

Advocacy and Policy Entrepreneurship Workshop for Education Civil Society Organisations in Zambia

Commonwealth Youth Centre, Lusaka, Zambia
7th – 11th November, 2005

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Contents

| | |
|--|-----|
| Executive Summary | iii |
| Background | 1 |
| Day 1: Historical Perspective and Advocacy, 7 th November 2005 | 2 |
| Presentation 1: Education CSOs in Zambia and their role in the Education Sector: an Historical perspective | 2 |
| Presentation 2: Advocacy | 4 |
| Day 2: Policy Entrepreneurship, 8 th November 2005 | 5 |
| Presentation 3: The RAPID programme | 5 |
| Presentation 4: Context Evidence and Links Framework | 8 |
| Presentation 5: Skills of (pro-poor) Policy Entrepreneurship | 10 |
| Day 3: Policy Entrepreneurship (continued), 9 th November 2005 | 10 |
| Presentation 6: Building Policy Entrepreneurs and Practical Tools | 10 |
| Presentation 7: Advocacy Rules (Or how to influence people to make changes....) | 13 |
| Presentation 8: Communication Toolkit for policy impact | 14 |
| Day 4: Understanding the advocacy and policy environment; Mapping the education context; Linking policy and advocacy, 10 th November 2005 | 15 |
| Presentation 9: Mapping the Education Context in Zambia | 15 |
| Presentation 10: Ten Elements of an Advocacy Campaign | 16 |
| Day 5: Action Planning, 11 th November 2005 | 17 |
| Evaluation Results on Policy Entrepreneurship Sessions | 19 |
| Participants List | 21 |

Executive Summary

This workshop report details the Zambia National Education Coalition (ZANEC) Advocacy and Policy Entrepreneurship Workshop that took place from 7th to 11th November 2005 at the Commonwealth Youth Centre, University of Zambia Campus, Lusaka, Zambia.

This skill-building workshop for education civil society organisations (CSOs) in Zambia was organised by The Zambia National Education Coalition (ZANEC) in collaboration with Commonwealth Education Fund and ODI. The workshop aimed to enhance knowledge and skills in advocacy, lobbying and policy entrepreneurship amongst ZANEC member organisations. Following the workshop, ZANEC members are now better placed and understand the concepts of advocacy, lobbying, policy entrepreneurship and their role in influencing the attainment of Education for All goal.

The specific workshop objectives were to:

- Enhance advocacy knowledge and skill among ZANEC member organisations.
- Enhance the awareness amongst member organisations of the latest theories and practices about policies processes and policy influence.
- Explore the types of policy/advocacy tools and frameworks and their application.
- Identify opportunities and limitations for influencing in the education sector.
- Design and develop advocacy strategies and key messages, with agreed work plans.

The five-day workshop was divided into two parts – two days on policy entrepreneurship and three days on advocacy and action planning. Naved Chowdhury, from ODI's Civil Society Partnerships Programme (CSPP), facilitated the policy entrepreneurship section of the workshop and Kenny Simamuna (a local consultant) facilitated the advocacy and action planning components. CEF Global Coordinator Chike Anyanwu and Emily Lungano, CEF Africa Coordinator, co-facilitated both parts.

Key elements covered during the workshop included the historical perspective of CSOs engagement in the education sector in Zambia to help workshop participants understand the current role of CSOs in the sector. Various types and characteristics of different CSOs were explored in great detail.

The policy entrepreneurship sessions discussed the various theories of practice of policy and policy influencing. This included the various practical frameworks, tools and approaches to maximise policy impact, various communication tools and key elements when developing a communication/advocacy strategy. Finally, the education context was mapped and linked to advocacy and policy influencing processes

Key workshop outcomes include the following:

- Key issues in Basic Education were identified as
 - Outdated Education Act (1966)
 - Fees and free primary education
 - Provision of uniforms for children
- Thematic groups identified a number of policy actions that they will undertake in order to address the identified issues. These will be incorporated in the thematic activities for ZANEC's 2006/07 work plan and budget.
- Key issues and points of advocacy for 2006 agreed under the theme '*Every child needs a quality teacher*'.
- ZANEC's overall goal for policy advocacy was agreed and will be the basis for developing ZANEC's advocacy and policy action plan for 2006.

- Participants appreciated the various tools and frameworks that can be used for policy advocacy.

