ideas and record these on a flipchart, with respect to two challenges:

- How to align the current three-year strategic plans of the districts, as well as sector plans and budgets, so that: a) the district annual action plan reflect the priorities and objectives of the district strategic plan; and b) sector plans and budgets are geared to support the annual district action plan?
- How to align the district three-year strategic plans with the food security and nutrition objectives and goals of the Zanzibar Food Security and Nutrition Policy and Programme? This means that the district FSN objectives and goals reflect, at the same time, local priorities but also contribute to the achievement of the national FSN policy objectives and goals.

#### TOPIC 1.4: *Analysing the Food Security and Nutrition Situation in Zanzibar*

- Zanzibar Food Security and Nutrition Situational Analysis (2006)
- District Profiles (2008)

### **Instructional Guide for the Trainer**

- Prepare, as a hand-out, a summary of the main food security and nutrition problems and their causes as identified in the 2006 situation analysis.
- Discuss briefly the contents of the hand-out, emphasising what the situation analysis indicates regarding the FSN problems in the particular district, (that is, where the training session takes place) and highlight how the district situation differs from the national average and from the situation in other districts.
- Invite the participants to comment, also referring to the existing district profile, on FSN related problems and their causes in the district, identifying *shehias* that are particularly affected. Summarise the comments on a flipchart.
- Invite the participants to contribute ideas regarding how the district profile can be updated to provide more information with respect to FSN problems and their causes, and what information/data may be useful for this. Summarise the ideas on a flipchart, and provide a summary at the end of the session. This session may eventually serve as an introduction to Topic 2.6b.

### **What Concepts Do We Need to Understand?**

#### TOPIC 1.5: Key Concepts to Understand

- *Food Security*
- *Nutrition Security*
- *Vulnerability to Food Insecurity*
- *Malnutrition*
- *Right to Adequate Food for All*
- *Good Governance*
- *Advocacy*
- *Social Mobilisation*

### **Instructional Guide for the Trainer**

- Prepare, before the session, a hand-out with a brief definition of each concept. Also prepare beforehand coloured cards each with a (different) key word in the definition of each concept.
- In this session, only the concepts related to food security, nutrition, right to adequate food and good governance should be discussed, leaving the advocacy and social mobilisation concepts for a later session under Learning Module Three. These concepts can be included in this session as well, but should be discussed again in a later session.
- Provide during the session a brief explanation of the definition of each concept, one by one. Stress what these concepts mean in practice.
- After explaining each concept, invite participants to identify the key elements in the definition of the concept. Stick the relevant prepared cards on the wall/board every time it is mentioned. Additional elements, that the participants mention, should be key-worded and also placed on the wall. This will help in identifying concepts that participants find difficult to understand. It is also useful for future training sessions to record what wording participants use to define the concepts.
- Ask the participants to explain how the governance, advocacy and social mobilisation concepts relate to what they normally do and what they are responsible for, and record their answers. It is important to link these concepts to their every day responsibilities and activities.

### **Final Review of Module One**

#### **Instructional Guide for the Trainer**

- Display the flipcharts with the summaries of the discussions for each of the sub-modules.
- Review each summary with the participants, and see if anything should be added to the summaries and record any additions.
- Discuss with the participants:
  - (a) Linkages between national FSN situation and the FSN situation in the district/*shehia*;
  - (b) How national FSN policy objectives need to be adjusted/modified to become district FSN objectives reflecting more accurately the FSN situation in the district;
  - (c) How a more decentralised district planning process may better facilitate achieving district FSN objectives and goals;
  - (d) How *shehia* FSN committees can contribute to, and integrate their work in, a more decentralised district planning process.
- Display the flipchart with the learning objectives for this module, and invite participants to assess the extent to which these learning objectives have been met and what needs to be reinforced to adequately meet the learning objectives. Which topics should be flagged for follow-up training? Register the suggestions.

## References and Learning Tools for Module One

1. Revolutionary Government of Zanzibar. *Zanzibar Food Security and Nutrition Situational Analysis*. Zanzibar, Ministry of Agriculture, Livestock and Environment and Ministry of Health and Social Welfare, June 2006.
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3. Revolutionary Government of Zanzibar. *Zanzibar Food Security and Nutrition Policy*. Zanzibar, April 2008.
4. Revolutionary Government of Zanzibar. *Zanzibar Food Security and Nutrition Programme*. Zanzibar, April 2008.
5. Revolutionary Government of Zanzibar. *Chake Chake District Strategic Plan. July 2009 – June 2012*. March 2009.
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7. Revolutionary Government of Zanzibar. *District Profile Kusini*. 2008.
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14. Sharma, R.R. *An Introduction to Advocacy. Training Guide*. Support for Analysis and Research in Africa (SARA Project), Health and Human

Resources for Africa (HHRAA), US Agency for International Development, Africa Bureau, Office for Sustainable Development, n.d. ([www.aed.org/Publications/upload/PNABZ919.pdf](http://www.aed.org/Publications/upload/PNABZ919.pdf)).

15. UN Economic and Social Commission for Asia and the Pacific. *What is Good Governance?* Bangkok, 2009. ([www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp](http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp))
16. *Good Governance*. From Wikipedia. ([www.wikipedia.org/wiki/Good\\_governance](http://www.wikipedia.org/wiki/Good_governance))

### E-Learning Courses

1. *A Primer to the Right to Adequate Food*. Right to Food Unit, FAO. Website: [www.fao.org/righttofood](http://www.fao.org/righttofood)
2. *Collaboration and Advocacy Techniques*. EC-FAO Food Security Information for Action Programme. Website: [www.foodsec.org](http://www.foodsec.org)





## **Integrating Food Security, Nutrition and Good Governance in District Development Planning Through Advocacy, Social Mobilisation and Capacity Strengthening**

### **Learning Module Two**

#### **Integrating Food Security, Nutrition and Good Governance in District Planning**

##### Learning Objectives

- Gain an understanding of what integration of food security, nutrition and good governance in district planning means in practice.
- Obtain a clear vision of what the normative elements are for food security, nutrition and good governance that need to be included in district plans.
- Acquire knowledge about the strategies and methods that can be employed to achieve the integration of food security, nutrition and good governance in district planning.

##### Module Description

Building on Module One, this module starts off with an agenda of what we are specifically trying to achieve when we talk of integrating food security, nutrition and good governance in district planning. What is the final result that we would like to see to conclude that food security, nutrition and good governance are indeed integrated in district planning? Also discussed, is, what needs to be done and what methods can be applied to reach the final result. The first part of the module concentrates on integrating food security and nutrition in district planning, while the second part looks specifically at integrating good governance.

