

# Civil Society Organisations in Policy Processes:

## Workshop in Advocacy in Education

### CEF/RAPID Workshop

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# Executive Summary

## Background

There is widespread agreement on the vital role that Civil Society Organisations (CSOs) can play in influencing policies and practices to make them pro-poor. More and more CSOs are recognising the need to understand policy processes better and use evidence to engage with them more effectively. Sometimes, however, it seems that CSOs, policymakers and researchers live in parallel universes. This CEF/RAPID workshop focused on how CEF and its partners in Africa can better use evidence to promote pro-poor policies. Active participation was the cornerstone of the approach in the workshop, with emphasis placed on participants' own knowledge and experience.

A similar workshop was carried out in Bangladesh for CEF's Asian partners, by Naved Chowdhury from RAPID.

## Objectives

The workshop was designed for CEF coordinators and partners in Africa who wanted to know more about how to influence policy as well as to develop a draft policy influencing strategy for their respective country programmes. The workshop provided a forum for participants to:

- discuss the opportunities and challenges for CSOs to inform policy
- learn about the latest worldwide research and practice in this area
- share experiences about ongoing activities and what works
- identify gaps for future work

Workshop participants shared a wide range of other examples based on their own experience. Several cases discussed during the workshops illustrate how it has been possible to influence energy policy through participatory research, information provision and the strategic use of simple policy advocacy tools. While it clearly is possible for CSOs to influence policy, the policy context in Africa makes this difficult and few CSOs have well developed policy advocacy skills.

Those who have the skills and experience of policy engagement, however, contributed with particularly relevant and important cases and advice for their fellow CEF members.

Participants at the workshops made a number of suggestions for further work by ODI to help them to promote pro-poor approaches to policymakers in the education sector, including practical training, information about policy options from other countries, key background information on macroeconomic and other related issues and ongoing support for the full development and implementation of policy influencing strategies.

## Introduction Session

Enrique Mendizabal welcomed participants and gave an outline of the workshop. He provided some background information about the Overseas Development Institute (ODI) and the Research and Policy in Development Programme (RAPID).<sup>1</sup>

He explained that the workshop was a continuation of a previous set of workshops developed for CEF as part of ODI's new Civil Society Partnerships Programme (CSPP).<sup>2</sup> The CSPP aims to strengthen the capacity of southern civil society organisations to promote evidence-based pro-poor development policy. CEF objectives match perfectly with those of the CSPP and RAPID as a whole and this constitutes an excellent opportunity to explore ways in which both programmes can cooperate in the future.

Chike Anyanwu, coordinator of CEF, mentioned that the exercises developed during the workshop would help CEF and RAPID identify key initiatives that could be used as action-research cases for further support from RAPID.

The workshop objectives were to enable participants to:

- discuss the opportunities and challenges for civil society organisations (CSOs) to inform policy
- learn about the latest worldwide research and practice in this area
- share experiences about ongoing activities and what works
- identify gaps for future work

After a short discussion about the expectations for the workshop, Enrique provided a brief overview of what RAPID has learned so far about the role of CSOs in policy processes. There is good evidence that the poor benefit when CSOs are engaged in shaping policy, particularly when engagement is well-informed and leads to evidence-based policy. CSOs increasingly recognise the need to use evidence and engage with policy processes more effectively. All too often, however, it seems that researchers, civil society actors and policymakers live in parallel universes, and relations between government and civil society are strained. Researchers cannot understand why there is resistance to policy change despite clear and convincing evidence. Policymakers question the legitimacy of NGOs and bemoan the inability of many researchers to make their findings accessible, digestible and in time for policy discussions. Often, CSO's engagement in policy processes fails to do justice to the diversity of the issues and quality of the evidence.

There are a number of challenges:

- the limited amount of research being undertaken in the South is mostly individual rather than coordinated research initiatives, (with poor research capacity) and not enough to influence policy
- there is a need to demystify policy processes and in addition, researchers need to simplify the evidence and avoid jargon while presenting their research results
- researchers do not always consider policy influencing as part of their activities and that makes the link between the researchers and policymakers tenuous
- the majority of research is influenced by donors due to their funding

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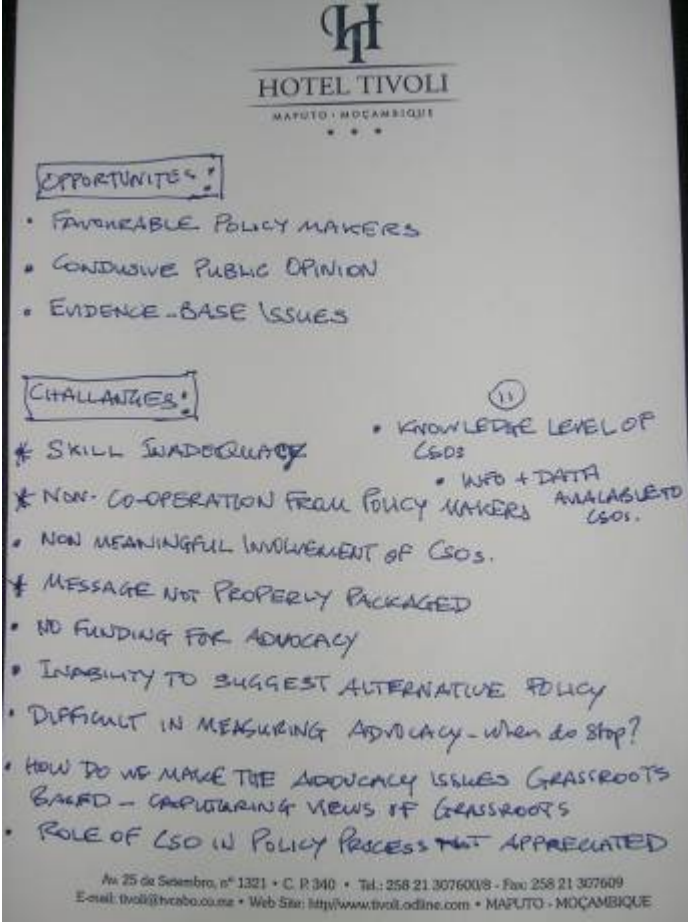
<sup>1</sup> [www.odi.org.uk/rapid](http://www.odi.org.uk/rapid)

<sup>2</sup> [www.odi.org.uk/cspp](http://www.odi.org.uk/cspp)

## Group work 1: Opportunities and Challenges

### What are the opportunities and challenges faced by CSOs in Kenya to influence policy processes?

Participants were asked to divide into four or five groups to discuss, first among themselves, and then in small groups, some of the opportunities and challenges they face when trying to engage with or influence policy processes.