Overall, the workshop was very successful. Participants felt that it was of high quality and value as well as relevant to their work. The challenge remains with the ZANEC secretariat and its member organisations to follow through the issues raised and develop an action plan that will yield desirable results in influencing the attainment of Education for all goals in Zambia.

Background

Zambia National Education Coalition (ZANEC) is a network of civil society organisations fostering interactions with the government of the Republic of Zambia, cooperating partners and other stakeholders in order to attain the Education for All (EFA) goal.

In September and October 2004, ZANEC member organisations participated in the organisation capacity assessment and capacity needs assessment supported by PACT (Z) and the Commonwealth Education Fund respectively. The key findings from the two studies revealed the need for ZANEC to strengthen its capacity in advocacy, lobbying and policy analysis skills. Capability in advocacy and policy entrepreneurship was identified as a critical success factor for ZANEC's engagements in the campaign for the attainment of EFA goals in Zambia.

ZANEC, in collaboration with CEF and ODI, organised this workshop for its member organisations. The purpose of the workshop was to enhance knowledge and skills among ZANEC member organisations to provide a deeper understanding of the concept of advocacy, policy and the role of education NGOs in influencing the attainment of Education for All goal.

Workshop objectives

The specific objectives of the workshop were to:

1. Enhance advocacy knowledge and skills among ZANEC member organisations.
2. Enhance the awareness amongst member organisations of the latest theories and practices about policies processes and policy influence.
3. Explore the types of policy/advocacy tools and frameworks and their application.
4. Identify opportunities and limitations for influence in the education sector.
5. Design and develop advocacy strategies and key messages, with agreed work plans.

Workshop programme

To meet the objectives the workshop programme was divided into two parts – Part One focused on objectives 1,4 and 5; Part Two focused on achieving objectives 2 and 3. Naved Chowdhury, from ODI's Civil Society Partnerships Programme (CSPP), facilitated the policy entrepreneurship section of the workshop and local consultant Kenny Simamuna facilitated the advocacy and action planning components. CEF Global Coordinator Chike Anyanwu and Emily Lungano, CEF Africa Coordinator also took part in facilitation.

The programme outline was as follows:

- Day 1: Introduction to advocacy and historical perspective of CSOs engagement in education in Zambia.
- Day 2 and 3: Policy entrepreneurship
Day 4: Understanding the advocacy and policy environment; Mapping the education context; Linking policy and advocacy
- Day 5: Action planning

Workshop participants

20 participants and 4 facilitators attended the workshop with a 49% female and 51% male gender representation. 17 of the 22 registered ZANEC member organisations were represented.

Day 1: Historical Perspective and Advocacy, 7th November 2005

Introductory session

The workshop was opened by welcoming remarks from Robert Mtonga, Acting Executive Director for Zambia National Education Coalition (ZANEC), followed by self-introduction by participants who gave their personal details and the profile of the organisation they were representing (see annex for participants list). The opening remarks by ZANEC's Chair person, Mrs J. M. Chiwela included the rationale behind the workshop, an outline of workshop expectations and the ground rules for the five days.

Zambia National Education Coalition (ZANEC) is a network of Civil Society Organisations (CSOs) fostering interaction with the Government of the Republic of Zambia (GRZ), Cooperating Partners (CPs) and other stakeholders in order to attain the Education for All (EFA) goal by the year 2015. ZANEC received financial support from its CPs for an August to December 2005 work plan and part of this financing was directed towards this training workshop in advocacy and policy entrepreneurship for ZANEC members.

ZANEC believes in the basic premise that education is the cornerstone of sustainable national development. CSOs realise that they cannot substitute the governments' prerogative of providing education to citizens but that they have a greater role in influencing education policies that can lead to the achievement of EFA, and that they have the advantages of being more flexible than the state and closer to the grass roots and local cultures.

The organisational capacity assessment conducted in September 2004 under the support of PACT (Z) and the capacity needs assessment facilitated with the support of the Commonwealth Education Fund (CEF) in October 2004 showed that ZANEC needed to develop its capacity in advocacy, policy analysis and evaluation, which are some of the critical factors for the development of ZANEC. This was the rationale behind the hosting of this training workshop in advocacy and policy entrepreneurship for ZANEC members.

ZANEC's preferred representation of the member organisations at this workshop were those who are strategically placed with the ability to make decisions on behalf of that organisation. Participants were encouraged to report back to the organization as a way of sharing information and as a strategy for creating a database.