##### Topics Covered in this Module

- Topic 2.1: *Principal Goals*
- Topic 2.2: *Operational Goals*
- Topic 2.3: *Integrating Food Security and Nutrition in District Plans*
- Topic 2.4: *Alignment of District Plans with National FSN Goals and Objectives*
- Topic 2.5: *Five Stages of the Planning Process*
- Topic 2.6a: *Integration of Food Security and Nutrition during Stage 1*
- Topic 2.6b: *Stage 2: FSN Situation Analysis and District Profile*
- Topic 2.6c: *Stage 3 and 4: Definition of Strategic Objectives and Priorities (Stage 3) and Preparation of the District Action Plan (Stage 4)*
- Topic 2.6d: *Stage 5: Monitoring the Implementation and Impacts of the District Action Plan*

- Topic 2.7:     *Methods of Information Gathering and Analysis*  
Topic 2.8:     *Good Governance Integrated in the District Plan*  
Topic 2.9:     *Good Governance during the Planning Cycle*

### **What Are We Trying to Accomplish?**

#### TOPIC 2.1: Principal Goals

- District development plans contain goals and priorities related to the food security and nutrition situation in the district, and define programmes and actions designed to achieve those goals and priorities through inter-sectoral coordination, and by targeting the food insecure, malnourished and vulnerable residents of the district.
- Formulation, implementation and monitoring of district plans are carried out in accordance with good governance principles and practices by all stakeholders, based on the normative elements contained in the district plans.

#### TOPIC 2.2: Operational Goals

- Adequate human and financial resources are put in place to implement the district plans in effective and efficient ways.
- There is popular and institutional support for food security and nutrition actions and for the implementation of the Zanzibar Food Security and Nutrition Programme at district, *shehia* and community levels.
- Grass roots constituencies exist and are empowered to effectively participate in the formulation, implementation and monitoring of district plans and community actions.

### **Instructional Guide for the Trainer**

- Write the two principal objectives on a flipchart, and invite participants to explain what these objectives mean to them. Write their observations on a flipchart and discuss these observations to find common elements. The purpose is to build consensus among the participants about these objectives. Changes in the wording of the objectives, on which the participants can agree, also need to be recorded.
- Repeat the exercise with the three operational objectives. Again the purpose of this exercise is to build consensus among the participants and agree on the need for rewording of these objectives. If additional objectives are put forth by the participants, these are also recorded. Explain that the operational objectives will be addressed in greater detail, in Module Three.
- Present the flowchart in the Introduction of the Methodological Guide to show how advocacy, social mobilisation and capacity strengthening are tools to achieve the two principal objectives, and have their own (operational) objectives as well. Invite participants to discuss what else needs to be done to achieve the main objectives, and indicate whether the additional actions can be classified under advocacy, social mobilisation or capacity strengthening, or constitute a new area of activities. All contributions should be recorded on a flipchart, and the trainer should make final comments.

## Food Security and Nutrition in District Plans

### TOPIC 2.3: Integrating Food Security and Nutrition in District Plans

#### **Checklist to Integrate Food Security and Nutrition in District Plans**

- Food insecure, malnourished and vulnerable groups in the district, their livelihood assets, strategies and activities, and their location in the district, are all identified and described.
- For each livelihood and vulnerable group, the reasons for why they suffer from food insecurity and/or malnutrition, or why they are vulnerable to these, have been analysed and are agreed upon by all stakeholders.
- Objectives and strategies to address major reasons for food insecurity and malnutrition are specified. The links between, FSN objectives of the plan and the national food security and nutrition policy objectives contained in the MKUZA and the Zanzibar Food Security and Nutrition Policy and Programme, are outlined.
- FSN targets and benchmarks linked to the objectives of the plan are specified, and are specific for the district.
- Programmes and actions are included to address within specific timelines food security and nutrition problems in various livelihood and vulnerable groups. (FSN plan of action)
- A full costing of the FSN plan of action, with buy-ins of various sectors and by other sources of funding has been undertaken and is included.
- Stakeholder groups both in district government and outside are identified and their roles described. This includes community and grass roots groups.
- How programmes and actions that involve various sectors will be coordinated, are detailed, and when needed how they will work hand-in-hand. In addition, which institutional group or individual will have the responsibility to ensure effective coordination among various sectors and stakeholder groups?
- Monitoring framework of the district action plan. A full description of:
  - How the implementation of the FSN plan of action and achievement of FSN benchmarks, targets and plan objectives will be monitored, including what process and impact indicators will be generated and what sources of monitoring information will be relied upon;
  - A schedule of monitoring outputs dealing with FSN issues targeted at various stakeholder groups;
  - How the district FSN plan monitoring system will interact with the national FSN monitoring system, i.e. use of disaggregated national survey data, and the district-specific information to be contributed to the national FSN monitoring system.

### **Instructional Guide for the Trainer**

- Prepare, in advance, a handout with the nine point checklist. Discuss in detail each point, highlighting the key words in the plenary session. Then invite participants to make comments and suggestions, and to ask questions regarding the meaning of certain terms. Explain the meaning and use of a checklist. Record comments, suggestions and questions on a flipchart.
- Divide the participants in small groups, and invite each group to engage in a short exercise. The exercise consists of selecting one (different) point on the checklist and briefly outlining what specifically the district plan would say with respect to that point. It is not intended that the groups merely copy what is said on the checklist, but rather in their own words formulate text that is specific for the district. For example, who the vulnerable groups are in the district, and what is known about the reasons for their being vulnerable, what could be specific FSN objectives and goals, a FSN action plan for the district, etc? Groups should refer to the information presented and discussed under Topic 1.4.
- After the group work is completed, each group presents the results of its work in a plenary session, after which, the group work is submitted to a general discussion for all. Additional points that arise from the general discussion should be recorded on a flipchart.
- Invite the participants to discuss which points on the checklist are covered in the current strategic district plans with respect to food security and nutrition. For this, all participants should have on hand a copy of the district strategic plan. Points arising from the discussion should be recorded on a flipchart. The trainer should make final comments.

NB. This is an important session, and sufficient time should be allocated allowing groups to produce something of substance.

TOPIC 2.4: Alignment of District Plans with National FSN Goals and Objectives

**Instructional Guide for the Trainer**

- Explain to the participants what is meant by aligning district plans with national policy goals and objectives. Participants should have at hand the district three-year strategic plan. Invite participants to contribute ideas, and record these on a flipchart, with respect to two challenges:
  - How to align the district three-year strategic plans and the sector plans and budgets, so that the district annual action plan reflects the priorities and objectives of the district strategic plan and sector plans and budgets are geared to support the district annual action plan.
  - How to align the district three-year strategic plans with the food security and nutrition objectives and goals of the Zanzibar Food Security and Nutrition Policy and Programme. This means that the district FSN objectives and goals reflect, at the same time, local priorities but also contribute to the achievement of the national FSN policy objectives and goals.
- This is a challenging question, and to obtain meaningful results set aside sufficient time. Attempt to obtain concrete results such as, for example, a re-wording of the goals and objectives of the district strategic plan so that these are harmonised with the national policy goals and objectives.