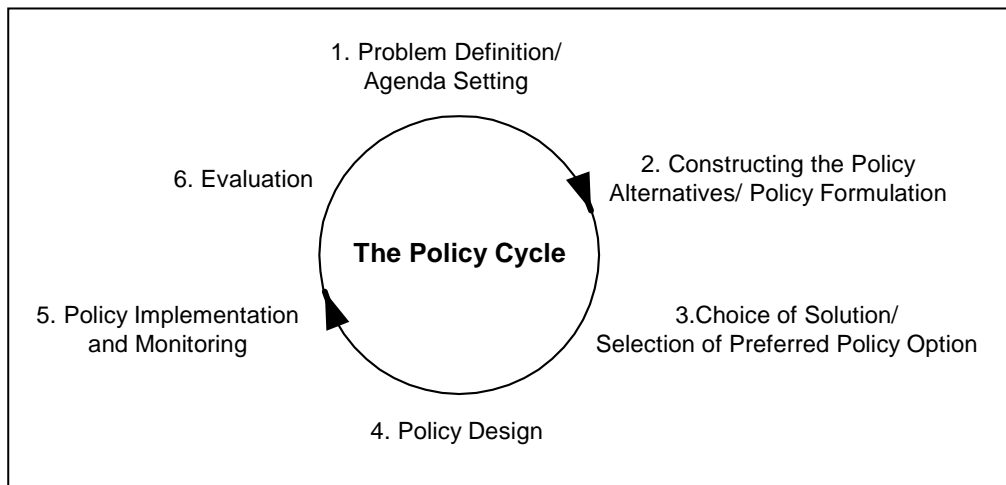
 <p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"><li>• FAVORABLE POLICY MAKERS</li><li>• CONDUCIVE PUBLIC OPINION</li><li>• EVIDENCE-BASE ISSUES</li></ul> <p><b>CHALLENGES</b></p> <ul style="list-style-type: none"><li>• SKILL INADEQUACY</li><li>• NON-CO-OPERATION FROM POLICY MAKERS</li><li>• NON MEANINGFUL INVOLVEMENT OF CSOs.</li><li>• MESSAGE NOT PROPERLY PACKAGED</li><li>• NO FUNDING FOR ADVOCACY</li><li>• INABILITY TO SUGGEST ALTERNATIVE POLICY</li><li>• DIFFICULT IN MEASURING ADVOCACY - when do stop?</li><li>• HOW DO WE MAKE THE ADVOCACY ISSUES GRASSROOTS BASED - CAPTURING VIEWS OF GRASSROOTS</li><li>• ROLE OF CSO IN POLICY PROCESS NOT APPRECIATED</li></ul> <p>11</p> <ul style="list-style-type: none"><li>• KNOWLEDGE LEVEL OF CSOs</li><li>• INFO + DATA AVAILABLE TO CSOs.</li></ul> <p><small>An 25 de Setembro, nº 1321 • C. R 340 • Tel.: 258 21 307600/8 - Fax: 258 21 307609 E-mail: tivoli@hivob.com • Web Site: http://www.tivoli.odline.com • MAPUTO - MOÇAMBIQUE</small></p>	<p>Among the challenges faced by CSOs the groups identified the following:</p> <ol style="list-style-type: none"><li>1. Limited skills, resources and funding for policy influence and analysis among CSOs</li><li>2. Inadequate timing and commitment due to long policy processes</li><li>3. No cooperation from policy makers who see CSOs as anti-government</li><li>4. Poor monitoring and learning</li><li>5. Gaps between policy discussion and reality at the grassroots</li><li>6. Limited and inadequate sharing of information</li></ol> <p>Among the key opportunities identified by the groups in both workshops are:</p> <ol style="list-style-type: none"><li>1. CEF and other networks and networking opportunities</li><li>2. Increasing and improving democratic and political spaces</li><li>3. Donor support, interest and funding</li><li>4. More evidence is available for civil society to use</li></ol>
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## Presentation 1: CSOs, evidence, policy processes

### Policy Processes

Enrique presented a brief overview of the different theories that describe the policy process and the ways in which research may feed in it. He highlighted that although traditional approaches assume a linear model, there is clear evidence to suggest that policy processes are non-linear, chaotic and uncertain. Clay and Schaffer, for instance, have argued that “the whole life of policy is a chaos of purposes and accidents. It is not at all a matter of the rational implementation of the so-called decisions through selected strategies”; that evidence does not always provide solutions to real policy problems and that research and policy communities often exist in parallel universes.

Enrique stressed that policy process involves a series of stages including those shown in the policy cycle figure below.



This conceptualisation provides a useful way of understanding that the policy process is more than just setting the agenda or formulating the policy; it also involves the choice between alternatives, the policy implementation and its monitoring and evaluation. The presentation also provided an overview of some theories.

Other models can provide additional insights into specific policy processes. Particularly relevant is Kingdon's (1984) policy streams model. He suggests that the agenda setting process is influenced by the coming together of three separate 'streams' during policy windows or windows of opportunity. The streams are the problem stream, where particular issues are recognised as significant social problems; the policy stream, where policies are developed and assessed; and the political stream, in which the other two exist and which determines the overriding policy discourses, the political structure and change in public opinion among other external changes. Kingdon argues that internal or external events can trigger policy windows that provide opportunities for policy entrepreneurs to push forward a particular issue in the problem or policy stream, or change to overall policy discourse.

There are other ways of understanding the policy process. For example it can be seen as a set of interrelated policy narratives. These can be set within specific policy discourses and describe the "specific course of events which has gained the status of conventional wisdom within the development arena" (Sutton 1999). Narratives can be powerful means of communicating a particular policy or explaining a course of action, but, and because of it, also present significant obstacles to change.

Other key streams of work include:

- National Systems of Innovation Model (NSI)
- 'Room for manoeuvre', Clay and Schaffer
- 'Street level bureaucrats', Lipsky
- Policy as social experiments, Rondinelli
- Disjointed Incrementalism, Lindblom
- Social Epidemics, Gladwell

## The RAPID Framework

A word of warning: Enrique stressed that the RAPID framework did not aim to order the world but to provide some order to the information collected – so that it could be useful for policy influencing. He encouraged participants to accept that policy processes and influence are difficult to predict and often uncertain; leaving it to individual policy entrepreneurs to take the initiative.

Better links between researchers, policymakers and civil society groups can help save lives, reduce poverty and improve the quality of life. For example, the results of household disease surveys informed processes of health service reform which contributed to a 43 and 46 per cent reduction in infant mortality between 2000 and 2003 in two districts in rural Tanzania. The problem is that the link between research and policy is tenuous and difficult to understand because policy processes are complex and much research is not very policy relevant.

Enrique presented RAPID's Context, Evidence and Links Framework as an analytical and practical tool. The aim is to simplify the complexity of how evidence contributes to the policy process so that policymakers and researchers can make decisions about how they do their work to maximise the chance that policies are evidence-based, and that research does have a positive impact on policy and practice. The framework is based on a thorough review of the literature and a wide range of case studies at international, regional and national level across the developing world.