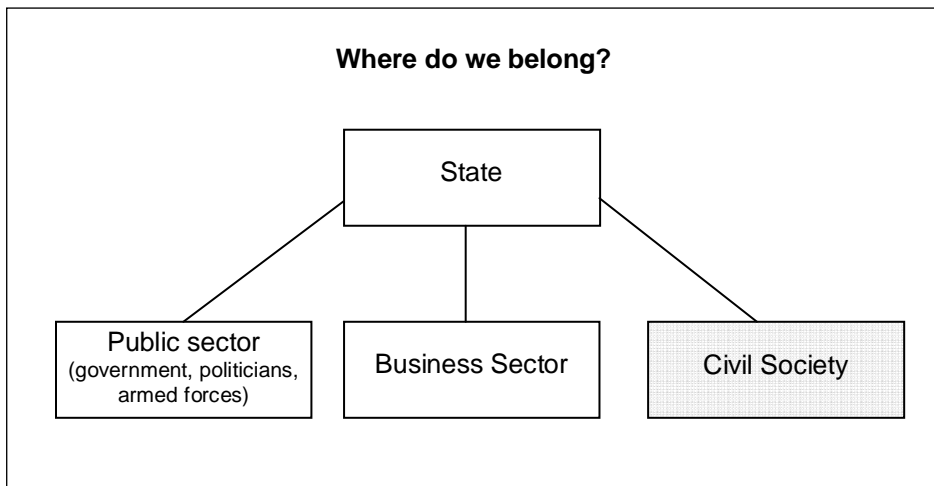
The workshop objectives were outlined (as above) and the key expectations for the participants were to: (i) understand the critical elements and approaches to advocacy for the promotion of EFA goals; and (ii) learn more about advocacy techniques and how to effectively influence / input into policy making processes.

Workshop ground rules were also agreed upon amongst the participants to guide the general management of the workshop sessions, such as speaking through the chair, respecting other's views and keeping to time.

Presentation 1: Education CSOs in Zambia and their role in the Education Sector: an Historical perspective

Kenny Simamuna explored the historical perspective of civil society organisations in Zambia to help participants understand the role of CSOs in the education sector. He began with the questions of 'where do we belong and what are our roles?'

In order to understand ourselves as CSOs, we need to know where we belong in the Zambian state. In Zambia CSOs operate with two other sectors which together form the state. These are public sector (government) and private sector (business sector) as illustrated in the diagram below:



The historical picture of the status of interaction amongst these sectors also helps us to understand the development of CSOs in Zambia. During the second republic (i.e. just after independence), the public sector was prominent in providing quality of life. The business sector and CSOs were very small organisations and had less chance to participate in the development of the nation.

In the third republic the situation changed with the introduction of the multi-party political system. The CSOs and business sectors started expanding as most business was transferred into the business sector and for CSOs, peoples rights were being exercised and more non-governmental organisations were being formed to improve the quality of life for the people of Zambia.

In the current situation, the environment has changed. CSOs mutually exist with others in developmental activities and many more NGOs have formed. The public sector has opened up and given way for CSOs and the business sector to participate in the national affairs.

A table detailing motivating factors was used to help participants understand what motivates these sectors to do what they do, where they get their resources from and how they mobilise these resources.

Different types of CSOs were discussed, along with their characteristics and roles.

The types of CSOs:

- *Mutual Benefit Organisations*: composed of members whose purpose is to help their members. The benefit to the members has some impact on the general public, for example: teachers unions.
- *Public Benefit Organisations*: whose purpose is to help others, or to help everyone. Their mandate is to improve the lives of the public sector. They also compliment government's efforts.
- *Private Benefit Organisations*: groups of people whose purpose is to help themselves. Their members' benefit has no impact on the general public. They are a small group in terms of membership numbers.

Characteristics of CSOs:

- *Voluntary*: formed voluntarily, and there is an element of voluntary participation in the organisation. Motivated by the desire to address the needy situation.
- *Independent*: formally constituted and autonomous, and governed by people to whom responsibility is delegated through a board.
- *Not for Profit*: do not make profits by definition, but they have surplus income, which is ploughed back into the work of the CSOs. Board members receive no fees.
- *Not self-serving*: constituted to improve the circumstances of identified disadvantaged people or to act on concerns of society as a whole, not to advantage themselves.

- *Value Driven*: based on shared values and commitment.
- *Non Political*: not primarily involved in promoting candidates for elected office. Do not align themselves to one particular political party but allow any political party to bring in issues affecting their people in their constituencies.
- *Non-Religious*: not primarily involved in the promotion of religious worship or religious education.

