ADVOCACY FOR EDUCATION
A STEP BY STEP GUIDE

The Danish NGO Education Network
2014

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UDDANNELSES
NETVÆRKET
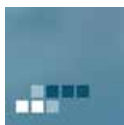
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PART 1

INTRODUCTION

This guide has been developed by the *Danish NGO Education Network* (in Danish *Uddannelsesnetværket*) as a tool for NGOs and civil society organisations to plan and implement education advocacy activities in the South. A vast number of guides and manuals already exist on how to engage in advocacy, but only a few deal more specifically with how to engage in advocacy for education.

The *Danish NGO Education Network* was established in the year 2000 and has about 30 member organisations involved in promoting education in developing countries. The network and members have extensive experience in education advocacy, including both lobby and campaigning for more and better Danish development aid to education, and capacity building of members to engage in education advocacy with partners in the South. The Network is a member of the *Global Campaign for Education* (GCE) and furthermore, in 2011 the network was elected to the board of GCE to represent all Northern coalitions.

The guide has been developed specifically for Danish civil society organisations and their partners in the South. It is therefore set in the framework of overall principles for Danish development aid, which places a strong emphasis on a rights-based approach. The role of civil society organisations is seen as agents for change – and therefore advocacy is perceived as an essential activity. It is our hope that the guide can also be used, directly or adapted, by other NGOs and networks – North and South.

Sources of inspiration for the guide come from both Danish and international contexts, of which the most important are listed at the end of the guide. Where possible, they are listed in the English version, but many exist also in other languages. The general understanding of advocacy and the role of civil society is rooted in the *Danida* strategy and general principles for support to civil society in developing countries. Based on the same lines of thinking, the Danish NGO platforms have produced general tools that are used as the main references in this guide. The dynamics between advocacy, service delivery programs and organisational capacities are described in the *Change Triangle* model (developed by *Tematisk Forum* and later published by *Fagligt Fokus*). A comprehensive toolbox on civil society advocacy can be found in the manual: *Manual til Advocacy: Et værktøj til de danske civilsamfundsorganisationer* by *Fagligt Fokus* (in Danish only). The present guide describes the advocacy process in a 7-step model elaborated with inspiration from the *Advocacy Cycle*, developed by Morten Bisgaard, Governance Advisor in IBIS. In the guide we use an illustrative example constructed from The *Alliance for Change in Education (ACE)* project carried out in Ghana in partnership between the Ghana Friendship Groups, IBIS, and the Danish Teachers' Union. When it comes to advocacy more specifically in the field of education, the main sources are from a global context, as no Danish materials currently exist. The most important resource is the very comprehensive publication *Education Rights: A guide for practitioners and activists*, published in 2007 by GCE. It is a general guide on education advocacy that contains a multitude of tools, ideas and examples. Readers are encouraged to use this guide for further inspiration.

We wish to thank all the colleagues and fellow education activists around the world for allowing us to use their good work and experiences. At the same time, it is our hope that others will do the same with our guide.

The Danish NGO Education Network

DEFINITIONS AND FRAMEWORKS FOR EDUCATION ADVOCACY

A definition of advocacy
There are a number of different definitions of what advocacy is. In this guide we use the following definition from Danida:

> Advocacy is defined as a process by an individual or group, which aims to influence public policy and resource allocation decisions within political, economic, and social systems and institutions. Evidence based advocacy has strong potentials. (*Policy for Danish support to Civil Society*, p. 24)

Advocacy is thus a general concept describing a process of influencing and creating change. In the advocacy process one can choose to work with many different methods – including, for example, lobbying, campaigning, research etc. We consider these to be different types of activities that can be <u>part</u> of an advocacy strategy.

Advocacy as a strategic and creative process
One of the key messages of this guide is that advocacy should be well planned as a <u>strategic process</u>. It is important to be clear what the goal of the advocacy effort is: What do you wish to achieve? As a next step it is necessary to find out <u>how</u> you want to do this. All activities should have a clear purpose and be a means to achieving your overall goal. For this reason, the planning process where you develop your strategy is essential. That said you should also be aware that advocacy is a creative process, where you need to be flexible. As advocacy is about influencing people and policy processes, it is by nature a dynamic process. Each plan must be embedded in the social and political context, and you can therefore never have a ready-made recipe for advocacy – you need to be inventive!

The rights-based approach to development and what it means for advocacy
The point of departure for '*the rights-based approach'* is that all human beings have certain basic rights, including the right to education, enshrined in international human rights law. However, the concept of a rights-based approach includes much more and a whole new way of thinking about development processes and of the role of the people, NGOs and government. All human beings have a right to education and are called '*the rights holders'*. The main body responsible for ensuring the fulfilment of this right is the government, called '*the duty bearer'*. The role of international NGOs has therefore shifted fundamentally from providing educational services to supporting Southern civil society in claiming their own right to education. This also includes enabling rights holders themselves (these may be children, youth, communities, teachers etc.) to advocate for education.

Further reading: *Education Rights: A guide for practitioners and activists*, p.8 – 11.
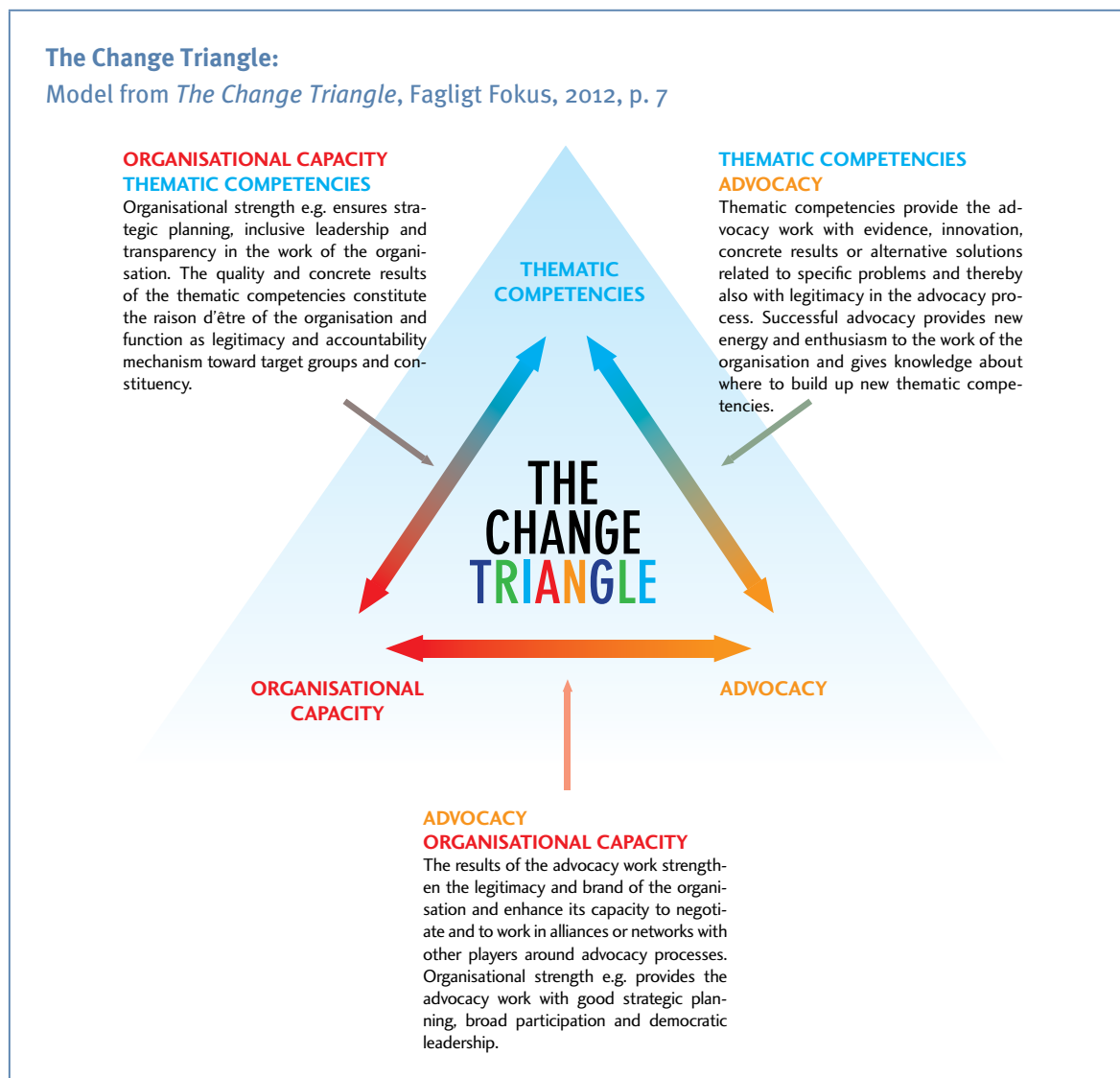
A note on what education advocacy is NOT
This way of thinking has implications for the meaning of education advocacy. It means first and foremost that <u>advocacy should be directed at *duty bearers*</u>, that is: local or national government, whose role it is to plan and implement adequate education policies. Advocacy can also be directed at international donors to help the state finance education. Education advocacy therefore is not, for example, advocacy to ensure the financing of an NGO project in education. This is fundraising. It could, however, develop into advocacy if aimed at getting government permanently to take over the financing of the project. Neither is advocacy in itself mobilisation of local communities around an education issue. For example, sensitising parents to girls' rights to education can be part of a program activity to ensure that more girls attend school, but it does not constitute advocacy. It could, however, develop into advocacy if it mobilises parents to claim education rights from the local or national authorities.