Four broad groups of factors have been identified, the first of which we call 'external influences'. These are the factors outside a particular country which affect policymakers and policy processes within the country. For example, in small, heavily indebted countries, World Bank and bilateral donor policies and practices can be very influential. At national level, the factors fall into three main areas. The 'political context' includes the people, institutions and processes involved in policymaking. The 'evidence' arena is about the type and quality of research and how it is communicated. The forth arena 'links' is about the mechanisms affecting how evidence gets into the policy process or not.

For CSOs wishing to influence policy and practice, understanding the context, evidence and links is just the first part of the process. Our case studies also identify a number of practical things that researchers need to do to influence policy and practice, and how to do them.

- In the political context arena you need to get to know the policymakers, identify friends and foes, prepare for regular policy opportunities and look out for policy windows. One of the best ways is to work with them through commissions, and establish an approach that combines a strategic focus on current issues with the ability to respond rapidly to unexpected opportunities.
- Make sure your evidence is credible. This has much to do with your long term reputation. Provide practical solutions to policy problems in familiar language and concepts. Action-research using pilot projects to generate legitimacy seems to be particularly powerful.
- Make the most of the existing links by getting to know the other actors, working through existing networks, and building coalitions and partnerships. Identify the key individuals who can help. You need people who can network with others, mavens to absorb and process information, and good salesmen who can convince the sceptics.

You may also need to use informal 'shadow networks' as well as more formal channels.

Influencing policy change is an art as much as a science, but there are a wide range of well known and often straightforward tools that can provide powerful insights and help to maximize your chances of impact on policy.

### **Key-note Speakers**

Two key note speakers were invited to the workshop. Mr. Zeferino Martins spoke of the challenges of policymaking and how new policies brought about new challenges. He stressed that at each step, when evidence was used to guide the policy processes, unexpected results were minimised. He also highlighted the value of the quality of evidence that exists in Mozambique as a consequence of years of central planning.

Ms Janet Duffields, discussed the initiatives of HelpAge International and how policy analysis can help develop appropriate policy influencing and implementing strategies.

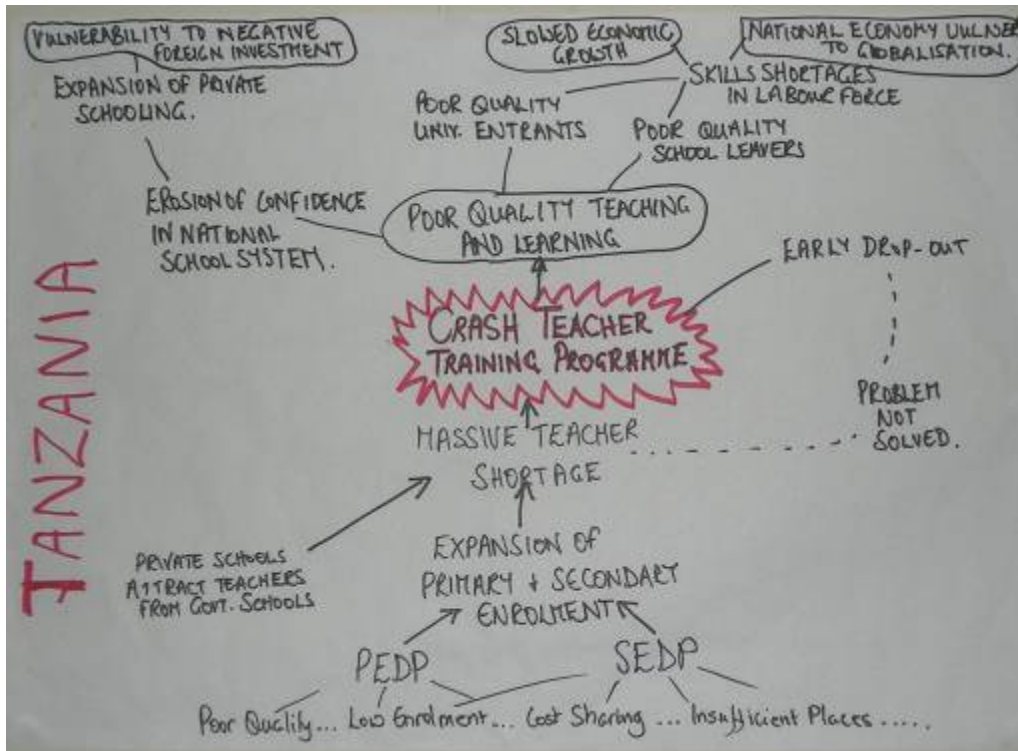
1. Mr Zeferino Martins, Former Deputy Minister of Education, Director of Planning and Implementation Unit for Integrated Programme For Technical and Vocational Education Reform Programme in Mozambique
2. Ms Janet Duffields – Country Director, HelpAge International –Mozambique

### **Group work 2: Problem Tree Analysis**

The process of developing a strategy for policy influence begins by the identification of the problem. Enrique presented the tool and instructed the participants to identify the root causes and effects of the policy or problem they wanted to focus on. Participants worked both in groups and individually, and were also asked to consider what information they had regarding the effects of the policy issue (the branches).

Working in country groups (but with another country team for support) participants were also asked to consider why this problem was worth addressing. The information on the branches would help them develop their argument and rationale.

## Example: Crash Teacher Training Programme, Tanzania



Key points to remember:

- We must first win the battle over the problem before we can attempt to fight over the solutions
- From the problem-up (consequences): we need statistics, cases, images and examples because this will help us address our audience
- From the problem-down (causes): we need policies, legislation and actors because this will help us determine possible entry-points for our intervention

### Group work 3: Using the RAPID Framework to analyse the context for specific policy change efforts

After discussing the RAPID framework, the country groups were asked to use the 28 Questions tool to analyse the research policy context in which they are working.

Some of the groups answered all the questions in the tool, while others chose to focus on one or two factors. Amongst some of the issues discussed it is possible to highlight the following:

- Information is insufficient
- There are actors with veto power
- Groups looked at the external environment in great detail
- There is not enough relevant policy research

The participants at the first workshop found it easier to answer the questions – longer exposure to the issue and experience dealing with the policy process has allowed them to

collect and develop the necessary evidence and knowledge on the subject. This set of participants was, again, more knowledgeable of the macro policy context while the groups at the second workshop knew more of the micro. The focus of knowledge of the later group was on the policy implementation level.