**Methods to Support the Planning Process**

TOPIC 2.5: Five Stages of the Planning Process

**Five Stages of the Planning Process**

- Stage 1      Formation of the planning team, mobilisation of stakeholders and organisation of the work
- Stage 2      Conduct the situation analysis and prepare the district profile
- Stage 3      Definition of strategic objectives and priorities
- Stage 4      Preparation of the district action plan
- Stage 5      Monitoring the implementation and impacts of the district action plan

### **Instructional Guide for the Trainer**

- Prepare a hand-out that lists the five stages of the planning process. In the plenary session discuss what each stage entails, what activities are undertaken during each stage, and how each stage builds on the previous ones.
- Invite the participants to comment on the planning process and the various stages. Record their comments on a flipchart.
- Invite the participants to consider specifically how the ongoing planning process in the district relates to these five stages: what gets actually and routinely done and by whom, and what does not get done or is approached differently at present in the district. Record all contributions on a flipchart, and provide final comments.

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- If the training under this module is planned to coincide with the start of the actual district planning process, this offers an opportunity to undertake on-the-job or hands-on training during all five stages. This would mean that specific capacity strengthening activities be built-in the actual planning schedule. The relevant topics for the hands-on training would then be: 2.6a - 2.6d, 2.7 and 2.9.

#### TOPIC 2.6a: *Integration of Food Security and Nutrition during Stage 1*

### **Instructional Guide for the Trainer**

- Invite the participants to quickly brainstorm about what needs to be done to ensure that the planning team has the required expertise to undertake food security and nutrition planning, and what partnerships may have to be established during this stage. Record all contributions on a flipchart, summarise and provide final comments. This may represent a first input by participants for Learning Module Four.
- If time permits, the plenary session can be complemented by group work, during which group members are invited to discuss two matters: (a) how the planning team would organise and conduct the planning process inviting participation by other stakeholders (which ones and why?); and (b) preparation of an outline of a work plan, including time frames, and identification of needed resources to undertake the planning process. The results are presented by the groups in plenary session, they are discussed and the trainer provides final comments.

**TOPIC 2.6b: Stage 2: FSN Situation Analysis and District Profile**

**Checklist for a District Situation Analysis Focused on Food Security, Nutrition and Governance**

- ✓ Actual situation in the district with respect to, food availability, general food access, how stable food availability and access have been over the last years, and what the general health and nutrition conditions are; what are macro factors that impact on food availability and access, and on health and nutritional outcomes?
- ✓ Emergency conditions or shocks that have recently occurred in the district (which locations) and are likely to re-occur, and their impacts on food availability and access, and health and nutrition outcomes.
- ✓ Which are the most food-insecure population groups, where are they located in the district and what are their numbers (individuals, number of households), what are their livelihood characteristics and strategies, and what are the reasons that each livelihood group suffers from food insecurity?
- ✓ Which population groups suffer from different types of malnutrition, where are they concentrated and what are their numbers? What are the reasons that they suffer from malnutrition?
- ✓ What national policies and programmes address the food security and nutrition problems in the district, and what is the evidence with respect to their being effective?
- ✓ What actions (programmes, projects, and community-based actions) are implemented in the district that addresses one or more food insecurity and/or malnutrition problems in the district, and what evidence exists that these actions are effective?
- ✓ Institutions and organisations, including grass roots and community groups, that are part of the FSN stakeholder group in the district.
- ✓ Governance practices implemented in all governmental institutions and non-governmental organisations in the district that focus their actions on addressing food security and nutrition related problems in the district. (To be further emphasised under the second part of this module.)

**Outline of a District/Shehia Profile Focusing on Food Security and Nutrition**

- Livelihood groups: livelihood strategies, activities, vulnerabilities;
- Demographic aspects of the district/shehia: age and gender structure, social and ethnic groups;
- Infrastructure, such as roads, (food) markets;
- Community-based services;
- Local institutions;
- Natural resources;
- Economic activities, primary sector (subsistence and commercial agriculture, fisheries), secondary sector (manufacturing) and tertiary sector (services, including tourism);
- Specific food security and nutrition problems: which livelihood groups or communities are most seriously affected, structural and acute reasons for vulnerability to food insecurity and malnutrition; linkages with political, social, economic, cultural problems. (presentation of the FSN problem tree)



### Instructional Guide for the Trainer

- Prepare before the session an example of a FSN problem tree (Annex III of the Methodological Guide provides an example, or one can be made up), and a hand-out of an outline of a district or *shehia* FNS profile. Participants should have on hand a copy of the district situation analysis. Explain in plenary session the concept of the problem tree, and initiate a discussion of the problem tree and how to modify the presented example to more accurately reflect a high priority FSN problem in the district, as well as take full account of the FSN situation analysis of the district. Clarify points for the participants.
- Divide the participants into groups where each group represents a different livelihood group in the district or *shehia*. Invite each group to construct a FSN problem tree for the livelihood group they represent using as much information and knowledge as is available for the district.
- The group presentations of the problem trees, is followed by a general discussion of the group on problem trees. Each problem tree should be as specific as possible, showing inter-linkages among causes. Particular attention should be given to causes, to ensure that these are not equated with a lack of solutions. The trainer should provide feedback, suggest changes and explain why.
- Briefly discuss each item of the outline of the district/*shehia* profile. Invite participants to suggest modifications to the outline and record the suggestions on a flipchart. It is important that the participants learn how to transform the information contained in the situation analysis into a district or *shehia* profile, and identify information gaps in the situation analysis to complete the district or *shehia* profile. Invite the participants to outline a district/*shehia* FSN profile that takes as a starting point the FSN problem tree analysis. The same groups that worked on the specific problem tree should be convened for this exercise. The hand-out serves as a reference outline.
- Once the groups have produced the outline of the district/*shehia* profile, invite them to lay their profile side-by-side with the existing district profile, and identify what is missing in the latter. (What the existing profile does not cover with respect to FSN problems, structural and acute causes and vulnerable population groups.)
- After the completion of the group work, invite the groups to present their outlines and their findings with respect to what is missing in the existing profiles, to be followed by a general discussion in a plenary session. All comments and observations contributed in the plenary session are to be recorded on a flipchart. The trainer provides final feedback and comments.

NB. This is an important learning component which is likely to be time-consuming; therefore adequate time should be allocated to cover this learning process.