Linking advocacy, service delivery and organisational development:
The Change Triangle

The Danish NGO platform *Fagligt Fokus* has published a model for how civil society can bring about social change. It is called the *Change Triangle* and includes the dynamics between advocacy, strategic service delivery programs and organisational capacities. This guide gives directions on how to work with one of the legs in the triangle, namely <u>advocacy</u>, and we see it as important to plan and implement your advocacy process in coherence with parallel processes in service delivery and organisational capacity.

The Change Triangle:
Model from *The Change Triangle*, Fagligt Fokus, 2012, p. 7

ORGANISATIONAL CAPACITY
THEMATIC COMPETENCIES
Organisational strength e.g. ensures strategic planning, inclusive leadership and transparency in the work of the organisation. The quality and concrete results of the thematic competencies constitute the raison d'être of the organisation and function as legitimacy and accountability mechanism toward target groups and constituency.

THEMATIC COMPETENCIES
ADVOCACY
Thematic competencies provide the advocacy work with evidence, innovation, concrete results or alternative solutions related to specific problems and thereby also with legitimacy in the advocacy process. Successful advocacy provides new energy and enthusiasm to the work of the organisation and gives knowledge about where to build up new thematic competencies.

THEMATIC COMPETENCIES

THE CHANGE TRIANGLE

ORGANISATIONAL CAPACITY

ADVOCACY

ADVOCACY
ORGANISATIONAL CAPACITY
The results of the advocacy work strengthen the legitimacy and brand of the organisation and enhance its capacity to negotiate and to work in alliances or networks with other players around advocacy processes. Organisational strength e.g. provides the advocacy work with good strategic planning, broad participation and democratic leadership.

The right to education, Education for All and the post 2015 agenda

The right to education was established in 1948 with the United Nations (UN) *Universal Declaration of Human Rights* (article 26). The right to education has since then been enshrined in a number of international conventions ratified by most states (most importantly the *Covenant on Economic, Social and Cultural Rights* and the *UN Convention on the Rights of the Child*), and it is monitored by a set of international mechanisms.

To realise the right to education, the *Education for All* (EFA) movement was launched by the UN in 1990 in Jomtien, Thailand at the *World Conference on Education for All*. It was followed up in the year 2000 in Dakar, Senegal with the *Dakar Framework for Action* on EFA. At the Dakar conference civil society was recognized as a key player for education and, around this time, the *Global Campaign for Education* (GCE) was

born. The Dakar conference also shaped a global focus on <u>basic</u> education and a common understanding of what that entails – as spelled out in the six Dakar goals on EFA to be reached by 2015:

<div>

The 6 Education for All Goals:

1: Early childhood care and education

2: Universal primary education

3: Youth and adult training and life skills

4: Adult literacy (achieving a 50 per cent improvement)

5: Eliminating gender disparities in primary/secondary by 2005, and achieving gender equality by 2015

6: Improving all aspects of the quality of education

</div>

The EFA agenda was in 2002 linked to the *Millennium Development Goals* (MDGs), a set of development goals defined by the UN and to be achieved by 2015, including two of the Dakar goals, namely access to universal primary education and gender equality. In the time span since then, these two goals have seen the highest rate of success, with millions of children enrolling in primary education and gender disparities being reduced. However, the record remains feeble for the remaining four goals, namely improving quality of education and ensuring education for early childhood, youth and adults. With the deadline of 2015 approaching, it is now being debated what the new education goals should be and how they should be linked to the MDGs.

Further reading: *Education for All* and *Global Thematic Consultation on Education in the Post-2015 Development Agenda*

The advocacy process in 7 steps:

In this guide we have chosen to describe the advocacy process in 7 steps:
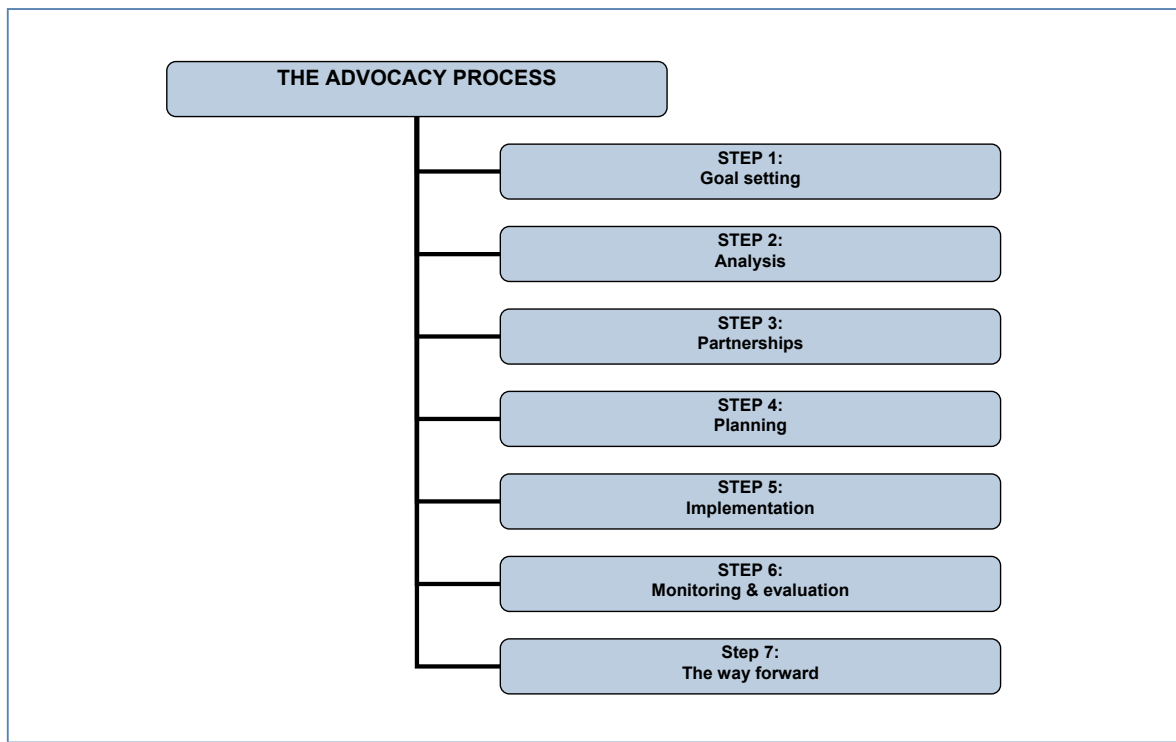
The process and steps are similar to any project planning process, for example the Logical Framework Approach (*LFA).* The steps follow each other logically in the sense that you need to complete each step

before going on to the next. For example, you will not be able to carry out an analysis if you do not know what your goal is. You also need to plan before you can implement. However, the steps are not completely separated, and you may need to go back and revise previous steps or look ahead. For example, if in step 3 you engage in a partnership, partners may want to review the overall goal. You also need to look ahead in order to, for example, include monitoring and evaluation when planning. So, again, the ideal is to be systematic, yet flexible.

The use of examples in the guide
We will use an example to illustrate each step in the advocacy process. The example is constructed from The *Alliance for Change in Education (ACE)* project. This project has been selected because it is an example of cooperation among members of *the Danish NGO Education Network*. It should be noted that the project is not described exactly as it was carried out, but project elements have been used as inspiration to construct 'an ideal advocacy process'. The example, called the *CASE project* is presented here via the *Change Triangle*:

Presentation of the CASE project:
The project aimed to secure the right to education for out-of-school children in hard-to-reach communities, and it ran over six years. The strategy was to influence government to apply a so-called 'wing school' model, described in the National Education Sector Plan, but never implemented. The project took its starting point in a service delivery component that involved the setting up and testing of wing schools in two districts in 'X Country'. The program delivered evidence to the advocacy component, targeting both district and national levels of the Ministry of Education (MoE), with the aim of convincing MoE to scale up the approach if successful. Service delivery and advocacy went hand in hand with an organisational capacity building component to strengthen the advocacy capacity of local communities and local partners.

Strategic services	Organisational capacity	Advocacy
The wing school concept was invented by the MoE, and signifies a primary school from grade 1 to 3 for school-aged children in hard-to-reach areas. The school is attached to the nearest fully fledged primary school, where children will continue from grade 4. The CASE project set up a number of wing schools in two districts to run as a pilot. Communities were engaged in building and running schools. Untrained teachers were recruited at local level, and were given training throughout the project to gain a teacher qualification. Teachers trained in the project were to be hired by MoE at the end of the project. Schools used the national curriculum and district authorities were trained in local planning, governance and supervision to enable them to take over the schools.	At community level, capacity was built to deal with the educational concerns of the community and to engage with local authorities. Community members and parents were supported to become active members of School Management Committees (SMCs) and to advocate for their concerns in relation to quality, teacher performance, maintenance of buildings etc. Local partners were supported to develop strategic plans and to engage in communication and advocacy. Their capacity to interact with local communities and duty bearers was strengthened, in turn enhancing the legitimacy of the claims they put forward to district-level education authorities. Local partners also gained access to a wide range of stakeholders though national-level networking.	Local communities and partners were supported to engage in advocacy in relation to district authorities to fund schools and take over the running of them after the project ended. Documentation of results and experiences was carried out throughout the project and a team of researchers from X Country's leading university in education evaluated the project, thus providing evidence from nationally recognized external experts. An alliance was formed at national level on 'alternative basic education' (ABE) to advocate for the model to be scaled up, including other NGOs and multilateral donors. The national education coalition and the teachers' union were engaged to advocate for teachers to be hired after the project.