### Example: Absence of school inspections, Nigeria

NIGERIA: RAPID context, Evidence, Links & External Environment	
<p><b>CONTEXT:</b></p> <ul style="list-style-type: none"> <li>① Key actors: Legislators, FME/SME, TRC, NUT, NCEE, NTI, FME, BOF, IDPs</li> <li>② Demand for research among p/m is weak but strong among CSOs</li> <li>③ No known sources of resistance</li> <li>④ a) P/m structure: Legislative, Executive &amp; Judiciary, citizens, teachers</li> <li>b) i) identification of problem, articulation of ideas, public hearing, sponsoring of bill, passage into law, ascent</li> <li>ii) Presentation to Council on Educ - Discussion by ministerial c'tee - Presentation to JCEE - Passage by Natn Council on Educ - Revision of Nat. policy on Educ &amp; discussion of TSS with NSWC</li> <li>⑤ Ceiling by World Bank/IMF, donor driven policies</li> <li>⑥ Donors, technocrats &amp; politicians</li> <li>⑦ x Failure of Public educ x Seeming high standards in private sch x Support for policy change by younger pro x Resistance by private providers</li> </ul>	<p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>1. General poor quality</li> <li>2. Yes. Experience &amp; statistics</li> <li>3. Rejection of Nig. graduates in UK Univ - Cost of retraining workforce, failure rates - repetition of JAMB, lowering standards</li> <li>4. v) real figures, statistics, Exp. meetings, write ups, position papers</li> <li>4. Yes, relatively accurate &amp; applicable</li> <li>5. Participant observ. report from exam bodies, etc</li> <li>6. Yes 7. Not known</li> </ul> <p><b>LINKS:</b></p> <ul style="list-style-type: none"> <li>① Key s/holders: Trs, Students, Parents, P/m, IDPs, NGOs, Media</li> <li>② Experts: technocrats, IDPs, Legislators</li> <li>③ Budgetary Processes, donor funding</li> <li>④ Advisory role - Yes they are intermediaries</li> <li>⑤ Their evidence &amp; research</li> <li>⑥ IDPs, Legislators, ministers, politicians &amp; technocrats</li> <li>⑦ Legitimate but have no constituency among the poor</li> </ul> <p><b>EXTERNAL ENVIRON:</b></p> <ul style="list-style-type: none"> <li>1. UNESCO, DFID, UNDP, UNDP, JICA, UNICEF, WB/IMF</li> <li>2. Monetary influence International Economy, home ctry, politics, self interest</li> <li>3. Poverty reduction, increase enrolment &amp; retention at SE</li> <li>4. Don't know, but rely on each other, &amp; sometimes CSOs</li> <li>5. Rural comm, Quota Syst, boy Educ.</li> <li>6. FTT, DRGs &amp; doubling of Aids to Africa</li> <li>7. High mobility of tech, p/m, corruption, poor planning</li> </ul>

In general, however, this exercise proved to be challenging. Some participants realized that they lacked a full understanding of the policy context and that the RAPID framework provided them with a useful guide.

An interesting example was provided by the Tanzania team (the problem tree is presented above). The participants were not sure about why the particular policy they were trying to change had been developed; nor who had promoted it. As a consequence they decided to work along the lines of three scenarios (one for each of the possible drivers of the policy) and gather the relevant context information for each.

### Field trip: Naamacha Secondary School

As a part of a team building exercise and to allow participants to test some of the context analysis tools, a half-day field trip was organised. At the Naamacha Secondary School, participants were received by the Girls Club (a programme supported by CEF Mozambique). They explained the type of work done, including gardening, arts, radio and the development of basic life and technical skills.

Participants were given a guide with a few questions to collect information about the main problems the girls and the programme was facing and the solutions they had for them. It also helped them phrase their questions and identify possible improvements in the work.



## **Group work 4: Developing a strategy for Policy influence: Force Field Analysis**

Enrique then introduced Force Field analysis, explaining the process and instructing the groups to use the tool to consider the forces for and against the policy/practice change they want to achieve.

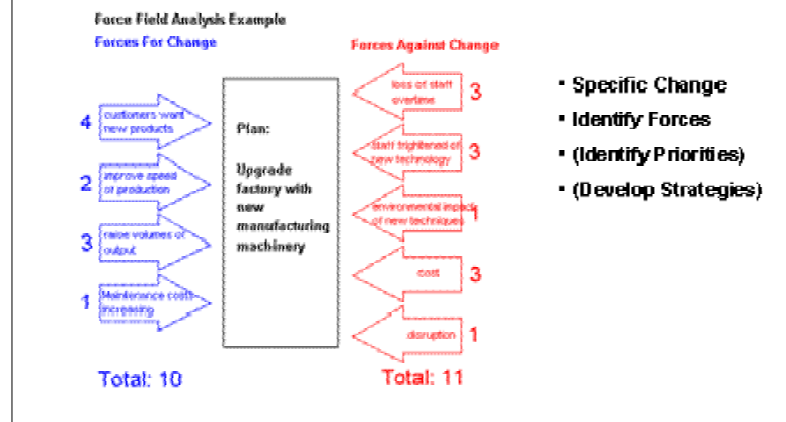
### **Force Field Analysis**

Force Field Analysis sets out a step by step process to identify the forces for and against a given change in policy or practice. Users can then think about how to enhance the forces for and counteract the forces against. This leads to the development of a strategy for action.

In developing the strategy to strengthen and counteract the forces for and against, each country group addressed not the policy change it self, but the forces that act around it. This is an important exercise because it is often disregarded, focusing only on the key problem.

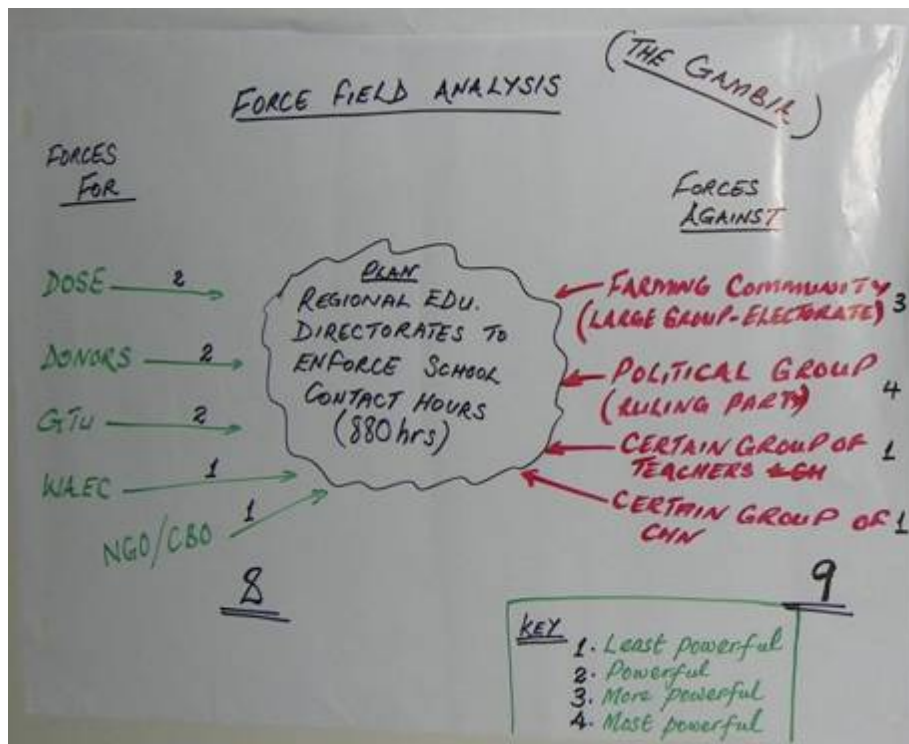
Participants recognized that the tool was very useful. It gave them an insight into the work they carryout that they did not have before. Some of the issues that were highlighted are given below:

## Force field Analysis

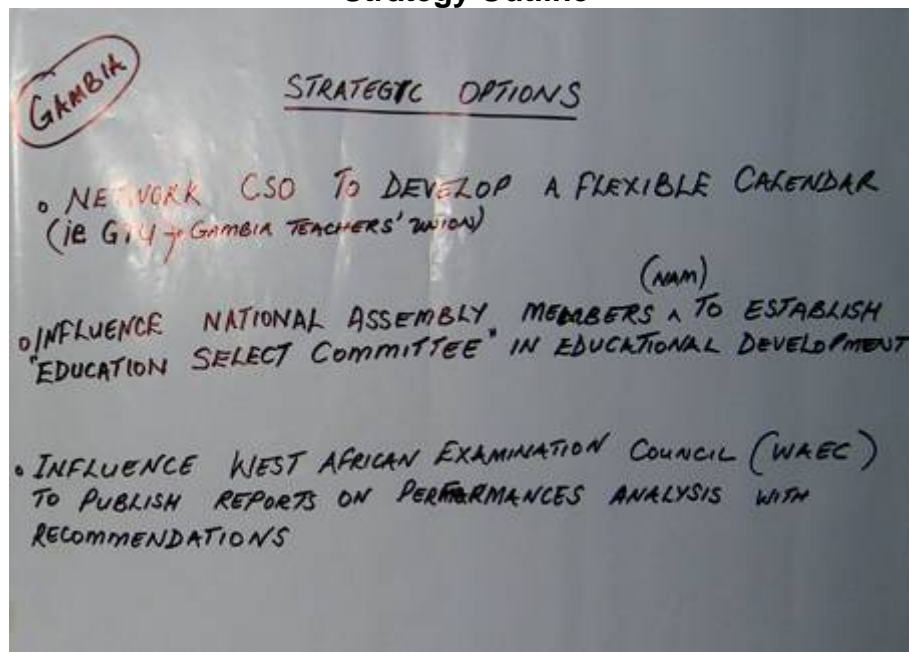


- The weight assigned to each force is not based on their importance (for instance hunger, poverty, child abuse are important issues that ought to influence policymakers) but on their influence (for example, votes, opinion, peer pressure affect policymaker's behaviours).
- Some forces are so strong that they can be regarded as having veto power.
- Some forces are so important that they can be considered independently and it is worth carrying out a Force Field Analysis to consider what is necessary to change it.
- When this happens, the nested Force Field Analysis provide a set of activities organized according to the desired changes and to their level of priority or urgency.
- Sometimes it is better to focus on the forces for change to enhance them and counteract some of the forces against – rather than developing strategies to address them directly.
- Even if the forces against are stronger than the forces for, it is possible to address the issue.
- It is useful to identify actors both in the forces as in the policy/practice change desired. Who will make the decision for change? Who is in command of the force?

**Example: Increasing school contact hours in the Gambia**



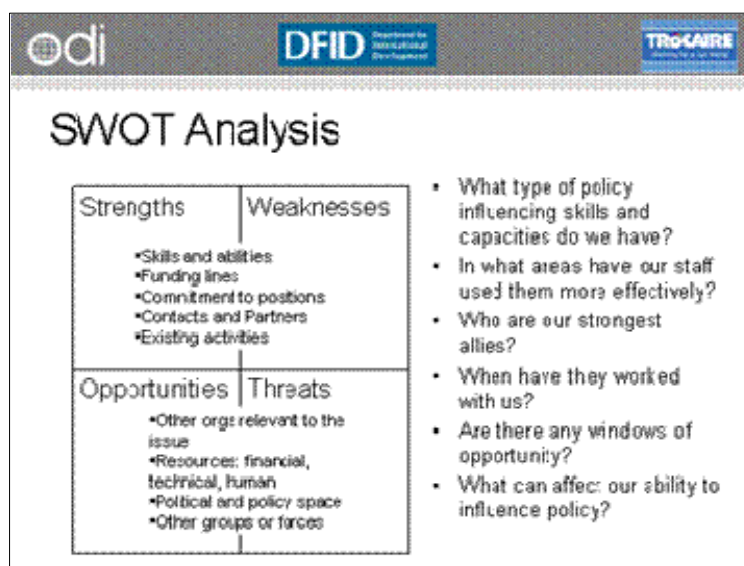
### Strategy Outline



The next step in the process would have been for the groups to carry out a STOW analysis, however, due to time constraints this was left out of the workshop.

Following the identification of the strategies, the participants were asked to carry out a SWOT analysis to identify the Strengths, Weaknesses, Opportunities and Threats of the institutions of groups to which they belong. The objective of this exercise was to consider whether the participants had the capacity to carry out the strategies they had identified. This look at their internal structure would allow them to determine the resources, skills and capacities they need to acquire to effectively fulfill their objectives.

## SWOT Analysis

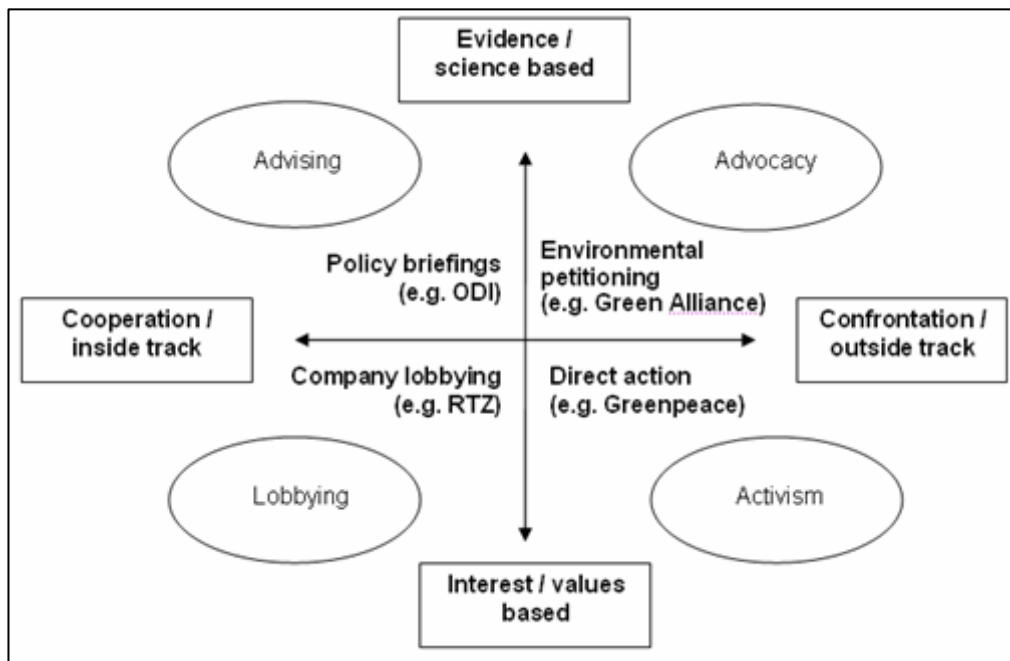


### Presentation 2: Communication Tools for Policy Impact

After the development of their external and internal strategies, Enrique presented an overview of the process to develop a communications strategy. This process unified the work carried out during the two days of the workshop: from the identification of the problem, to the assessment of the context, development of the strategies and consideration of the needs of the group or individual charged with it.