**TOPIC 2.6c:** *Stage 3: Definition of Strategic Objectives and Priorities (Stage 3) and Preparation of the District Action Plan (Stage 4)*

**Instructional Guide for the Trainer**

- Initiate a brief discussion with the participants on strategic objectives, goals and targets, what are the differences, and how strategic objectives, goals and targets relate to each other.
- Demonstrate how one builds a logical framework starting from a FSN problem tree analysis. It may be useful to prepare in advance a hand-out and give an example, as the basis for discussion.
- Divide the participants into the same groups that worked on FSN problem trees and district/*shehia* profiles. Invite each group to take their problem tree and convert it into a logical framework for FSN that includes strategic objectives, goals and targets, and examples of outputs and activities to produce those outputs. It is not intended that a full district action plan is produced.
- After completion of the group work, invite each group to report the results of their work in a plenary session, followed by a general discussion and comparison of the logical frameworks. All comments are to be recorded on a flipchart. The trainer later provides final feedback and comments.

**TOPIC 2.6d:** *Monitoring the Implementation and Impacts of the District Action Plan (Stage 5)*

**Monitoring the Implementation of District Action Plans**

- Human, physical and financial resources are allocated, and conditions under which resources are made available to implementing institutions.
- Implementation processes: procedures and rules applied (e.g. targeting for programme participation), inter-institutional coordination, stakeholder participation, functioning of accountability mechanisms, institutional capacity strengthening.
- Outputs produced, for example: increased food production, improved child feeding, greater market access for marginalised groups, greater awareness and understanding of food security and nutrition issues in the district.

### **Monitoring Results**

- *Intermediate outcomes*: more food secure households, improved nutritional status, higher income levels, better access to quality public services, improved governance conditions.
- *Final outcomes*: improvements in people's well-being, more people whose right to adequate food has been realised.

### **Instructional Guide for the Trainer**

- Participants should have a copy of the district strategic plan on hand. Initiate a discussion of the contents of chapter five of the district strategic plan, ("Monitoring and Evaluation") so that the participants are thoroughly familiar with its contents, and explain what monitoring and evaluation entail and how they differ. Clarify points raised by the participants.
- Divide the participants into small groups and invite each group to establish how the implementation and the results of the plan would be monitored, who would be responsible for the monitoring, and what monitoring information would be provided for whom. What follow-up actions can be expected to be implemented, as a direct result of monitoring the plan, should be included. Perhaps all this information can be summarised in a matrix, in which, the rows list different implementation aspects to be monitored, as well as different results. The columns would include: methods, needed information, who is responsible for monitoring and examples of follow-up actions.
- After completion of the group work, invite each group to report its findings and conclusions (or the completed matrix) in a plenary session, followed by a general discussion and comparison of group conclusions. Record all observations and comments on a flipchart, and provide final comments.

## TOPIC 2.7: Methods of Information Gathering and Analysis

### **An Inventory of Methods to Analyse Information**

- *Baseline food security assessment*
- *Action oriented assessment*
- *Livelihood assessment*
- *Market assessment*
- *Food intake/dietary assessment*
- *Nutritional status assessment*
- *Stakeholder analysis*
- *Institutional analysis*
- *Budget analysis*

### **Information Gathering Techniques**

- *Desk reviews*: document reviews (government reports, studies, reports issued by non-governmental organisations, policy briefs, media reports); examination of relevant laws, regulations, policy documents, and institutional directives and mandates, by-laws, etc.
- *Interactive methods*: brainstorming sessions, key informant interviews, focus group discussions, direct structured observations, participant observations, rapid (participatory) appraisals, life histories and narratives, and client surveys.
- *Secondary data analysis*: national census and survey data, data generated through research activities, data inventories – which requires dis-aggregation to the district or sub-district level.
- *Primary data analysis and direct measurements*: community surveys, crop forecasting and assessment surveys, anthropometric measurements.

### **Instructional Guide for the Trainer**

- This is a highly specialised topic, and it is not the intention to make the participants, in this course, information specialists. This topic merits a complete training course in itself, combined with hands-on learning in the field when the opportunity is there. The intention however, is to make the participants generally aware of these methods and techniques. Relying on the descriptions in the Methodological Guide, prepare a hand-out with a brief explanation of each of the information analysis methods and information gathering techniques. The listed methods and techniques apply both for the situation analysis as well as for monitoring, and are the most relevant ones for food security, nutrition and governance.
- With reference to the district profile and the monitoring framework developed under Topic 2.6d, invite the participants to identify what information gathering techniques and information analysis methods were used and for which type of information in the district profile. Invite the participants to think of alternative methods that could have been used, that are less costly and time-consuming, but still provide valid information. Repeat this exercise with respect to the monitoring frameworks previously developed by various groups.
- Record all observations, conclusions and comments on a flipchart, and provide final comments.

## Putting Good Governance in Practice in District Planning

### TOPIC 2.8: Good Governance Integrated in the District Plan

#### **Checklist to Integrate Good Governance Practices in District Plans (1)**

##### **Norms and Standards**

- ✓ The district plan states: (a) that the district is committed to implementing good governance practices; and (b) what each of the good governance principles, (that the district will implement) means in content and in practical terms.
- ✓ It is defined who in the district has the responsibility to organise periodic reviews of the ways that good governance practices are implemented, and who is to participate in such reviews.
- ✓ It is defined who or which body has the responsibility to follow-up on the findings and conclusions of the periodic reviews and proposes and supervises the implementation of actions for improvement.
- ✓ The district plan also specifies by what method(s) the contents will be disseminated and particularly how non-governmental organisations and grass roots and community groups will be informed of the contents.

#### **Instructional Guide for the Trainer**

- Start off with reviewing with the participants the governance principles and when these are “good” governance (GG) principles – referring to Module One Annex II of the Methodological Guide and hand-outs, previously made available.
- Divide the participants into small groups. Each group will analyse the district strategic plan, and indicate: (i) where in the plan normative statements related to good governance principles, should be incorporated (referring to the above checklist); and (ii) what the wording should be in each case. It is not intended that the participants merely copy the wording of the checklist. Rather they should be invited to put the normative statements in operational terms and in their own words.
- After completion of the group work, groups report their findings and conclusions in a plenary session to be followed by a general discussion. Comments and observations contributed during this session, particularly with respect to checklist of norms and standards, should be recorded on a flipchart. The trainer should provide comments and suggest changes where needed.

## Checklist to Integrate Good Governance Practices in District Plans (2)

### Operational Terms

#### *Participation*

- ✓ Non-governmental and private sector organisations in the district with activities that relate to the main areas of action, including food security and nutrition, are identified.
- ✓ Specific activities are included to educate and raise awareness among NGOs and PSOs about food security and nutrition problems and issues in the district.
- ✓ A specific forum is established by which NGOs, PSOs and *shehia* FSN committees can continuously interact with district authorities and the district management team, particularly, during critical moments of the planning and implementation phases, and when the plan is being monitored.
- ✓ The planning process by the *shehia* FSN committees is institutionalised and contemplates the active participation of community and grass roots groups (or their representatives) in undertaking FSN situation analysis and the setting of priorities for action.
- ✓ Capacity strengthening activities for *shehia* FSN committees and for grass roots and community groups are included in the district action plan aimed at making their participation in planning, action implementation and monitoring effective and meaningful.
- ✓ The district action plan includes awareness raising activities for district staff about participation, and how to communicate with other stakeholders.