PART 2

OVERVIEW OF THE 7 STEPS:

In this second part of the guide we turn to the details of each of the 7 steps in the education advocacy process. For easy reference, see the brief overview below:

THE ADVOCACY PROCESS: Overview of steps	
STEP 1: **Goal setting**	❑ What do you want to achieve with your education advocacy? ❑ What kind of advocacy fits your organisation and what can you hope to achieve? ❑ How do you apply the rights-based approach? ❑ How does your goal relate to international standards and national policies?
STEP 2: **Analysis**	Thematic analysis of the education issue: ❑ What is the status of the right to education in your context? ❑ What information do you need about your education advocacy issue? ❑ How would advocacy affect gender and marginalised groups? ❑ What is the educational, social and political context? Organisational analysis: ❑ Is the organisation's leadership ready for advocacy? ❑ Does your organisation have the capacity to adapt to changes? ❑ Are you able to manage resources (human and financial)? ❑ Do you have the necessary advocacy competencies? Power analysis: ❑ Who are the key actors in relation to your advocacy issue? ❑ What is the power and interest of key actors?
STEP 3: **Partnerships**	❑ Which partners do you wish to work with? ❑ How do you work with partners and beneficiaries at local, national and international levels?
STEP 4: **Planning**	❑ How do you develop your advocacy strategy? ❑ How do you write an action plan?
STEP 5: **Implementation**	How to work with: ❑ Linking program and advocacy work ❑ Capacity building for advocacy ❑ Documentation, research and data collection ❑ Policy analysis ❑ Lobbying ❑ Campaigning ❑ Communication, media and information
STEP 6: **Monitoring & evaluation**	❑ How do you want to monitor and evaluate your advocacy? ❑ How do you want to document the process and results, and how should they be shared with others?
STEP 7: **Way forward**	❑ How do you wish to reflect on lessons learned and the future? ❑ What are the lessons learned from the advocacy process? ❑ What should the way forward be?

STEP 1: GOAL SETTING: DEFINING THE ADVOCACY GOAL

- ❏ What do you want to achieve with your education advocacy?
- ❏ What kind of advocacy fits your organisation and what can you hope to achieve?
- ❏ How do you apply the rights-based approach?
- ❏ How does your goal relate to international standards and national policies?

When choosing which education issue you wish to focus on, you may start out with an analysis of the extent to which the universal standards on the right to education have been implemented either in the local area where you are working, or at the national level. This analysis can show you which education rights are most denied. When setting your advocacy goals, you also must take into account the size and strength of your organisation and possible partners, so that your goal will be realistic.

The *rights-based approach* entails working with *rights holders*, for example children, parents and local communities, to make them aware of their education rights and able to claim them. In the ideal advocacy process, the rights holders will be included in the process from the very outset, and take part in analysing the status of the right to education in their own context, and, based on this, identify their advocacy goals. This approach may not always be feasible, but you can opt to start with an initial analysis at the level of your organisation and then include rights holders in a second phase analysis.

When setting your goal, you will need to take into account both the local, national and international levels. Rights holders will be involved at the local level, and advocacy should be directed towards the duty bearers at either local or national level (local or national officials and politicians responsible for education policies). You should have a good knowledge of national policies relating to your education advocacy issue, as these policies will also influence local levels. Finally, you will need to know how your issue is addressed in international frameworks, so that you can use these to back up the arguments that you direct at local and national duty bearers.

Example of an advocacy goal: The CASE project

<u>Overall development goal:</u> The long-term development goal of the CASE project: *Hard-to-reach children of school age in X Country have achieved their right to quality basic education provided by well-trained and committed teachers in a well-functioning community-supported public school system.*

<u>Advocacy goal:</u> *By 2014 the X Country government has adopted the wing school model to ensure the right to education for hard-to-reach children in all of X Country.*

<u>Suitability to the organisation:</u> The CASE project is very ambitious in that it plans to set up a large-scale pilot program over a number of years, and then to influence national level policy. It was clear from the start that this ambition could only be achievable through partnerships. The project was set up by three Danish organisations and their partners in the South, and the capacity of each organisation was crucial for success.

<u>Using the rights-based approach:</u> The rights-based approach was used at all levels of the project, in that focus was on enabling rights holders and the organisations representing them to claim their right to education. Parents and students were trained in school management and advocacy. Local civil society organisations worked with rights holders and helped them advance their claims to district-level authorities, and in partnership with national networks also brought their voice forward into national-level policy debates.

<u>Reference to international standards:</u> The project aimed at the most basic core of the right to education, namely securing <u>access</u> for children in remote areas. However, it did not limit itself to this, but also took into account the right to quality education, the right for parents to have a say on education, and also gender equality in education. The project therefore relates to EFA goals 2, 5 and 6 as well as the MDGs 2 and 3.

<u>Link to national and local policies:</u> The project took its starting point in national-level government policy on education, namely one of the objectives of the *National Education Sector Plan* to provide an opportunity for *alternative basic education* (ABE) for all children of X Country not yet integrated in the formal school system. ABE includes diverse solutions for different target groups, and the *wing school* model was identified by MoE as a possible solution for hard-to-reach children. But the model had remained beautiful words on paper. The project therefore decided to show government how the model could become a reality. At the same time, local level authorities were involved in implementing the pilot in order for them to gain ownership from the start.
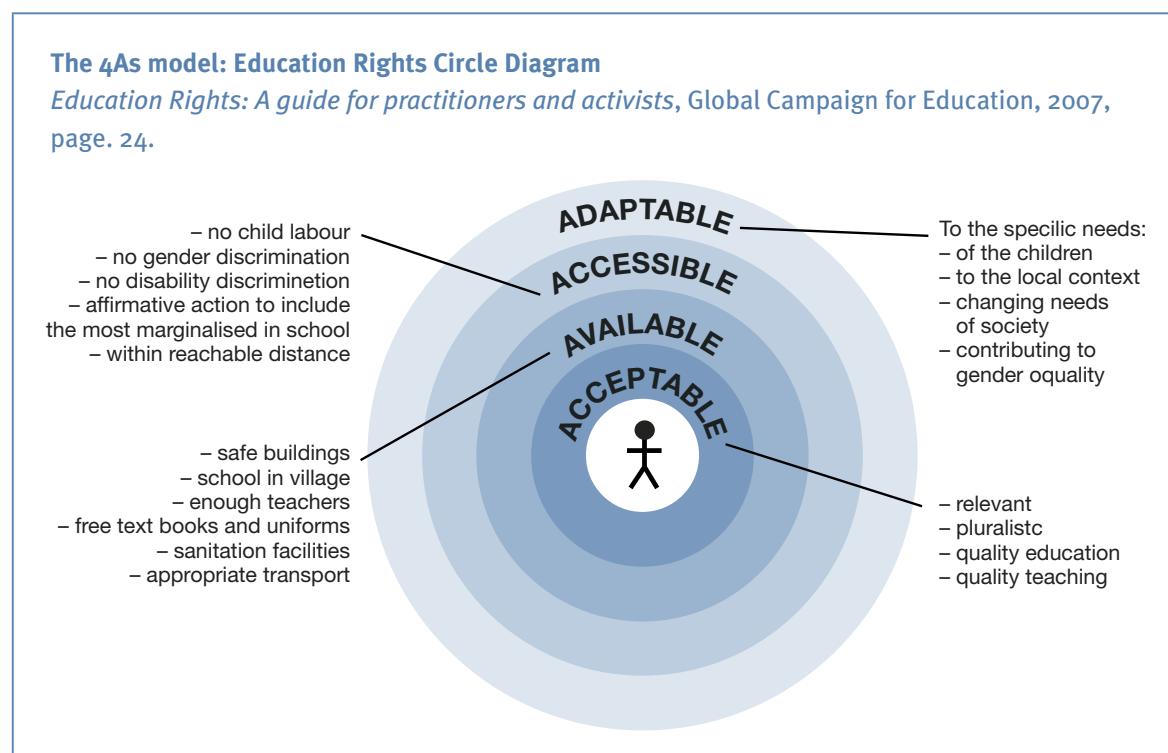

STEP 2: ANALYSIS: THEMATIC, ORGANISATIONAL AND POWER ANALYSIS

Thematic analysis: Knowing your education advocacy issue
- What is the status of the right to education in your context?
- What information do you need about your education advocacy issue?
- How would advocacy affect gender and marginalised groups?
- What is the educational, social and political context?

Analysing the right to education – the 4As model:
In order to analyse the right to education in any given context, a model known as 'the 4As' has been developed. This may be a useful tool to understand the different dimensions of the right to education, and how it applies in your context. The model looks at the right to education in the following 4 dimensions: **A**cceptability, **A**vailability, **A**ccessibility and **A**daptability. You can use the tool in the initial phase, when thinking about the project in your own organisation, or you can use it with rights holders or partners in a participatory process for people to identify the criteria they find relevant for education in their context. The exercise can be visualised through the *Education Rights Circle Diagram*. You start by asking participants: 'What would make education acceptable to us?' They might answer, for example, that it should be: relevant, pluralistic, of good quality. Please see the example in the box below. Once the criteria for each dimension are established, the group should then move on to discuss and compare how well these ideal criteria for fulfilling the right to education are applied in their context. A set of questions has also been developed to guide you as to what type of knowledge you need to get a complete analysis of the education issues at stake.

The 4As model: Education Rights Circle Diagram
Education Rights: A guide for practitioners and activists, Global Campaign for Education, 2007, page. 24.