Communication / Advocacy Strategy is composed of six steps:

5. Define clear SMART objectives that define what change is desired and identifies the problem, its impact and root causes (for instance using a Problem Tree analysis). When defining the objective it is important to be able to create an advocacy statement which is specific, measurable, achievable, realistic and time-bound (SMART) – in other words, what do we want to achieve, why, how and by when.
6. Identify the audience(s) considering who needs to make these changes, who has the power of decision, what their stances on the key issues are, and who influences them. Stakeholder analysis or context mapping tools are useful in at this stage.
7. Develop a SMART Strategy using Force Field Analysis and consider if it is necessary to develop a new approach or if it can be piggybacked on an existing one.
8. Identify the message(s) highlighting why things should change (or what is the evidence to support your case?), how to make sure that the evidence is credible and 'legitimate', and what the target audience wants to hear, as well as the language, content, packaging, and timing.
9. Determining what resources (staff, time, partners, funds) are needed. A SWOT analysis, the policy entrepreneur questionnaire and Stakeholder mapping can help identify where the necessary resources, possible partners and sources of skills and capacities are.
10. Identifying the messenger or promotion tools and activities is one of the most crucial steps of the process. There are many different approaches that can be summarised in the diagram below:



11. Monitoring and adapting the strategy is crucial for policy influence. It is necessary to ask what works and why (as well as what does not work) and what should be done differently. This can be done making use of a Logframe or other methods such as Most Significant Change or Outcome Mapping which focus on key process of change.

### **Group work 5: Developing a Strategy Brief and presenting the message**

Participants were given the opportunity to go over their Problem Tree Analysis, RAPID assessment and Force Field Analysis to develop a summary strategy brief (hand out provided) as well as a message (or position paper) for the policy change they want to achieve. The objective of this exercise was to provide participants with additional exposure to the tools but also to allow other to comment on their messages and their means of presentation.

Some of the presentations were highly original and included the use of props, the presentation of papers and other communication materials and even the use of data and charts. In the case of Nigeria, for example, the message was delivered in different formats and through different means to different audiences.

**Example: Using statistics and graphs, Nigeria**



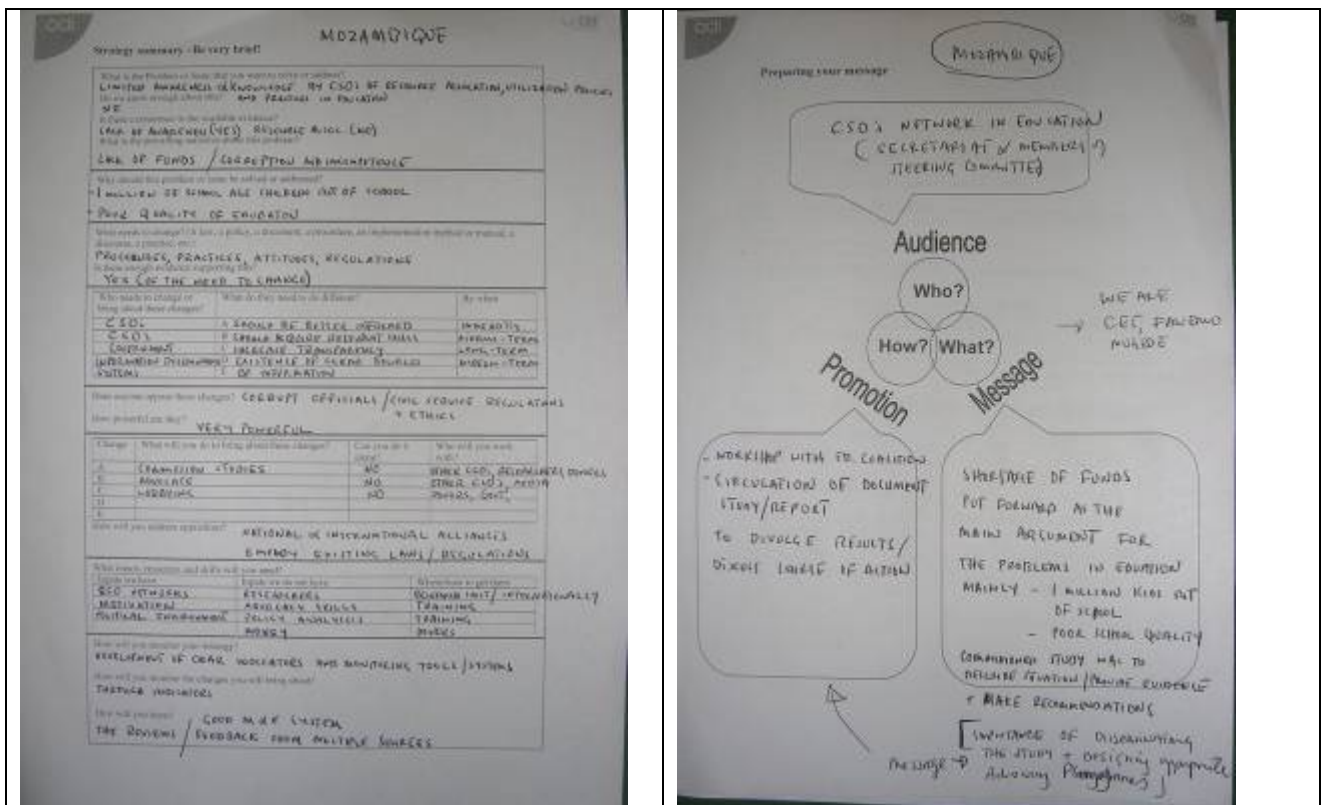
Another very interesting case was the presentation from The Gambia. The group presented a position paper full of statistics and references to robust research based evidence and studies. Although some of the data was ‘made up’ for the benefit of the exercise, it clearly illustrated the extent of the problem, the possible solutions and their benefits.

