**MATUL 512 Advocacy and the Urban Environment**

**(6credits)**

**Course purpose**

The course aims to give students an understanding of the nature and role of advocacy in a marginalised urban environment and to and its relationship to the prophetic tradition within scripture. Through engagement with the course it is intended that students will gain necessary skills to promote the transformation of urban communities through advocacy initiatives. The course will involve the students in identifying a specific advocacy issue which, working with an urban community organisation, they will participate in developing and designing a strategic advocacy response.

**Course outcomes**:

By the end of the course students will be able to:

***Cognitive***

1. Demonstrate an understanding of the relationship between advocacy and prophetic traditions within scripture
2. Explain the principles and distinctive nature of advocacy as an intervention for social transformation in the city
3. Demonstrate a depth of knowledge and understanding of a specific advocacy issue (i.e. child rights, land rights, employment rights, access to civic services) which affect slum dwellers in a specific community.

***Affective***

1. Demonstrate an active concern in respect of the rights of slum dwellers.
2. Demonstrate self-awareness in respect of the way they exercise power in a community

***Skills***

1. Identify, through participatory processes key issues within an urban community which can be addressed through an advocacy strategy
2. Be able to work with a local community in identifying local needs
3. Utilise advocacy tools to address a specific justice issues in a slum community.
4. Promote the formation of advocacy network forums

**Course Content**

What is Advocacy and why use an advocacy intervention? Slums and Justice – identifying key issues; OT prophetic tradition and its relationship to advocacy; The advocacy cycle; Issue Identification in an urban context (a specific issue will be identified) ; Research and analysis; Justice and the law; Community based planning; Developing urban community based network forums; forms and methods of intervention; participatory evaluation processes.

**Teaching methodology:**

This will include 14 weeks of classroom based learning and a further 40 hours of mentored community involvement in a community based advocacy programme. Classroom based learning will include discussions, exercises, videos; case studies; media; role plays; lectures. Active participation of all students is encouraged.

**Instructional materials/equipment:**

White board markers, White board, LCD Projector, Lap top, Videos, Flip Charts, Posters, Newspaper cuttings

journal and through a project design for an advocacy initiative within a community.

**Student Assessment**

Through an essay of 3,000 words, a critical learning journal, and a project design demonstrating the processes and plans for a community based advocacy initiative. These projects will be part of the continuous assessment and will be marked out of 60 and the exam out of 40.

**Core Texts**

[Development and advocacy :](http://192.168.1.173:8080/cgi-bin/koha/catalogue/detail.pl?biblionumber=35312) selected essays from Development in practice / Oxfam, Oxford 2002

Gordon, Graham 2002 *Understanding Advocacy*. Teddington: TEAR Fund

Gordon, Graham 2002 *Practical Action in Advocacy* Teddington: TEAR Fund

Linthicum, R 2005 *Building a People of Power* World Vision

***Further Reading***

Bankoff, G., Frerks, G., & Hilhorst, D. (2004). *Mapping Vulnerability: Disasters, Development, and People*. Earthscan Publications.

De Beer, S 1998 Understanding Urban Systems and Powers. Pretoria: IUM

Durand-Lasserve, Alain, Royston, Lauren (eds), 2002. *Holding their ground. Secure tenure for the urban poor in developing countries.* London: Earthscan.

Grigg, V. (2006). *Biblical reflection on land and land rights*. Auckland: Urban Leadership Foundation.

Kreibich, Volker; Olima, Washington, (eds), 2002. *Urban land management in Africa.* Dortmund: Spring (University).

Nguti, Elizaphan 2010 *Understanding Project Monitoring and Evaluation*. Nairobi Ekon Publishers

Payne, Geoffrey (ed.), 2002a. *Land, rights and innovation. Improving tenure security for the urban poor. London*: IDTG.

Peet, R., & Watts, M. (Eds.). (2004). *Liberation ecologies: Environment, development, and social movements*. Routledge

Smith, D.A. (1996). *Third world cities in global perspective. The political economy of uneven urbanization.* Westview Press.

Nguti, Elizaphan 2010 *Understanding Project Monitoring and Evaluation*. Nairobi Ekon Publishers