#### *Respect for the rule of law*

- ✓ The district plan affirms the commitment to respect and protect human rights, and outlines what district authorities and staff should do when district residents report that their human rights are violated.
- ✓ A district authority or staff member is designated to be the district ombudsperson, to whom cases of human rights violations can be presented.
- ✓ It is described in the district plan how the district will interact, directly or indirectly, with the Ministry of Constitutional Affairs and Good Governance and the Tanzanian Human Rights Commission in Zanzibar.

#### *Transparency*

- ✓ The district plan spells out how and where decisions made by district authorities are to be communicated, to whom and in which language(s).
- ✓ Procedures to share the contents of the district plan with different stakeholders in the district are outlined; these procedures are designed to make this information accessible to all.
- ✓ The plan outlines what procedures will be used to hear from district residents and organisations working in the district, their points of view on certain issues, before major decisions are made by district authorities.

#### *Responsiveness*

- ✓ Procedures and methods by which the district will periodically review its own performance, in relation to providing public services, are detailed in the district plan.
- ✓ The district action plan includes periodic activities to interact with the public and client groups to obtain feedback on the provision of services.
- ✓ The responsibility for needed follow-up actions as a result of the assessments is described.

## Checklist to Integrate Good Governance Practices in District Plans

(3)

### Operational Terms

#### *Consensus-oriented*

- ✓ The district plan contains training activities for district authorities and staff on consensus-building and negotiation skills.
- ✓ Means and activities, by which consensus is reached regarding plan priorities, objectives and the district action plan are defined.

#### *Equity*

- ✓ The most food insecure and malnourished population groups in the district are clearly identified and described.
- ✓ The district action plan specifically prioritises and targets those groups and includes support to actions and activities that address reasons why each of these groups is food insecure and/or malnourished.
- ✓ Activities to strengthen the capacity of the district management team, district authorities and staff, and *shehia* FSN committees to understand food security and nutrition problems and their reasons, in different groups, are included in the district action plan.

#### *Inclusiveness*

- ✓ The district plan identifies and describes the population groups in the district that are marginalised, meaning little is known about these groups, they are not heard or/and they are geographically or socially isolated.
- ✓ The district plan includes a strategy to make contact with these groups, and enter into dialogue with them to understand the constraints they face in being heard and in making their priorities known.

#### *Accountability*

- ✓ The district plan outlines how its implementation, results and impacts are to be monitored, and how the findings and conclusions are to be disseminated; whose responsibility it is to monitor the district plan. (presumably the district management team)
- ✓ The annual district budget is disseminated and an accounting provided at the end of the year of district expenditures.
- ✓ The district plan outlines by what procedures district authorities and the district management team will interact with other stakeholders to review and discuss: (a) actual results versus expected results with plan implementation; (b) district capital and current expenditures; (c) major decisions made with respect to plan implementation and changes in implementation that were necessitated; and (d) consequences for different groups of actions implemented through the plan or of administrative decisions.

### **Instructional Guide for the Trainer**

- Prepare in advance a hand-out with the checklist of operational terms relating to good governance. Start off with reviewing the checklist and clarify points that participants raise with respect to the items on the checklist.
- Divide the participants into small groups. Each group will analyse the district strategic plan, and indicate: (i) where in the plan good governance practices have been listed; (ii) where in the plan one or more of the GG practices should be incorporated (referring to the above checklist of operational terms); and (iii) what the wording should be in each case. The groups should not merely repeat the wording on the checklist, but use their own wording and be as specific as possible.
- After completion of the group work, groups report their findings and conclusions in a plenary session to be followed by a general discussion. Comments and observations contributed during this session, particularly with respect to the checklist of operational terms, should be recorded on a flipchart. The trainer provides final feedback and comments.

#### TOPIC 2.9: Good Governance during the Planning Cycle

##### *Stage 1: Formation of the planning team, mobilisation of stakeholders and organisation of the work*

- *Participation*
- *Transparency*
- *Accountability*
- *Consensus building*

##### *Stage 2: Preparation of the situation analysis/district profile*

- *Participation*
- *Transparency*
- *Equity*
- *Inclusiveness*
- *Accountability*

##### *Stage 3: Definition of strategic objectives and priorities*

- *Participation*
- *Transparency*
- *Equity*
- *Consensus oriented*
- *Accountability*



Stage 4: *Preparation of the action plan*

- *Participation*
- *Consensus oriented*
- *Equity*
- *Transparency*
- *Accountability*

Stage 5: *Monitoring the implementation and impacts of the district action plan*

- *Participation*
- *Inclusiveness*
- *Transparency*
- *Consensus oriented*
- *Accountability*

**Instructional Guide for the Trainer**

- The objective is to assist the participants in understanding what the various good governance (GG) practices mean when applying these during the various stages of the planning cycle. In other words, how should the stages of the planning cycle be conducted so that each conforms to GG practices? The most relevant GG practices have been listed for each planning stage. Reference also should be made to Module One in which GG practices are defined, and to Annex II of the Methodological Guide.
- Divide the participants in small groups, and invite each group to select one GG practice for each one of the five planning stages. Each group should select a different practice. Groups should write down what are the important elements to apply the GG practice, and particularly how to do so, in practice.
- After the completion of the group work, each group is invited to report in the plenary session on their conclusions followed by a general discussion aimed at building consensus about GG practices during the planning cycle. The consensus opinions are recorded on a flipchart. The trainer provides final comments.

## Final Review of Module Two

### Instructional Guide for the Trainer

- Display the flipcharts with the summaries of the discussions for each of the sub-modules.
- Review each summary with the participants, and verify if anything should be added to the summaries. Record any additions.
- Discuss and review with the participants:
  - a) What it means to integrate food security, nutrition and good governance in the district plans?
  - b) What needs to be done during the various stages of the stages of the planning cycle, so that food security and nutrition are integrated in the district plans?
  - c) How to conduct the stages of the planning cycle in such a way that they conform to good governance practices?
- Display the flipchart with the learning objectives for this module, and invite participants to assess the extent to which these learning objectives have been met, and what needs to be reinforced to adequately meet the learning objectives. Register the suggestions on a flipchart.