ADAPTABLE
ACCESSIBLE
AVAILABLE
ACCEPTABLE

– no child labour
– no gender discrimination
– no disability discriminetion
– affirmative action to include the most marginalised in school
– within reachable distance

To the specilic needs:
– of the children
– to the local context
– changing needs of society
– contributing to gender oquality

– safe buildings
– school in village
– enough teachers
– free text books and uniforms
– sanitation facilities
– appropriate transport

– relevant
– pluralistc
– quality education
– quality teaching

Knowing your education advocacy issues
Issues for advocacy can potentially be any aspect of education, depending on the need and relevance in each context. A number of possible issues are listed here:

Further reading: *Education Rights: A guide for practitioners and activists*, Global Campaign for Education p. 24 -31

Possible education advocacy issues:

Access to education:	Education quality and curriculum:	Governance in education:
Early childhood care and education	Quality of education	Citizens' participation in education (local, district and national level)
Primary and secondary education	Teachers and teacher training	Education management and efficiency
Youth education and training	Curriculum content and relevance	Education financing, financial management and transparency
Adult education and literacy	Cross-cutting themes in curriculum (gender, human rights, peace, environment, health and sexual education)	
Gender equality in education	Non-discrimination and gender equality in schools	
Marginalised groups (disability, street children, child workers, nomad children, ethnic minorities)	Non-violence and non-abusive school environment	
Education in emergencies and fragile situations		

Ideally, you would have practical experience and knowledge from the program work of your organisation, and this experience should be well documented to be used as evidence. It is, however, also possible to carry out advocacy without one's own program evidence. In both cases, you will need to supplement your knowledge from other sources, for example from the websites listed at the end of this guide, including good practice, statistics, legal information, research etc. You might find that there is a need for further documentation more specifically of the context you work in, and data collection or research could be planned for as one of your activities. Please note that any education project or advocacy activity may have an intended or unintended effect on *gender balance* or on *marginalised groups* and you should carry out an analysis of your advocacy project from this perspective.

Knowing the educational, political and social context
The main duty bearer responsible for ensuring the right to education is the state. Whatever advocacy issue you choose to focus on, you need a solid knowledge of national policy on this issue. A policy analysis will include knowing the legal basis for the right to education as well as the priorities in the education policy (usually called the National Education Sector Plan). Many governments depend on multi- or bilateral donors to implement their education sector plans, and it is relevant also to know the education donors and their priorities. It is central also to include an analysis of the political climate in the country. Is it stable and democratic? What are the possibilities for different groups to influence governance? Are any groups marginalised? Is there a risk involved in carrying out advocacy for education in a non-democratic and oppressive political environment?

Organisational analysis: Knowing the capacities of your own organisation
- Is the organisation's leadership ready for advocacy?
- Does your organisation have the capacity to adapt to changes?
- Are you able to manage resources (human and financial)?
- Do you have the necessary advocacy competencies?

In order to be able to create long term social change, you also need, in addition to your thematic competences, a strong organisation that is fit for advocacy. Criteria for a good advocacy organisation might be:
- **Leadership:** Leaders of the organisation must be behind the advocacy efforts, and able to motivate members and staff throughout the process. Management should be willing to take risks, as advocacy may expose the organisation to external criticism. Management needs to have vision and long

term strategic thinking. Advocacy processes can be very long, and results are less predictable than in program activities, which are usually more fully under the organisation's control.

☐ **Ability to adapt:** Advocacy is a living process and external conditions may change swiftly. You therefore need an organisation that is able to adapt quickly to a changing environment, and is ready to grasp opportunities as they arise. Ability to engage in partnerships is also key to effective advocacy. Partnership processes are less controllable and working together puts high demands on each organisation's ability and willingness to be flexible and adaptable.

☐ **Ability to manage resources:** Advocacy requires a number of resources in terms of finances, staff, training, and information. These resources can at times be difficult to raise when it comes to advocacy, and they need to be managed carefully.

☐ **Technical advocacy competencies:** Capacity building may be included as an activity in your planning so that all involved will have the necessary skills. Competencies will depend on your advocacy strategy, but could include: Knowledge of policy processes and the ability to analyse them; ability to engage in policy dialogue and negotiations; skills to carry out effective communication strategies and campaigns; knowledge about legal issues; ability to do strategic planning and monitoring.

> **Further reading**: *Manual til Advocacy: Et værktøj til de danske civilsamfundsorganisationer*, section 1.3 Test: Hvor god er din organisation til advocacy.

Power analysis: Knowing the key actors with relation to your advocacy issue

☐ Who are the key actors in relation to your advocacy issue?

☐ What is the power and interest of key actors?

As advocacy is essentially about influencing organisations and people, you need to know who the key actors are in relation to your advocacy issue and how best to engage with them. You will always need to carry out your own brainstorm of most relevant actors – but here an indicative list:

Relevant stakeholders in education:

Children, youth, adults (male and female) Parents (mothers and fathers) Local communities Local leaders (political, traditional, religious and other types) Local organisations, student and parents' organisations Media, journalists and other formers of public opinion Other NGOs and networks	School management boards Headmaster and head teachers Teachers and teachers' unions	Ministry of Education (at national, district and local levels) Teacher training institutions Other relevant ministries (for example, of youth or women, and Ministry of Finance) Government and parliament Donors in the education sector The Local Education Group (donors, civil society and Ministry of Education)

The Ministry of Education (MoE), as the main responsible body for developing and implementing education policies, is, of course, a key actor, but in itself consists of many levels and entities. It is therefore relevant to include in your analysis a closer look at the structure and different entities of the Ministry. Another relevant entity to take a closer look at is what is generally called the *Local Education Group (LEG)*. This coordination group exists in most countries, though under different names, and it unites the MoE as the lead, the major donors in education, and usually civil society. An overview of actors can be illustrated by an *Education Systems Diagram* – such as, for example, the one below:

Education Systems Diagram:
Education Rights: A guide for practitioners and activists, Global Campaign for Education, 2007.

KEY
- (Pu) – Pupils/students
- (Pa) – Parents
- (1) – religious groups
- (2) – community groups
- → strong influence
- ↔ 2-directional influence
- --→ weak influence

The bigger the circle/square the more power
Squares illustrate official bodies
Circles other education stakeholders

The next step in the power analysis will be to carry out a 'power mapping'. A number of different tools have been developed to carry out the mapping of the power of key actors and they all vary in their structure and level of detail. Power mapping should help you identify for each actor how willing they may be to support your advocacy cause, and what their interest in it may be. It should also help you assess how much power a given actor has to influence and bring about change on the issue. Here an example:

Example of power mapping, the CASE project:

The mapping below is a basic exercise to identify who is for and against your project goal and their power:

HIGH INFLUENCE	Ministry of Education	Teachers' unions
LOW INFLUENCE	Traditional religious leaders	Hard-to-reach children and parents
	OPINION AGAINST	OPINION FOR

The interest/power of each actor may then again be analysed further according to the following dimensions:

Actor	Main representatives	Interest and motivation	Power and opportunities
Ministry of Education	Minister of Education Director of Basic Education	Would like to see other priorities in the National Education Sector Plan implemented first because of promises made during the election campaign by the Minister of Education	MoE has a lot of power in sector plan implementation. However, it may be influenced by donors, who wish to see more happening in basic education. A major conference on national education planned by government may be an opportunity for influence.

→

Actor	Main representatives	Interest and motivation	Power and opportunities
Traditional religious leaders	Imams in the local community	Would not like to see education of girls promoted through the project	Some imams do not wish to promote girls' education, but they are not powerful enough to prevent the project. Dialogue with them should be sought through the local community groups.
Teachers' unions	Head of national union of primary school teachers	Sees the project as an opportunity to introduce new models for teacher training and thereby get more teachers	The teachers' union in the country is powerful, and they may be convinced to advocate for the model during their next round of negotiations with MoE.
Hard-to-reach children and parents	Local community development groups	High interest in the project as they wish to gain access to education for children in the area	Rights holders very interested and their interest can sustain project in local level implementation. But they are weakly organised and not used to advocating. Could be trained by local partner.

Further reading: *Manual til Advocacy: Et værktøj til de danske civilsamfundsorganisationer*, section 2.2 Power mapping

STEP 3: PARTNERSHIPS: ALLIANCES, NETWORKS AND OWNERSHIP

- ❏ Which partners do you wish to work with?
- ❏ How do you work with partners and beneficiaries at local, national and international levels?

The importance of ownership, alliances and networks

The rights-based approach to development seeks to enable rights holders and local and national organisations representing them to claim their own rights. The role of a Northern NGO is to support and facilitate this. The notion of <u>ownership</u> of the advocacy goals and process by rights holders and local and national organisations is therefore indispensable. Creating ownership among main beneficiary target groups and other stakeholders should be integrated into the whole process of planning, implementing and monitoring. However, an initial goal setting and analysis process may be necessary for you to identify relevant groups. Or the process could lead you to identify new groups. The steps may then need to be applied in a spiral-formed progression where you return to previous steps including new target groups and partners, and then move ahead. Engaging in education networks at national, regional and international levels can also strengthen your advocacy work. Education advocates around the world are organised in the *Global Campaign for Educatio*n (GCE). Members of GCE are *national education coalitions* in over 80 countries and international members. National coalitions bring together local and national civil society education organisations, teachers' unions and international NGOs. National coalitions are also united in regional networks and these play an important role in supporting national coalitions and in addressing regional advocacy issues.