The following are some of the lessons drawn from the exercise:

1. It is a good idea to set the stage with data or an image that will ‘stick’ to the audience’s memory
2. Use bullet points to stress key points
3. Offer suggestions or solutions that involve different levels of effort or resources
4. Highlight the benefits of what might already be in place as a gesture of friendship
5. Time the message; wait for the right opportunity
6. Policy influence does not always mean that we need to target policy makers –others might be better at reaching them and might need influencing
7. Provide the audience with an attractive and possible vision of the future –for buy in
8. Cost-effective characteristics of propositions should be highlighted

9. Use props and multiple means of communications –never go to a meeting empty handed (provide your audience with briefing papers, print outs of websites, presentation cards, booklets, etc.)
10. Use peer/expert support and pressure to convey your message
11. Make constructive and strategic comparisons –which country does the minister want to be like? Think about the setting of the message and use negotiation skills to improve your standing and position
12. Do not forget about policy implementation and influence at the local level
13. Powerful people have little time and short attention span; hence they often delegate – tailor your message to them
14. A good message should say: How it is now, how it could be, how to get there and how much it will cost.

The presentations were guided by a “strategy summary” and a “preparing your message” hand out. The Mozambique example below shows how the information collected and discussed during the previous stages was used:

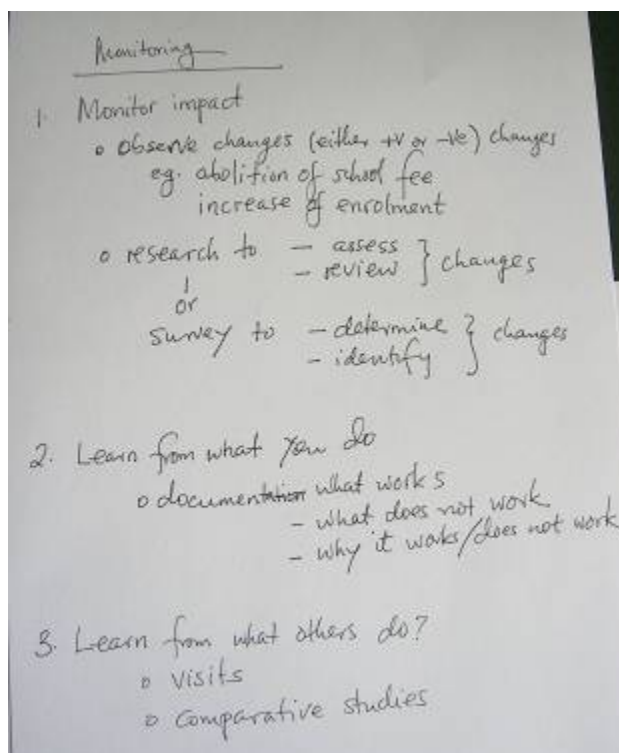


### Presentation 3: Monitoring and Learning

The final presentation dealt with the monitoring and learning of policy influencing strategies. Enrique emphasised the importance of moving away from the concept of ‘evaluation’ because there is little to actually evaluate. Most policy influence initiatives are uncertain and long term; they require adjustments and changes that can see them change all together. What is important is that lessons are learned and that these lessons are incorporated into the strategies. Evaluation services, therefore, no practical purpose.

The session considered different ways of learning (pragmatists, activists, theorists and reflectors) and different monitoring tools. In particular, Enrique presented some of the basic concepts of Outcome Mapping and methodology to plan, monitor and assess development interventions that have as an objective to change the way development actors behave. For research based institutions like the CEF, being able to understand what contribution they are having to changes in the behaviours of key policy actors is critical for the continuous improvement of their strategies.

Participants were asked to consider how they learned from their own work and from that of others. An example is shown below:



Along the lines of Outcome Mapping, Enrique suggested that a very simple monitoring and learning tool was to keep journals of the strategy and the outcomes achieved (or not). These journals could be kept individually or collectively, using, for example new social technologies such as blogs or email accounts onto which significant events and reports of impact or influence could be emailed. Enrique stressed that by collecting evidence in a systematic way participants would be able to build a body of robust and significant knowledge that could be used not only to show the effects of their work but also to inform their own actions and strategy.

### Some key issues to remember

Throughout the workshop, participants identified key issues that they considered important or needed to be addressed in more detail. Enrique contributed to some of these based on his observations during the workshop –and also drawing from discussions in other workshops with similar objectives.

- What is civil society? This question came up at the beginning of the workshop. Enrique defined Civil Society as the space between the state, the family and the private sector –including all types of organisations. However, he stressed that when

ODI spoke about civil society, because of its own characteristics, it was probably thinking more about think tanks or research policy institutions. Hence, it is important to understand what each person or organisation is referring to when they use the term.

- Power Law distribution: power law distribution is a relevant concept for thinking about the problem and the solutions to it. Most of the time, problems in development are described with a normal distribution (i.e. where more people are grouped around the average). In a power law distribution, the majority is grouped around a particular measure (or characteristic) but the distribution has a long tail that denotes different characteristics of a few 'out-layers. For example, most drug users are law abiding citizens and get on with their lives, but only a hand full of them break the law, engage in violence and cannot hold-down jobs or relationships. Each one of this minority, however, faces different problems that cannot be addressed by one overarching policy. In education, the children left out from school are often facing very special circumstances that need to be addressed with targeted interventions. For example, children with disabilities are not all the same and require different services and levels of support to access formal schooling.
- Quality of education: the quality of education was broadly identified by all groups as a key issue and many addressed it in their strategies.
- Budget tracking and policy influence are closely related: budget monitoring and engagement in the budget process is crucial to obtain policy changes. In particular when it is possible to identify clear bottle necks in public spending.
- Focus on causes not on consequences: much of the work of researchers focus on the causes of the problem and not enough on the consequences. Consequences help us develop our communication messages and overall strategies of policy influence.
- Education as investment for sustainable growth –making the economic argument: there is still resistance to the idea of investing in education and human development in general as a way of achieving sustained economic growth. CEF practitioners need to be better versed at making the 'economic' argument for investing in the sector.
- How much do we know about 'conditionalities' and other macroeconomic debates? It was clear in the discussions that not everyone is in command of a thorough knowledge of the causes and details of conditionalities. In some cases they are opposed ex-ante with little consideration of their possible benefits. Some are based on promises or commitments of the governments to civil society and others guarantee minimum levels of spending in the human development sectors (including education).
- Is there a clear distinction between policy, plans and legislations? The policy process needs to be understood as a process. Documents, laws, projects, programmes, policy statements, discourses, etc. are all part of the policy process. Distinctions are formal.
- If not enough information then try scenario planning –make assumptions: sometimes, much of the information can only be accessed in the process –by engaging. In these cases it is important to make assumptions about the context using methods such as scenario planning. This will allow us to strategically engage in the process and be ready for new pieces of information. Making assumptions about the context help us, but we should be certain about our message and the data we communicate to other actors.
- Summary helps communicate and transfer knowledge: some of the tools and handouts provided can also be used to communicate our intentions and share our knowledge with others we might be working with. These tools do not help us order

the world around us but rather order the information about that world so that it can be more useful for us.