## References and Learning Tools for Module Two

1. Revolutionary Government of Zanzibar. *Chake Chake District Strategic Plan. July 2009 – June 2012*. March 2009.
2. Revolutionary Government of Zanzibar. *South (Kusini) District Strategic Plan. July 2009 – June 2012*. March 2009.
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5. Ramirez, R. and Fernandez, M. *Local Participation in Policy: Perspectives from FAO Experience*. Livelihood Support Programme Working Paper No. 42. Rome, FAO.
6. FAO. *Towards Voluntary Guidelines on Responsible Governance of Tenure of Land and Other Natural Resources*. Land Tenure Working Paper 10. Rome, FAO, January 2009.
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9. FAO. *Participatory Monitoring and Evaluation. Handbook for Training Field Workers*. RAPA Publication: 1988/2. Bangkok, FAO, December 1988.
10. FAO/Right to Food Unit. *Methods to Monitor the Human Right to Adequate Food. Volume II: An Overview of Approaches and Tools*. Rome, 2008.
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13. FAO. *Preparing Microproject Proposals to Improve Household Food Security and Nutrition*. Rome, 2002.
14. FAO. *Guidelines for Participatory Nutrition Projects*. Rome, 1993.
15. Graham, J., Amos, B and Plumtre, T. *Principles for Good Governance in the 21<sup>st</sup> Century*. Policy Brief No.15, Institute on Governance, Ottawa, August 2003.

16. UN Economic and Social Commission for Asia and the Pacific. *What is Good Governance?* Bangkok, 2009.  
([www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp](http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp))
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([www.wikipedia.org/wiki/Good\\_governance](http://www.wikipedia.org/wiki/Good_governance))
18. n.a. *Brief Notes on the Essence and Use of Participatory Service Delivery Assessment (PSDA) in Zanzibar*. Zanzibar Economic Review, vol. 3, no. 1, March 2005.

### E-Learning Courses

1. EC-FAO Food Security Information for Action Programme. Website:  
[www.foodsec.org](http://www.foodsec.org)
2. *Nutritional Status Assessment and Analysis*
3. *Baseline Food Security Assessments*.
4. *Livelihoods Assessment and Analysis*
5. *Markets Assessment and Analysis*
6. *Availability Assessment and Analysis*
7. *Food Security Information Systems and Networks*
8. *Reporting Food Security Information*
9. *Targeting*

## **Integrating Food Security, Nutrition and Good Governance in District Development Planning Through Advocacy, Social Mobilisation and Capacity Strengthening**

### **Learning Module Three**

#### **Advocacy and Social Mobilisation Methods to Integrate Food Security, Nutrition and Good Governance in District Planning**

##### Learning Objectives

- Understand the important components of the advocacy process.
- Acquire skills to develop an advocacy strategy, in support of integrating FSN and good governance in district plans and planning.
- Understand the main elements of a social mobilisation strategy, and relate these to activities, included in the Zanzibar Food Security and Nutrition Programme, that aim at mobilising communities and grass roots groups to achieve specific FSN objectives and goals of the district plan.

##### Module Description

This module covers the six components of an advocacy strategy and relates them to the integration of food security and nutrition and good governance in district planning. Certain methods to build an advocacy strategy are briefly described. A check list is presented to guide an assessment of who the key decision makers are, relevant decision making processes, and opportunities to form advocacy coalitions. Elements to build a social mobilisation are presented, and participants are invited to outline a social mobilisation strategy, targeted at community and grass roots groups for the implementation of activities to produce outputs, included in the Zanzibar Food Security and Nutrition Programme.

##### Topics Covered in this Module

Topic 3.1:     *Six Components of the Advocacy Process*

Topic 3.2:     *Methods of Building an Advocacy Strategy*

Topic 3.3:     *Building a Social Mobilisation Strategy*

## Introduction

Operational goals as described in Module Two:

- Adequate human and financial resources are put in place to implement the district plans in effective and efficient ways.
- There is popular and institutional support for food security and nutrition actions and for the implementation of the Zanzibar Food Security and Nutrition Programme at district and *shehia*/community levels.
- Grass roots constituencies exist and are empowered to effectively participate in the development, implementation and monitoring of district plans and community actions for food security and nutrition.

### Instructional Guide for the Trainer

- Start this module off with a brief discussion of the three operational goals presented at the beginning of Module Two. Refer to the description of the advocacy and social mobilisation concepts presented in Module One. The objective is to focus on advocacy and social mobilisation as tools for the integration of FSN and GG in district planning and the achievement of goals and objectives of the ZFSN Programme.
- Invite the participants to contribute their ideas as to how advocacy and social mobilisation can strengthen efforts to integrate FSN and GG in district plans and planning. Record their contributions on a flipchart or invite participants to write down ideas on coloured cards, collate and cluster these. Engage the participants in a discussion of these ideas, with the aim of arriving at a consensus about the role of advocacy and social mobilisation as tools of the FSN&GG integration process.

## **Building an Advocacy Strategy for FSN and Good Governance in District Planning**

### TOPIC 3.1: Six Components of the Advocacy Process

#### **Six Components of the Advocacy Process**

- Establish clear advocacy goals;
- Identify the real decision makers, and what and who influence them;
- Define realistic ways of achieving the advocacy goal;
- Create political/institutional will for change by reaching out to different audiences;
- Facilitate the formation of formal or informal coalitions or alliances for change;
- Monitor and evaluate how effective the advocacy effort is, and what is not working.

#### **Instructional Guide for the Trainer**

- Prepare as a hand-out an outline of the main points of what each component of the advocacy process involves. (using the Methodological Guide for reference) Invite participants to ask for clarifications and to add other points which they feel are important. Record the additional points.
- Divide the participants into groups, and invite each group to design an advocacy strategy for the district, aimed at integrating FSN and GG in district planning. Prepare clear guidelines for the groups, for a strategy that covers all six components. This could include a summary table to guide and record the work of each group, with clear instructions on how to complete the table. For example, the table may consist of two columns: the left hand column lists the six components, and the right hand column list the corresponding information the participants provide, i.e. left hand column: “establish clear advocacy goals”, right hand column: “list of advocacy goals that the participants contribute”, etc.
- After completion of the group work, each group presents its summary table in a plenary session, followed by a general discussion. It is important that the outline of the strategy, in each case, is as specific to the district situation and conditions as possible. The trainer should continuously challenge the groups to explain how their conclusions relate to the conditions and situations in their district. Record the additional information on a flipchart and provide final comments.

TOPIC 3.2: Methods of Building an Advocacy Strategy

Method 1: An upfront assessment covering: (a) key decision makers and their advisers; (b) decision making processes; and (c) opportunities for forming advocacy coalitions.

**Checklist for the Assessment to Build an Advocacy Strategy**

*A. Key decision makers and their advisers*

- ✓ Who are the key decision makers at national, regional and district levels who make decisions about what the priorities and the goals/targets are in the district plan (primary advocacy targets)? Who are those who make decisions regarding annual district budgets, and human resources allocations? Are any of these key decision makers elected officials?
- ✓ Who advises these key decision makers (secondary advocacy targets) and what is their level of understanding of food security, nutrition and good governance concepts of both the key decision makers and of those advising them?
- ✓ How familiar are the key decision makers and their advisers with the objectives, priorities and general strategies of the Zanzibar Food Security and Nutrition Policy and Programme?
- ✓ Is there evidence that suggests that the key decision makers and their advisers have good first hand knowledge of the food security and nutrition problems of various livelihood groups in the district? Are they frequently in direct contact with vulnerable groups? Do they refer to those problems during events, in speeches, in planning meetings?
- ✓ What issues do key decision makers and their advisers feel strongly about? Do key decision makers feel constrained in making decisions, and if so, what do those constraints consist of?