Working at local and district level

Work at local level can take different forms depending on your issue and the local context, but should always start by taking into account the local forms of organisation and government. This may have an informal character, such as community-based forms of government, traditional leadership, religious leadership and self-organised groups of citizens – for example women's groups. There are also the formal governance structures to take into account, such as the municipality and district-level political and administrative structures. And finally, there are a number of formal or semi-formal school governance entities such as students' and parents' associations, teachers' unions at the local level, school boards and management committees. When doing advocacy work at the local level, you should use these existing structures to debate and promote your advocacy issue. Working to establish or strengthen this form of democratic school governance could also be the primary focus of your advocacy efforts as they are often quite weak. In any case, you will need to monitor that debates are as democratic as possible, and to keep a special watch on how well both genders and marginalised groups are able to take part.

Working at national level

A smaller NGO may prefer to work at local or district level, while larger organisations find it most natural to seek influence at the national level. However, even for a smaller NGO, it is worth considering how advocacy issues may relate to national-level policy. First of all, your advocacy should ultimately aim for the state to carry out its role as duty bearer. Furthermore, your work may be strengthened by joining the national education coalition, where you can find allies to your case and learn from others' experiences. In addition, in sharing experiences with coalition members, your project may also benefit others. Larger NGOs may also be able to play a vital role in establishing coalitions if these do not exist already. It should be noted that working in coalitions is notoriously challenging. All members bring their own agendas and need for image building, and it can be difficult to harmonise and to share the limelight. Another difficult issue is how to ensure a democratic and transparent management of the coalition in contexts where a democratic culture is still in the process of developing or where financial mismanagement is common. In these contexts, coalitions are especially vulnerable. Engaging with coalitions therefore requires long-term commitment and willingness to run risks. There are other very important actors to consider for partnership or alliances at the national level – and some of these may also be members of the national coalition. Firstly, the

teachers' unions are relevant, as almost any education issue would to some extent involve the teachers. Having them as an ally to your cause will increase the likelihood of your changes being applied in daily life in schools. Secondly, you may consider engaging in an alliance with any other civil society or donor organisation that shares your advocacy agenda.

Working at regional and international level
It is likely to be beyond the capacity of a smaller organisation to seek impact at regional and international levels. However, you should still consider whether your advocacy project could gain from the knowledge provided at these levels in the form of, for example, manuals, research and training opportunities and you may also think about sharing your experience. For larger organisations, it is definitely an option to engage in advocacy processes at regional and international levels. A number of international NGOs play a key role in the running of the GCE and regional networks by financing, providing technical input and taking part in governance on the boards of the networks. A major annual event that helps bring all the education advocates together is *the Global Week of Action on Education for All*. It takes place in April and each year has a different global theme that all members and coalitions campaign for. Taking part in the action week activities is a good way for your organisation to link up with potential partners. You should also check the annual theme to see if it coincides with your own advocacy issue.

Example of how to work in partnership at local, national and international level, the CASE project:

An alliance in the North and in the South: The project was set up by three Danish-based organisations and their Southern partners, namely A) a small friendship NGO and their local partner organisation in X Country with intimate knowledge of the local communities and with experience of testing pedagogical methods in that context, B) an international NGO with a national office in X Country and long-term experience in running education programs and national-level advocacy, and finally C) the Danish teachers' union with a long term cooperation with the X Country teachers' union – an indispensable partner in gaining acceptance to work with untrained teachers and train them in the project. The special expertise of each organisation was necessary for the project to become successful.

Partnerships at local and district level: The project was implemented with two local organisations with detailed knowledge of the context and culture. The local partners facilitated mobilisation of the local communities concerning the building and running of schools and the setting up of school management committees. The rights holders themselves thereby became engaged in the project, and were enabled to claim their right to quality education locally from district authorities. Another important partner in the project was the teacher training college that trained teachers in the project.

Partnerships at national level: The national education coalition was identified as a natural partner for the project, as they had experience in policy dialogue with government. However, it turned out that the coalition had limited means to engage, as they already had other large campaigns going on. It was decided also to establish an alliance specifically aiming to push government to implement its ABE policy. The alliance brought together civil society organisations, a research institution, the teachers' union and a few donor organisations. Whereas the coalition has an overall long-term objective in advocating for EFA, the alliance had a narrower and more specific objective to see ABE implemented. The coalition also came into play later in the process to organise a campaign for district authorities to hire teachers trained through the project.

Partnerships at international level: The education coalition and members of the ABE alliance had already had a previous opportunity to take part in an advocacy training course organised by the regional network for African coalitions. Here they gained important skills put to use in this project. A film produced about the CASE project was shown at an international education conference for civil society activists as inspiration as to how to help hard-to-reach children around the world.

STEP 4: PLANNING: THE ADVOCACY STRATEGY AND ACTION PLAN

- ❏ How do you develop your advocacy strategy?
- ❏ How do you write an action plan?

Designing your strategy is the most important step in the advocacy process. It is your strategy that will help you determine what means should lead you to your goal. However, you should also remember, as mentioned earlier, that even though you may have a solid, well thought through strategy and action plan, it will very likely need to be revised as changes occur in the environment around you.

What is an advocacy strategy?

There is no exact recipe for what strategy you should choose or what it should look like. This will depend on your goals, type of organisation, the advocacy issue, political context, power relations and what type of partners you have. There are, however, a number of elements that should be included in a good strategy. Your strategy document should be written as a roadmap so that both those involved and external partners understand what you wish to achieve and how you want to do it. The strategy document should therefore include brief information on all the 7 steps in the advocacy process, namely: your goal, analysis, choice of partners, the strategy and action plan, description of activities you want to implement, as well as how you wish to monitor, evaluate and think ahead to the future. The strategy should be a description of how you wish to bring about change. To develop the strategy, you can use a number of different tools that will be presented here below.

Tools for designing your strategy and action plan:

- **Logical Framework Approach (LFA):**
  LFA is a well known tool for project planning, and it can also be used to design your core advocacy strategy. The LFA tool includes basically the same steps as described in this guide (such as context and stakeholder analysis etc.). The starting point for planning your project is a problem analysis, where you identify the issues you wish to address. The problems are then transformed into project objectives. The project is described in a so-called 'LFA matrix', where you identify goal, objectives, outcomes, activities and indicators. The advantage of LFA is that it helps you to be very specific and precise about what exactly you wish to achieve. It also helps to ensure that the means are logically leading to your goal. As mentioned earlier, this is crucial to developing effective advocacy strategies. LFA however has also been criticised for being too rigid and static, and for focusing too much on problems. Many therefore prefer to use LFA in combination with other planning tools.

- **Theory of Change** *(ToC)*
  ToC is another planning tool that is becoming more and more current to use for designing development projects. ToC is not a general theory about change, but a tool to help you make your own theory about how to bring about the change you wish. The tool helps clarify what the necessary preconditions are to reach your goal and possible ways of getting there. It also identifies what hidden assumptions you may be making about your context and possible change dynamics. The tool of ToC is used in many different ways. For some it is a tool to carry out broad analysis of values and views of different stakeholders on how change occurs. Through dialogue and reflection it can

serve to reveal very different perspectives among rights holders, partners and other stakeholders on what change is and how it happens. Through participatory processes it can bring clarity and a common understanding of desired goals and on how these may best be achieved. ToC is also used more narrowly as a technical tool and method for project planning. Applied in this way it has many similarities with LFA, but one of the major differences is that the starting point is a focus on <u>change</u> rather than on <u>problems</u>.

Participatory planning:

Before starting the process of designing your strategy, you should think about how to involve rights holders and partners in the planning, to be sure that all involved feel ownership to the process and are willing to engage fully in it. LFA does not as such include participatory methods, but you can organise LFA project planning workshops with rights holders, partners and other stakeholders using supplementary participatory methods. ToC can also be used in a participatory manner both to reflect on change and to carry out more detailed project analysis and strategic planning.

Example of how to develop a strategy using the Theory of Change tool

How to design an advocacy strategy and an action plan may be best illustrated by using a concrete example. In the following, we will go through each element of the ToC using the CASE project as illustration. As mentioned above, ToC used in this way has many similarities with LFA, and you may consider both methods and decide which one of them to use. In the example below we use ToC in the same way as it is done in the Danish NGO manual: '*Manual til Advocacy: Et værktøj til de danske civilsamfundsorganisationer*'. You may consult this for further explanations and additional examples.
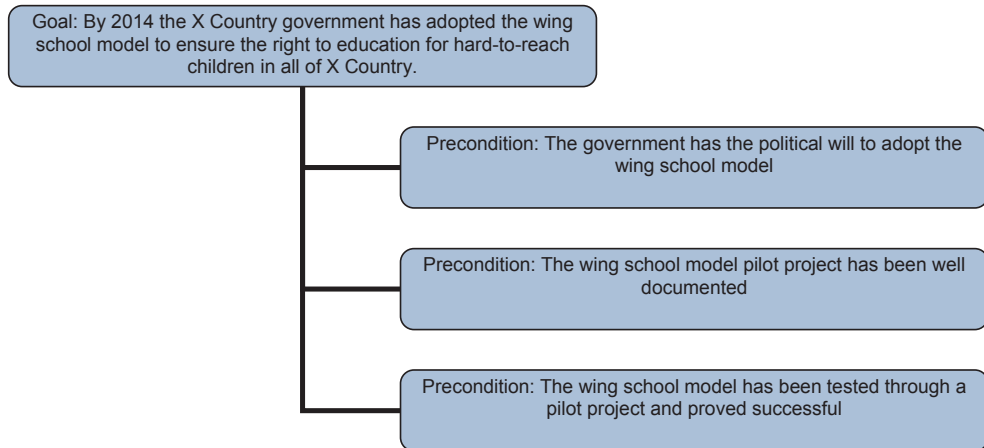
A) Goal

The goal of your advocacy project should be formulated as a **SMART** goal, which means that it should be: **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-based. The advocacy goal of the CASE project was formulated as follows:

> Goal: By 2014 the X Country government has adopted the wing school model to ensure the right to education for hard-to-reach children in all of X Country.