- Record everything said in the discussions –all is relevant- and aggregate knowledge: in groups or teams different knowledge is held by different people. The objective of these tools is to aggregate the knowledge rather than dismiss whatever does not fit the official picture. Try aggregation methods like simple voting in Force Field Analysis or using write-shops or wikis (the online version). Keep notes of the discussions so that you can track what information is not being used.
- Link actors to policies to narratives to evidence to power to other actors...: When developing your context assessment try to think about the roles of actors and their relations to the other aspects of the RAPID framework. This will help you make sense of the roles that evidence and narratives and links play in research uptake.
- What about “emotional policymaking”? Remember that not all policy can be evidence based. And that many policies are driven by emotional reactions or positions of policymakers (and researchers and civil society practitioners). A good example is the change of policies or attitudes against HIV/AIDS after members of the family of policymakers died of the virus.
- Do not forget about evidence.

## Annex 1: Full programme

### Civil Society Organisations in Policy Processes: Workshop in Advocacy in Education 17- 21 July, 2006. Maputo, Mozambique

The following outline is designed to give participants a basic theoretical and practical understanding of the role of civil society in policy processes and the tools that they can use to improve their impact on policy. Its implementation will allow participants to discuss among themselves and with the facilitators the usefulness and relevance of the tools and methods presented. Field trips and group work will provide the opportunity to build better relations between them.

<b>Day 1</b>	
<b>Basics of policy influence: CSOs, evidence and policy processes</b>	
<b>17/07/2006</b>	
10.00 – 11.00	Introduction to workshop: expectations and introductions
11.00 – 11.30	Opportunities and Challenges for policy influence
11.30 – 12.30	The RAPID framework: Theory and Practice
12.30 -2.30	Lunch
2.30 – 4.00 (with tea break)	Key-note speaker: Zeferino Martins, Former Deputy Minister of Education, Director of Planning and Implementation Unit for Integrated Programme For Technical and Vocational Education Reform Programme in Mozambique Opportunities and Challenges to Policy influence - A Presentation by HelpAge Mozambique
4.00 – 5.00	Discussion
5.00 – 5.30	Policy Entrepreneurs Questionnaire: Introducing tools for impact
<b>Day 2</b>	
<b>Tools for policy impact</b>	
<b>18/07</b>	
9.30 – 9.45	Introduction for the day
9.45 – 10.00	Identifying the problem: Problem Tree Analysis
10.00 – 11.00	Group work (Groups of 4 made up of participants of two countries. They work on their own country projects but consult with the other participants.)
11.00 – 11.15	Coffee
11.15 – 12.30	Presentation (Participants present each other's work)
12.30 – 2.30	Lunch
2.30 – 3.00	Understanding the context: The RAPID 28 Questions and other methods
3.00 – 4.15	Group work
4.15 – 4.30	Tea
4.30 – 5.30	Presentations
5.30 – 5.45	Close of day and instructions for Day 3
<b>Day 3</b>	
<b>8:30 am - Field trip to Namaacha Girls Club</b>	
<b>19/07</b>	
Morning	Using some of the tools presented and "What to watch for" one-pager, participants will collect information through observation, informal discussions and from presentations
12.30 – 2.30	Lunch

2.30 – 3.00	Developing the strategy: Force Field Analysis
3.30 – 4.30	Group work
4.30- 5.30	Presentation
5.30- 5.45	<i>(Optional) Lessons from the Civil Society Partnerships Programme</i>
<b>Day 4 20/07</b>	<b>Developing a strategy</b>
9.30 – 10.00	Planning communications: Audience, Message and Messenger
10.00 -12.30	Group work: Participants will 1) write up a strategy brief (detailing problem, context, strategy and communications) and 2) develop a presentation of their Message
12.30 – 2.00	Lunch
2.00 – 4.30	Presentation of strategy and Message via some 'role play'
5.00 - 7.00	Cocktail at Hotel Tivoli
<b>Day 5 21/07</b>	<b>Monitoring and learning</b>
9.30 – 10.00	Re-cap from last 4 days and introduction to last day
10.00 – 11.00	Monitoring and Knowledge management basics
11.00 – 11.15	Coffee
11.15 – 12.30	Some practical tools for Monitoring and Learning
12.30 – 1.00	Closing

## Annex 2: List of participants

<b>COUNTRY</b>	<b>NAME</b>	<b>JOB TITLE</b>
<b>CEF UK</b>	<b>1</b> Chike ANYANWU	CEF International Coordinator
<b>ODI</b>	<b>2</b> Enrique MENDIZABAL	Consultant -Workshop Facilitator
<b>CEF AFRICA</b>	<b>3</b> Emily LUGANO	CEF Africa Coordinator
<b>ANCEFA</b>	<b>4</b> Kate DYER	ANCEFA Facilitator
<b>PAMOJA AFRICA</b>	<b>5</b> Tom MUZOORA	STAR Action Research Coordinator
<b>CAMEROON</b>	<b>6</b> Francis VERNYUY	CEF CC
	<b>7</b> Josue BALOMA	CEFAN Coordinator
<b>GHANA</b>	<b>8</b> Zakaria SULEMANA	CEF CC
	<b>9</b> Eric DUORINAAH	NNED Coordinator
	<b>10</b> Michael Aseidu ANSA	GNECC Coordinator
<b>KENYA</b>	<b>11</b> William MIGWI	CEF CC
	<b>12</b> Rose Bala	EYC representative
	<b>13</b> Chapman KISIERO	EYC Coordinator
<b>LESOTHO</b>	<b>14</b> Palesa MPHOLE	CEF CC
	<b>15</b> John MOTOKO	Campaign for Education Forum Coordinator
<b>MALAWI</b>	<b>16</b> Grace Tauro WONGANI	CEF CC
	<b>17</b> Emily BANDA	Education Coalition Member
<b>MOZAMBIQUE</b>	<b>18</b> Tomé EDUARDO	CEF CC
	<b>19</b> Dinis MACHAUL	Education Coalition Coordinator
	<b>20</b> Saquina MUCAVELE	MUGEDE -Coordinator
	<b>21</b> Silvia COLLAZUOL	CONCERN-Education Coordinator
	<b>22</b> Paulo CUCO	FAWEMO-Advisor
<b>NIGERIA</b>	<b>23</b> Andrew MAMEDU	CEF CC
	<b>24</b> Sarah OCHEKPE	CSACEFA Policy Advisor
<b>SIERRA LEONE</b>	<b>25</b> Sally Rosetta KAMARA	FAWE/Education Coalition
<b>TANZANIA</b>	<b>26</b> Patrick Ngowi	CEF CC
	<b>27</b> Joseph KISANJI	TENMET Representative
<b>THE GAMBIA</b>	<b>28</b> Nyakassi Jarju	CEF CC
	<b>29</b> Abdou S DUNOR	Gambia Teachers Union
<b>ZAMBIA</b>	<b>30</b> Miriam Chonya BEENE	Education Coalition