*B. Decision making processes*

- ✓ What are the formal procedures by which specific issues reach key decision makers for a decision? What information is used at various stages of the decision making process and what is the source(s) of this information?
- ✓ How are decisions reached informally, who then participates and in what way, and do those decisions have equal validity as those reached by formal procedures?
- ✓ Is there any evidence that decisions made can be questioned, either formally through some established mechanism or procedure, or informally in open meetings, or otherwise?

*C. Opportunities for forming advocacy coalitions*

- ✓ What non-governmental, technical cooperation and funding agencies, and private sector, academic or training organisations, support or implement FSN or related activities in the district?
- ✓ Is there evidence that any of these have or are engaged in FSN advocacy work?
- ✓ Which ones seem to have good relations with district authorities, and which ones have or are collaborating with district authorities?
- ✓ Have any of these formed a formal or informal coalition, and if so with what results?
- ✓ What grass roots or community-based groups are present in the district, and for which purpose were these groups formed? Are they active? Do they engage in activities that relate to food security and/or nutrition? Can their organisation be characterised as: weak, ineffective – well organised but not effective – well organised and quite effective?



### Method 2: Mobilising relevant information for advocacy

- District profile
- Information generated through focus group discussions
- Participatory service delivery assessment

### Method 3: Crafting the advocacy message

- Advocacy audience analysis
- FSN or GG problem analysis
- Actionable recommendations
- Message delivery method

#### **Instructional Guide for the Trainer**

- With reference to the methodological guide, prepare a hand-out that summarises the main elements of each of the three methods.
- In a plenary session, briefly discuss each method and provide clarifications. Then engage participants in an in-depth discussion of **Method 1**. Invite participants to formulate questions that the up-front assessment should cover, and record these, as well as the techniques that can be applied to obtain the information with respect to those questions. The checklist is a starting point. Invite participants to think of other information that the assessment should cover, and record their contributions. Briefly discuss different techniques of information gathering (methodological guide) and invite participants to think of what technique is best to obtain the information for each question. This can be summarised on a flipchart.
- Next divide the participants into groups to work on Methods 2 and 3. Group discussion guides should be prepared in advance. **Method 2:** Invite participants to think through what information should be relied upon to formulate FSN & GG advocacy messages, and how this information can be obtained. **Method 3:** Invite participants to formulate a short FSN or GG advocacy message, indicating: (i) the specific advocacy audience; (ii) specific information to describe the FSN or GG problem; (iii) actionable recommendations to decision makers to deal with the problem; and (iv) method (s) by which the message is to be delivered.
- After completion of the group work, each group presents the results in a plenary session, followed by a general discussion. Important is that the results are specific to the district context. The trainer should continuously challenge the groups to explain how the results can be applied in their own district. Record the additional information on a flipchart, and provide final comments.

TOPIC 3.3: Building a Social Mobilisation Strategy

**Key Components of a Social Mobilisation Strategy**

- Organisation: assessment of existing community and grass roots groups, and their organisational strengths.
- Communication and education: why action is important?
- Information gathering and analysis: methods of self analysis.
- Capacity strengthening and skill-building for strong organisations and for effective communication and advocacy

**Instructional Guide for the Trainer**

- Prepare a hand-out that: (i) describes the purpose of a social mobilisation strategy, emphasising an inclusive process aimed at engaging all stakeholders in addressing local level food security and nutrition problems, targeting the most food insecure and malnourished, involving various sectors, and implementing interventions in accordance with good governance practices; (ii) lists a number of activities included in Components 1 and 2 of the Zanzibar Food Security and Nutrition Programme, that refer to mobilising communities or grass roots groups to produce certain outputs in support of achieving goals; and (iii) contains the components of a social mobilisation strategy.
- In a plenary session, invite the participants to comment and ask clarifications on the hand-out and to provide their ideas of how social mobilisation in the district can contribute to empower community and grass roots groups in order to effectively participate in the development, implementation and monitoring of district plans and of community-based actions. Record the comments on a flipchart.
- Divide the participants in small groups. Each group is to select one or two activities on the list, and discuss how to go about the mobilisation process with regards to implementing those activities. The social mobilisation approach should incorporate the key strategic components.
- After completion of the group work, each group presents their work in a plenary session followed by a general discussion. Record main points of the discussion on a flipchart, and provide final comments.

## Final Review of Module Three

### **Instructional Guide for the Trainer**

- Display the flipcharts with the summaries of the discussions of each of the sub-modules.
- Review each summary with the participants, and verify if anything should be added to the summaries, and record any additions.
- Discuss and review with the participants:
  - a. Their role in developing and implementing a FSN and GG advocacy strategy;
  - b. Their role in developing and implementing a social mobilisation strategy.
- Display the flipchart with the learning objectives for this module and invite participants to assess the extent to which these learning objectives have been met, and what needs to be reinforced in a follow-up training, to adequately meet the learning objectives. Register the suggestions on a flipchart.

### References and Learning Tools for Module Three

1. Revolutionary Government of Zanzibar. *Zanzibar Food Security and Nutrition Policy*. Zanzibar, April 2008.
2. Revolutionary Government of Zanzibar. *Zanzibar Food Security and Nutrition Programme*. Zanzibar, April 2008.
3. Ramirez, R. and Fernandez, M. *Local Participation in Policy: Perspectives from FAO Experience*. Livelihood Support Programme Working Paper No. 42. Rome, FAO.
4. FAO. *Participatory Monitoring and Evaluation. Handbook for Training Field Workers*. RAPA Publication: 1988/2. Bangkok, FAO, December 1988.
5. FAO/Right to Food Unit. *Methods to Monitor the Human Right to Adequate Food. Volume II: An Overview of Approaches and Tools*. Rome, 2008. ([www.fao.org/righttofood](http://www.fao.org/righttofood))
6. Sharma, R.R. *An Introduction to Advocacy. Training Guide*. Support for Analysis and Research in Africa (SARA Project), Health and Human Resources for Africa (HHRAA), US Agency for International Development, Africa Bureau, Office for Sustainable Development, n.d. ([www.aed.org/Publications/upload/PNABZ919.pdf](http://www.aed.org/Publications/upload/PNABZ919.pdf)).
7. n.a. *Brief Notes on the Essence and Use of Participatory Service Delivery Assessment (PSDA) in Zanzibar*. Zanzibar Economic Review, vol. 3, no. 1, March 2005.