B) Preconditions/outcomes

Once the goal has been conceived, you have to 'think backwards' to identify the necessary preconditions (these will later be converted into outcomes) that need to be in place for the goal to be reached. One precondition may be that the wing school model should be tested in a pilot phase before it can be adopted by the government. Another precondition is that the government should have the political will to agree to use this model. The preconditions identified then need to be linked to make clear which condition leads to the next – for example:

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┌─────────────────────────────────────────────────┐
│ Goal: By 2014 the X Country government has adopted the wing │
│ school model to ensure the right to education for hard-to-reach │
│ children in all of X Country. │
└─────────────────────────────────────────────────┘
        │
        │   ┌─────────────────────────────────────────────┐
        ├───│ Precondition: The government has the political will to adopt the │
        │   │ wing school model │
        │   └─────────────────────────────────────────────┘
        │
        │   ┌─────────────────────────────────────────────┐
        ├───│ Precondition: The wing school model pilot project has been well │
        │   │ documented │
        │   └─────────────────────────────────────────────┘
        │
        │   ┌─────────────────────────────────────────────┐
        └───│ Precondition: The wing school model has been tested through a │
            │ pilot project and proved successful │
            └─────────────────────────────────────────────┘
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A precondition should always be worded as a state achieved or an action that has been carried out (this will be useful later, when using the Theory of Change for monitoring). To check the logical connection between the preconditions, you should be able to read them from the top, inserting 'only if' between each one: *By 2014, the X Country government has adopted the wing school model* only if *the government has the political will*. Or if you prefer, you can read from the bottom up inserting so that: *The wing school model has been tested through a pilot project and proved successful* so that *the wing school model pilot project has been well documented*. Please note that in a full project there will usually be more than one line of preconditions.

C) Assumptions

Assumptions are the 'invisible writing' that links the preconditions to one another. We often make assumptions about how one thing will lead to the next, but without being conscious of what these assumptions are. Checking your assumptions will help you become aware of the invisible factors that could potentially become obstacles. One assumption here may be that you will be able to find people with the necessary skills to document the project sufficiently well. This assumption is relevant, but perhaps not one that will be a serious threat to the project. Another assumption could be that you think government will be persuaded to adopt the model merely on the basis of the well-documented pilot experience. This, however, may not be the case. To prevent this threat to the project, you would then need to convert the assumption into a new precondition, for example that *lobby activities have been carried out to convince government to adopt the wing school model*. Analysing assumptions is thus an important way to double-check the logic of your theory of change.

D) Activities and indicators

The next step will be to identify the activities you should carry out to meet each one of your preconditions. Seen from this perspective, each precondition changes into an outcome of your activity. To get an overview, you can list outcomes and activities together with indicators and assumptions as illustrated below. The assumptions that were less problematic and therefore not converted into preconditions are also listed in the overview, so that you will remember to keep an eye on them. However, in this case, the assumption that the government will be convinced is still maintained, even though we have created a new precondition to help address this.

Goal	By 2014 the X Country government has adopted the wing school model to ensure the right to education for hard-to-reach children in all of X Country.		
Outcome (preconditions have now been turned into outcomes)	**Activity**	**Indicator**	**Assumption**
The government has the political will to adopt the wing school model		Confirming statements made by government at meetings or in the media	Government will be convinced to adopt the wing school model
Accountability line			
NEW outcome/pre-condition added (see section on Assumptions above): 1. Lobby activities have been carried out to convince government to adopt the wing school model	Carry out policy analysis Hold lobby meetings Hold conference with Minister of Education and MPs	Policy analysis written X number of lobby meetings held with x number of participants	
2. The wing school model pilot project has been well documented	Hire communication experts and researchers Document project in report, brochure and film	X number of communication staff/researchers hired Project report written Brochure and film produced	Skilled communication experts/ researchers can be found to document project
3. The wing school model has been tested through a pilot project and proved successful	Design pilot project Mobilise local community for project Hire and train teachers	Project design document X number of community members sign up X number of teachers hired and trained	

E) Accountability line

The last step in developing the strategy is to draw your line of accountability. This line indicates what you wish to be held accountable or responsible for. In the example above, the line is drawn at the outcome: *The government has the political will to adopt the wing school model*. This means that you will guarantee to deliver and carry out all activities and outcomes up to this line, including implementing the pilot project, documenting it and organising lobby activities to influence government. You cannot, however, guarantee that you can change the will of government and that they will actually adopt the model.

Developing the action plan

The ToC should by now have helped you to develop the core advocacy strategy. The strategy should give you a clear picture of what your goal is, what changes are most likely to help you achieve the goal, and also what activities you should carry out to get there. The next step will be to write your action plan with more detailed activities, deadlines and distribution of roles and responsibilities among all involved in the project. In your action plan, you should remember also to include elements regarding capacity building,

working with rights holders, building alliances as well as documentation, monitoring & evaluation and reflection on lessons learned. In the table below, you will find an example of what an action plan might look like, using the CASE project as illustration.

Example of action plan (based on the CASE project):
Please note, that in the action plan only the outcomes <u>below</u> the 'accountability line' are included (that is outcomes 1, 2 and 3). You should plan activities that lead to each one of these outcomes. The achievement of these outcomes together should then hopefully lead to the outcome <u>above</u> the 'accountability line', namely that: '*The government has the political will to adopt the wing school model*'.

Example of action plan (the CASE project):

Activities	Responsible	Timeframe/ deadlines
Outcome 1: Lobby activities have been carried out to convince government to adopt the wing school model		
Hold meetings to set up the ABE alliance and to agree on strategy	Project coordination group members and project coordinator	
Carry out policy analysis	ABE alliance members x and y	
Hold lobby meetings	ABE alliance members and project coordination group	
Hold conference with Minister of Education and MPs	ABE alliance members and project coordination group	
Outcome 2: The wing school model pilot project has been well documented		
Hire communication experts and researchers	Project coordination group and project coordinator	
Document project in report	External researchers (supervised by project coordinator)	
Document project in brochure and film	External communication staff (supervised by project coordinator)	
Outcome 3: The wing school model has been tested through a pilot project and proved successful		
Build capacity of local partner organisations in advocacy for education	Members of the national education network and project coordinator	
Mobilise local community for project	Local partner organisations	
Build capacity of rights holders on school management and advocacy for education	Local partner organisations	
Design pilot project	Project coordination group in cooperation with local partner organisation and representatives of rights holders	
Hire teachers	Committee with representatives from project coordinators, district authorities and rights holders	
Train teachers	Teacher training college (supervised by district authorities and project coordinator)	

Other activities that are not directly related to an outcome can be listed in a separate section:

Monitoring, evaluation, sharing lessons learned and looking ahead		
Hold regular monitoring meetings at local level	Local partners and project coordinator	
Hold regular monitoring meetings at national level	Project coordinator and all partners	
If needed: Make changes to the advocacy strategy based on monitoring	Project coordinator in cooperation with relevant stakeholders/partners	
Carry out final evaluation of pilot project	External researchers	
Carry out participatory evaluation and reflection workshop with all involved	External facilitator and project coordinator	
Disseminate report, brochure and film	Project coordinator and partners	
Present project and film at international conference	Project coordination group	

STEP 5: IMPLEMENTATION: IMPLEMENTING THE ACTION PLAN

How to work with:
- ❏ Linking program and advocacy work
- ❏ Capacity building for advocacy
- ❏ Documentation, research and data collection
- ❏ Policy analysis
- ❏ Lobbying
- ❏ Campaigning
- ❏ Communication, media and information

Linking program and advocacy work

As highlighted earlier, basing your advocacy on program experience can be an immense strength, and engaging in strategic service delivery is the third leg in the *Change Triangle*. Also, all education service programs should ideally be planned with an ultimate advocacy purpose if civil society is genuinely to play the role of agents for change. Your strategy should therefore ideally include your program work, and outline how the program work and advocacy are integrated.

Capacity building for advocacy

Making sure that your organisation and partners have the required capacities to carry out education advocacy may be a first step in your action plan. Organisational development and capacity building form one of the three legs in the *Change Triangle*, and organisational development and advocacy planning should ideally be harmonized. Capacity can be developed in a number of ways through training, participating in advocacy networks and alliances and also through learning by doing. Keep in mind that advocacy is a creative process that has no ready-made recipe. You can be trained in concrete skills like communication and negotiation, and learn more about education issues through studying, but most importantly you need to understand the basic processes and concepts in advocacy and be able to apply them to your concrete contexts in an inventive way.

Documentation, research and data collection

Program evidence is one powerful means of convincing decision makers about your education advocacy issue. It may also be supplemented or substituted by research and data collection. Research/data collection should be planned strategically to give you insights into the issue you wish to advocate for, and should be used only if relevant. Research/data collection can be carried out in a participatory manner, and as such be a very effective way of raising awareness among rights holders. An education network, for example, carried out household surveys on out-of-school children and involved local communities in mapping who and where these children were. This would encourage debates about why children do not go to school and what could be done about it. Documentation at each stage is essential if you wish to use program experience or data collection for advocacy issues, and needs to be included in your action plan.