#### E-Learning Course

1. EC-FAO Food Security Information for Action Programme. Website: [www.foodsec.org](http://www.foodsec.org)
2. *Collaboration and Advocacy Techniques*

## **Integrating Food Security, Nutrition and Good Governance in District Development Planning Through Advocacy, Social Mobilisation and Capacity Strengthening**

### **Learning Module Four**

#### **Capacity Strengthening for District FSN Planning with Good Governance Practices**

##### Learning Objectives

- Acquire skills to analyse roles and responsibilities in district FSN planning, to identify through this analysis capacity, strengthening needs within different stakeholder groups;
- Gain experience in developing a district capacity strengthening plan;
- Understand what the horizontal transfer mode of knowledge and skills consists of, and how to apply this in a district setting.

##### Module Description

In previous modules, possible needs for capacity strengthening were indicated. Such needs cover food security and nutrition planning, implementation of good governance practices, and developing and implementing advocacy and social mobilisation strategies. In this module, we cover how to detect capacity strengthening needs through stakeholder capacity assessments that have as a starting point the roles and responsibilities of different stakeholder groups. In addition, what a capacity strengthening plan may consist of, is covered. Horizontal modes of knowledge and skill transfer are covered as being particularly relevant to contribute to the sustainability of capacity strengthening efforts and stakeholder empowerment.

##### Topics Covered in this Module

Topic 4.1: *Stakeholder Capacity Assessment*

Topic 4.2: *The District Capacity Strengthening Plan*

Topic 4.3: *Horizontal Transfer of Knowledge and Skills*

TOPIC 4.1: Stakeholder Capacity Assessment

<b>Roles and Needed Knowledge and Skills for District Management Teams</b>	
<b><u>Role</u></b>	<b><u>Knowledge/Understanding/Skills</u></b>
Support identification of FSN issues	<ul style="list-style-type: none"><li>▪ FSN concepts and their practical meaning</li><li>▪ Multi-sector FSN linkages</li><li>▪ Interpretation of FSN indicators and information</li><li>▪ Simple analytical methods</li></ul>
Technically guide the implementation of FSN measures	<ul style="list-style-type: none"><li>▪ Design FSN projects</li><li>▪ Targeting of food insecure and vulnerable groups</li></ul>
Prepare monitoring reports on progress in dealing with FSN problems	<ul style="list-style-type: none"><li>▪ Benchmarks and targets for FSN</li><li>▪ Simple analytical monitoring methods</li><li>▪ Report writing</li></ul>

### **Instructional Guide for the Trainer**

- Provide an explanation of what is meant by a stakeholder capacity assessment and its purpose. Invite participants to comment and provide ideas as to how such an assessment can be undertaken, and who should undertake this assessment. Record their comments on a flipchart.
- Divide the participants into groups, and invite each group to undertake the following exercise: (a) examine what the Zanzibar Food Security and Nutrition Policy states about the roles and responsibilities of the district management team or the *shehia* FSN committees, and select one of those roles as a starting point; (b) list what capacities (knowledge, skills, experience) the group thinks are needed to fulfil that role and assume corresponding responsibilities; and (c) list what the group feels where the capacity of the DMT members or of *shehia* FSN committee members need to be strengthened. It is important to be as specific as possible.
- After completion of the group work, each group is invited to present its conclusions, which is followed by a general discussion in a plenary session. The combination of group work results should add up to the beginning of a district capacity strengthening. All comments and additional inputs are recorded on a flipchart. The trainer provides final comments and suggestions at the end of the session and challenges participants to be more specific, if needed.

#### TOPIC 4.2: The District Capacity Strengthening Plan

### **Outline of a District Capacity Strengthening Plan**

- Description of the stakeholder group(s) and their role(s)
- Knowledge, understanding, and skills needed by each group
- Results of a stakeholder capacity assessment
- Content of capacity strengthening efforts:
  - Learning objectives
  - Capacities expected to be developed
  - Learning methods to be applied
- Learning plan:
  - Activities, timelines
  - Human and financial resources needed
  - Institutional responsibilities and partnerships

### **Instructional Guide for the Trainer**

- Present the outline of a capacity strengthening plan, and invite participants to comment on this outline and to suggest additional points for inclusion. The purpose is to obtain a consensus on what the plan should cover. Record all suggestions on a flipchart.
- The same groups that worked on the exercise of Topic 4.1 are now invited to prepare the outline of the plan, bringing their conclusions about the needs for strengthening capacities, as the starting point for outlining the plan. The plan should cover all items of the outline.
- After completion of the group work, each group is invited to present the outline of the plan in a plenary session, to be followed by a general discussion of the group plans, focusing also on possible opportunities and constraints for their implementation. All conclusions of the general discussion are recorded on a flipchart. The trainer should make final comments and suggestions.

#### TOPIC 4.3: *Horizontal Transfer of Knowledge and Skills*

### **Some Advantages of the Horizontal Mode of Knowledge and Skills Transfer**

- Reduces the dependence on outside trainers, who may not always be available or who have to arrive from far away, resulting in higher training costs as well as scheduling training activities which, at times, are not the most convenient for the trainees.
- District/*shehia*/community trainers are likely to have transformed knowledge and adapted skills to the realities they face in the localities where they live; these realities are more likely to be similar to the ones the trainees face, resulting in the training to be more effective and the training methods to be more appropriate.
- Trainers and trainees are more likely to speak the same “language”, because they have the same understanding and perceptions of the realities they face.
- Timing of the training activities will be more appropriate as trainers and trainees face similar time/seasonal constraints.
- Interactions may also benefit the trainers as they learn about slightly different realities from the trainees, thus broadening their understanding and perceptions.



### **Instructional Guide for the Trainer**

- Explain the idea of horizontal mode of knowledge and skills transfer, providing specific examples (district-to-district, *shehia-to-shehia*, community-to-community) and contrast with the traditional vertical mode. Invite participants then to comment on this idea for its application in the district. Record the comments on a flipchart. The trainer should provide feedback to the participants' comments.
- Invite the participants to express what they see as advantages of the horizontal transfer mode, and what the constraints may be. Record both the advantages and the constraints on a flipchart. What may be ways to overcome any constraints? Compare the advantages that the participants have mentioned with the list in the methodological guide, and invite participants to comment.

### **Final Review of Module Four**

#### **Instructional Guide for the Trainer**

- Display the flipcharts, with the summaries of the discussions, for each of the sub-modules.
- Review each summary with the participants, and verify if anything should be added to the summaries and record any additions.
- Discuss and review with the participants:
  - a. How to conduct the capacity assessment at district level;
  - b. How to make the capacity strengthening plan a meaningful document that will lead to follow-up action;
  - c. How to promote and implement the horizontal transfer of knowledge and skills among districts and *shehias*.
- Display the flipchart with the learning objectives for this module, and invite participants to assess the extent to which these learning objectives have been met, and what needs to be reinforced during follow-up training to adequately meet the learning objectives. Register the suggestions on a flipchart.