Policy analysis

In your analysis you will have gained an understanding of the most important policies relating to your advocacy issue, and also found out who the most important policy actors are, as well as their interests and strengths. A more comprehensive policy analysis will look in detail at policy processes and actors and help you identify more specifically who to address and how. How comprehensive your policy analysis needs to be will depend on the type of advocacy issue, scope and timing. Comprehensive policy analysis should include an analysis of the dimensions of policy, people and processes. Concerning policy processes you need to have a clear idea of what will be happening in the political calendar, so that you know when you will have windows of opportunity for influence. This may include elections, the annual budget cycle, ongoing policy reform processes, big events such as international policy meetings etc. You need to think

of when best to engage with these processes: for example seeking influence on the education budget should be in the period just before it is voted for. You should also plan your own events in relation to the policy calendar.

Lobbying

Lobbying means seeking direct influence on decision makers such as ministers, members of parliament, ministry officials, locally elected politicians and local authorities. This can take many different forms, such as writing letters, holding meetings with decision makers, and inviting them to take part in both public debates and informal talks. Based on your policy analysis, you should prepare how best to present your advocacy issue. In an advocacy project it is useful to formulate a number of 'policy asks' and 'messages'. Your 'asks' are what you ask the advocacy target to do. The language and arguments should be well suited to the type of political climate you operate in. Be aware that in some contexts the language of 'rights' may be provocative, and that you may perhaps put forward the same point of view using other words. You should also be alert to any potentially sensitive political issues such as the role of and scope for civil society activism, the role of teachers' unions, transparency and corruption. Being well prepared also means having your documentation and arguments ready in a form that is easy to understand and that can be presented in a short time. You can also consider bringing in representatives of rights holders, for example a student or parent to speak about the right to education - in a public event, this can have a strong effect.

Campaigning

Campaigning is directed at the general public with the purpose of making them engage and support the advocacy cause. A campaign can include, for example, media and information work, use of social media (facebook, twitter etc.), public events, collecting signatures, distributing campaign merchandise, composing campaign songs to spread the message and engaging people in other ways to show their support. It is important that your campaign has a strategic purpose. First of all, you should have a reliable assumption both that politicians might be influenced by public opinion and also that your issue is actually capable of raising public support. The campaign should be built on solid evidence from program work, research or data collection and should always be linked with some form of lobbying to make sure that decision makers are pushed to act on the messages of the campaign. Consider also how to engage rights holders themselves actively in the campaign activities. The *Education for All Global Action Week* is an example of an education campaign activity that takes place every year under the umbrella of the GCE.

Communication, media and information

Any advocacy project involves communication and the essential thing is again to be strategic: Know what you want to achieve and how to do it through your communication. Always consider who your target audiences are, and what the best way to communicate with them may be. If you wish to address the general public, be aware that some target audiences may be illiterate, and others may have no or limited internet access. Different groups of people also make use of different sources of information and they perceive messages differently. You will therefore always need to carry out a careful analysis of who your target audiences are and what type of communication channels and messages would be most effective to reach them. Your analysis should also include how best to present background information such as program evidence and research. If you wish to reach audiences outside the development community, a report that thoroughly documents your findings may be good and solid, but not very appealing. A newspaper article, press statement or video may be much more appropriate for the target audience. You should be aware that effective communication – especially if you wish to be given a voice in public media – usually requires professional skills

Further reading:
Education advocacy issues: The *Education Rights* guide is a recommended rich source of inspiration with thematic chapters dealing with almost every aspect of education: working with excluded groups, education financing, taking legal action, citizens' participation, education quality, crosscutting issues in education, early childhood, secondary education and adult literacy.
Lobbying: *Manual til Advocacy: Et værktøj til de danske civilsamfundsorganisationer*, Section 3.1 Effektiv lobbyisme. Miniguide til møder med beslutningstagere.
Campaigning: The Education for All Global Action Week.
Budget analysis, tracking and influence: *Toolkit on education financing.*

and, if this is essential to your advocacy strategy, you should consider hiring experts to support your communications work.

Advocacy activities used in the CASE project:

Capacity building: Capacity was built in particular at local level for rights holders and local civil society organisations to engage in advocacy for their schools to be financed and sustained. It was not regarded as necessary to build capacity internally in the participating organisations, but rather to engage in networking and the ABE alliance, which had the ability to advocate at national level.

Linking program and advocacy: As we have seen, linking program and advocacy was key to the CASE project strategy. It aimed to implement a pilot project, and advocate for government to scale it up. This meant that the project needed to have a long-term perspective– six years in total.

Documentation and research: Documentation was an essential activity in the project. The pilot case needed to be well documented if government was to be able to use and scale up the model. All aspects of running the wing schools were documented in the form of guidelines in order to facilitate replication. In addition, an external research team was brought in to evaluate the results of the project. It was not enough to show how the project was run, but CASE also needed to demonstrate that the model would be successful in making children pass with good grades and that this could be done in a cost-effective way.

Policy analysis: Policy analysis as to how to address implementation of the ABE policy was carried out by the ABE alliance. National civil society organisations were members of the alliance, and they had extensive experience of engaging government in policy dialogue on social issues. Two of these organisations carried out an analysis on behalf of the alliance to identify key decision makers to address the issue in the MoE and in parliament, and a road map to align lobbying with ongoing policy processes.

Lobbying: The 'policy ask' to government was: '*Adopt the wing school model and scale it up to provide complementary basic education for all children'*. Based on the policy analysis, a number of lobby meetings were held throughout the project with officials from the MoE and with district level officials. The latter were also represented on the project steering boards at district level. At each stage, results from the project were presented. Later, a meeting was held with the Minister of Education and members of parliament to present the external research report results in the run-up to the national conference on education.

Campaigning: It was judged more effective to engage in lobbying than in campaigning for the wing school model to be adopted by the MoE. The policy analysis concluded that, as the Minister of Education had made other promises during her election campaign, she would not respond well to being pushed on this issue in public. However, the project encountered obstacles when it came to recruiting teachers trained during the project by the district education authorities. The national education network in cooperation with teachers' unions then staged a small campaign, and successfully managed to ensure their hiring.

Communication, media and information: Communication mainly focused on developing material that would be convincing to MoE officials and to politicians. For this purpose, the choice was made to produce a combination of solid reports documenting the functioning of wing schools and more accessible communication products like a brochure and a film. News media were used in the small local campaign to hire teachers, where a newspaper article was written and a number of interviews were given on the local radio station by teachers.

STEP 6: MONITORING, EVALUATION AND DOCUMENTATION

- How do you want to monitor and evaluate your advocacy?
- How do you want to document the process and results, and how should they be shared with others?

Evaluating the results of advocacy is notoriously challenging. Advocacy is a dynamic activity in a complex political reality, and it is not always possible to achieve the goals you set out to reach – even if you 'do everything right'. You may also need to change both goals and strategy along the way if political realities change. Another challenge is that there is often no <u>direct</u> cause-effect relationship between your activities and the outcomes. For example, a major campaign to promote the right to secondary education <u>may</u> have had an effect on government's decision to prioritise this area, but it could be that government reached this decision unaffected by the campaign. Even when your efforts were actually the main cause influencing government, they may not be willing to admit it, and you may therefore not be able to <u>prove</u> your influence. Decisions usually come about through a variety of complex factors, and other actors – for example, a major donor could, without your knowledge, have been the real change agent that influenced government.

However, monitoring and evaluating your advocacy efforts is still worth while. It will help you learn lessons along the way and enable you to adjust strategy, and it will also help you report to participants, partners and donors on your results. You can carry out ongoing monitoring using the analysis developed earlier with the theory of change tool. A simple way to check progress is to see how many of the outcomes you have achieved. If it turns out that some outcomes were not achieved as planned, you may check again if your initial assumptions are still valid. If the accomplishment of one outcome does not lead to the next as assumed, something may be wrong with your first assumptions. Or there could have been changes in the context that have influenced your assumptions, and in both cases you will need to adjust the strategy. You should also plan for the monitoring and evaluation processes to take place throughout the advocacy process, and in particular how you wish to engage rights holders and partners. This could, for example, be done by holding regular meetings at local and national levels, and building in feedback mechanisms.

When planning your advocacy project, you should already from the beginning set up a monitoring and evaluation framework with indicators, means of verification, frequency of reporting and who is responsible for doing it. Here is an example as illustration:

> **Further reading**: *Manual til Advocacy: Et værktøj til de danske civilsamfundsorganisationer*, Section 5.1 Monitorering med forandringsteori.

Example of monitoring and evaluation framework, the CASE project:

Goal/ Outcome	Indicator	Means of verification	Frequency of reporting/ Measuring	Responsible for monitoring
By 2014, the X Country government will have adopted the wing school model to ensure the right to education for hard-to-reach children in all of X Country	The government signs relevant document stating that they will implement the wing school as part of the ABE policy	Document signed by the government	End of project (year 6)	Project coordinator
The government has the political will to adopt the wing school model	Confirming statements made by government at meetings or in the media	Meeting reports and radio/TV programs broadcast	Year 3, 5 and 6	Project coordinator
Lobby activities have been carried out to convince government to adopt the wing school model	Policy analysis written X number of lobby meeting held with x number of participants	Policy analysis document Meeting reports	Year 2 Every year	Project coordinator
The wing school model pilot project has been well documented	X number of communication staff/ researchers hired Project report written Brochure and film produced	Staff contracts signed Project report Brochure and film	Year 2 Year 5	Project coordinator
The wing school model has been tested through a pilot project and proved successful	Project design document written X number of community members sign up X number of teachers hired and trained	Project design document Lists signed by community members Teacher contracts signed Teacher training certificates issued	Year 1 Year 1 Year 2 Every year from year 3	Project coordinator

Documentation is relevant for direct advocacy purposes, but you should also think of documenting the process and experiences gained in order to learn from them in the future and share them with others. As well as benefiting from the experiences of others in the process, you should 'pay it forward' and share your lessons learned with partners and with the community of education advocates in networks at national, regional and international levels. When planning and budgeting, you should take into account the production of documentation material (for example reports, brochures, films, web communication etc.) and you must also plan for how to distribute the documentation.

STEP 7: THE WAY FORWARD

- How do you wish to reflect on lessons learned and the future?
- What are the lessons learned from the advocacy process?
- What should the way forward be?

Your advocacy project – as any other project – will, of course, be only a small step on the path to achieving the right to education for all. Your efforts, if successful, will have brought about positive change, but more work will need to be done. If, for example, you have managed to persuade government to design a policy on early childhood education, you will very likely need to advocate for government also to be implementing it. If you have carried out training of school boards in democratic governance, including students and parents, you may need to go back and see if what they learned is being practiced. It could also be that you have been very successful in advocating for inclusive education in a number of schools and seen it become a reality, but if it is to have a wider effect, you should see how the approach developed can be scaled up. If your organisation is very ambitious, you may have engaged in a long-term advocacy process for a goal that will take years to achieve. The overall process could then be broken down into smaller phases – each of them going through the 7 steps, and at the end of each phase you should reflect on lessons learned.

How you see the way forward will, of course, depend on what type of organisation you are, and also on what lessons you learned from the process. You could have learned very valuable lessons concerning your own internal capacity for advocacy and uncovered needs for capacity building or organisational development that must be addressed before you start up a new advocacy project. You could have learned how better to integrate program and advocacy activities, and wish to restructure your entire organisational planning processes. Your advocacy efforts will hopefully also have brought you into contact with new partners and networks, and you might like to plan for longer-term engagement and cooperation with them on other advocacy issues. Learning lessons therefore includes looking back at the *Change Triangle* and reflecting on the balance needed for your organisation to be an effective change agent.

Reflecting and learning lessons is an important step before moving on to new activities. Development processes are very complex and advocacy perhaps one of the most multifaceted activities to engage in. If you simply monitor and report back to donors before launching into the next funding application, you risk repeating previous mistakes – both those you are aware of and those you haven't even yet uncovered. Reflecting on past experience should include your target groups and partners, and you should listen to how they perceive the process. Creating *reflective spaces* with all involved, where you put aside the need to satisfy donors or prove yourself successful will be your most valuable route to learning – and thereby also help you find the best way forward.

PART 3

REFERENCES AND FURTHER READING

Relevant documents in a Danish context:

- Policy for Danish support to Civil Society, Danida, 2014, http://um.dk/da/~/media/UM/Danish-site/Documents/Danida/Samarbejde/Civil-org/Dokumenter/Strat/Civilsamfundspolitik_UK_web.pdf
- *The General Principles Governing Support to Development Activities Implemented by Danish Civil Society Organisations*, Danida, 2011: http://um.dk/en/danida-en/partners/civil-society-organisations/
- *The Change Triangle*, Fagligt Fokus, 2012: http://fagligtfokus.ngoforum.dk/images/FagligtFokus/Dokumenter/2012/Changetriangle_2012_eng.pdf
- *Manual til Advocacy: Et værktøj til de danske civilsamfundsorganisationer*, Fagligt Fokus, 2013: http://fagligtfokus.ngoforum.dk/index.php/tema-advocacy/manual-til-advocacy
- *Right to influence*, CISU: http://www.cisu.dk/Default.aspx?ID=27718
- *Advocacy in Development Projects,* CISU, 2012: http://www.cisu.dk/Default.aspx?ID=27718
- *The Advocacy Cycle*, Morten Bisgaard, Governance Advisor, IBIS, 2013: http://fagligtfokus.ngoforum.dk/images/FagligtFokus/Dokumenter/2013/IBIS_Advocacy_Cycle.pdf
- *Guide for the formulation of NGO projects*, Projektrådgivningen, 2008: http://www.cisu.dk/Default.aspx?ID=27700
- *Theory of Change procesforløb, Fagligt Fokus (background documents):* http://fagligtfokus.ngoforum.dk/index.php/theories-of-change

Key resources on the right to education:

- The Universal Declaration of Human Rights, United Nations, 1948: http://www.un.org/en/documents/udhr/
- The Right to Education Project (RTE): www.right-to-education.org
- Education for All: http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/
- Education for All Global Monitoring Report: portal.unesco.org/education/en/ev.php-URL_ID=49591&URL_DO=DO_TOPIC&URL_SECTION=201.html
- Global Thematic Consultation on Education in the Post-2015 Development Agenda: www.worldwewant2015.org/education2015

Selected links to materials on education advocacy:

- *Education Rights: A guide for practitioners and activists*, Global Campaign for Education, 2007: http://www.actionaid.org/sites/files/actionaid/1._education_rights_-_a_guide_for_practitioners_and_activists.pdf
- Global Campaign for Education Resources: http://www.campaignforeducation.org/en/resources
- The Education for All Global Action Week: http://www.campaignforeducation.org/en/global-action-week
- *Haki Zetu – ESC rights in Practice:* Amnesty International & Action Aid, 2012: http://www.campaignforeducation.org/docs/reports/members/the_right_to_education_light%202.pdf
- *Toolkit on education financing*, 2009, Education International and Action Aid: http://www.actionaid.org/sites/files/actionaid/ei-aa-gce_toolkit1.pdf
- *Participatory methods, website*, Institute of Development Studies, University of Sussex: http://www.ids.ac.uk/publication/participatory-methods-website

Relevant organisations, networks and partnerships:

- Global Campaign for Education: www.campaignforeducation.org
- ANCEFA: Africa Network Campaign on Education For All: www.ancefa.org
- ASPBAE: Asian South Pacific Bureau of Adult Education: www.aspbae.org
- CEAAL: El Consejo de Educación de Adultos de América Latina:www.ceaal.org
- UNESCO: http://www.unesco.org/
- UNICEF: http://www.unicef.org/
- GPE: The Global Partnership for Education: http://www.globalpartnership.org/
- UNGEI: United Nations Girls' Education Initiative: http://www.ungei.org/
- INEE: International Network for Education in Emergencies: http://www.ineesite.org/en/

EXAMPLE OF WORKSHOP ON EDUCATION ADVOCACY

The *Advocacy for education – a step by step guide* can be used when planning new education advocacy projects or reviewing existing ones. It can also be used as a general tool for training and capacity building on education advocacy. The suggested 3-day program here below may be adapted and used for organising such workshops.

The program is designed on the following basis:

☐ Working with 'real life' projects: The workshop is designed so that participants will be working on 'real life' advocacy projects. Participants can be working in groups on different projects and use plenary sessions for exchange of ideas. Participants may also be working altogether on developing the same project. If there are many participants they can work in separate groups and come up with different solutions and ideas on how the same project may be designed.

☐ Workshop format of 3 days can be shortened or extended: If participants are well experienced, the workshop sessions may be shortened. If you wish to use the workshop to develop a large project it is recommended to extend workshop session and hold it over more than 3 days.

☐ 'Homework' between workshops training days: When planning a project it may be useful to make a space of 2 – 3 weeks in between each workshop day, so that participants can do additional and more in-depth work on each step.

☐ Introductory presentations and hand outs: A power point presentation summarising the advocacy guide is available and can be used during the workshop to make introductory presentations. Hand outs for different planning formats are also available on the web site http://uddannelsesnetvaerket. ngoforum.dk (under 'Arkiv' and 'Materialer fra arrangementer')

Example of advocacy for education workshop program:

DAY 1	
Theme/time	**Details**
Introduction (1/2 hour)	Presentation of participants, workshop objectives and program
Introduction to advocacy for education (1/2 hour)	Presentation by facilitator: Definition of advocacy and advocacy as a creative process The rights based approach and 'the Change Triangle' The right to education, EFA and the post 2015 agenda The advocacy process in 7 steps (overview of the model)
Step 1: Goal setting (1/2 hour)	Introduction by facilitator Discussion in plenary on project goals
Step 2: Thematic analysis (2 hours)	Introduction by facilitator Group work: Analysing the right to education – the 4 As model Q&A/exchange in plenary
Break	
Step 2: Organisational analysis (2 hours)	Introduction by facilitator Group work: Test the advocacy capacity of your organisation Q&A/exchange in plenary
Step 2: Power analysis (2 hours)	Introduction by facilitator Group work: Mapping stakeholders and power analysis Q&A/exchange in plenary

DAY 2	
Theme/time	**Details**
Step 2: Analysis (2 hours)	Presentation from all groups of their analysis Discussion and exchange of ideas in plenary
Step 3: Partnerships (2 hours)	Introduction by facilitator Group work: Identifying relevant partners and allies Q&A/exchange in plenary
Break	
Step 4: Planning: The strategy (4 hours)	Introduction by facilitator Group work: Developing the advocacy strategy (using LFA or ToC)

DAY 3	
Theme/time	**Details**
Step 4: Planning: The strategy (2 hours)	Presentation from all groups on advocacy strategy Discussion and exchange of ideas in plenary
Step 4: Planning: The action plan Step 5: Implementation (2 hours)	Introduction by facilitator Group work: Writing action plan with activities for implementation Q&A/exchange in plenary
Break	
Step 6: Monitoring & Evaluation Step 7: Way forward (2 hours)	Introduction by facilitator Group work: Developing the M&E framework
Steps 4, 5, 6 and 7 (2 hours)	Presentation from all groups of their action plans and M&E frameworks Discussion and exchange of ideas in plenary
Summing up	Evaluation and next steps

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