Roles of CSOs:

- To hold the public and business sectors accountable to civil society – through research, making information public, using existing citizens complaints and advocacy campaigns.
- To enable citizens to associate together – by encouraging citizens to form associations to test the right of association and advocacy for policies or laws that create an enabling environment for civil society organisations.
- To improve the lives of the people – by implementing projects to deliver services and also advocating for changes in laws, policies, practices and behaviour, which are blocking improvements in the lives of the people.

The two main limitations on CSOs were also pointed out – that CSOs should not form political parties or promote their point of view by force.

Presentation 2: Advocacy

Kenny Simamuna began the second presentation by asking the question ‘What is Advocacy?’ The responses from the participants included the following:

- Process of speaking on behalf of person(s) or interest in order to obtain an advantage
- Speaking one voice
- Systematic process of changing a law / policy or situation
- Issues of concern are put forward to policy makers to bring about change
- Speak on behalf of the aggrieved for the change
- Appeal to people in position of authority to bring about desired change
- Talking to people on behalf of the aggrieved
- Communicating to people over an issue in order to gain their support for change
- A plea for a true change in a non-violence manner
- Expressing one opinion over an issue
- Speaking out on behalf of the masses
- Agitate for a change, through people in authority
- Talking to policy makers

Kenny highlighted that advocacy can be defined in any way but the definition should have certain characteristics:

- What prompts people to have an advocacy is a need.
- Mostly an issue is raised in relation to the policies / laws in order to bring about a change. Advocacy is always carried out on behalf of the affected large constituency.
- Advocacy is speaking out to create awareness among the affected people to the policy and law-makers. It involves an attempt to influence the political climate.
- It is a set of actions undertaken by a group of people in order to bring about change.

The main elements of advocacy were also stressed:

- To advocate is to bring about a positive change to a situation

- The situation should point to an issue or concern raised in relation to policies, laws and programmes
- These issues or concerns should affect a group number of people/citizens.
- These issues/concerns should be raised by a group of people or organisations on behalf of the aggrieved or affected sector of the society.
- These issues/concerns should target the authority or decision or policy makers in order to bring about a positive change.
- Expression of opinions should be in a non-violence manner.

Day 2: Policy Entrepreneurship, 8th November 2005

The second day of the workshop opened with an introduction and outline of the Policy Entrepreneurship section of the workshop programme and participants expectations from the next two days of workshop.

By the end of this two day session participants will:

- Be aware of the latest theory and practice about processes and policy influencing
- Have tried out some simple policy analysis, strategic planning and communication tools
- Have identified opportunities to improve the policy impact of their work
- Be aware of other tools and where to find more information

Participant's expectations for days two and three were to learn about:

- Action planning
- Skills for successful policy entrepreneurship
- Skills for networking and advocacy
- Communication tools and tools for the media
- Role of Civil society organisations
- Mobilisation for policy change

Presentation 3: The RAPID programme

Naved Chowdhury gave a presentation outlining the work of ODI and its Research and Policy in Development (RAPID) and Civil Society Partnerships Programmes (see presentation slides).

The presentation included outlining the objectives of RAPID that include enabling participants to better understand latest theory and findings on policy links and how to more effectively influence the policy making processes. Definitions of research and policy were covered – research as ‘any systematic effort to increase the stock of knowledge’ and policy as ‘a purposive course of action followed by an actor or set of actors’. Naved emphasised the point that policy is not just a document but includes the entire process that led to creation of the policy document and implementation. He also discussed the Linear Logical Model, showing the steps taken in policy making and generic policy processes which include agenda setting, policy formulation, preferred policy options, policy design, policy implementation and monitoring and evaluation, and covered how a policymaking process works.

Participants were then divided into groups for group work.

Group Session 1

In the first group session participants were divided into four thematic groups: Early Childhood Care and Development (ECCD); Universal Primary Education (UPE); Adult literacy; and Livelihoods (life skills). Participants were asked to:

1. Identify a policy issue
2. What approach was used to influence that policy if any?
3. Discuss success and challenges faced while linking your work to policy.

Group responses

Early Childhood Care Education and Development (ECCED) Group

Policy issue: No ECCED Policy

Approach

- Participation in the Fifth National Development planning consultative meetings
- Participation in EFA consultative meeting and Education Sectoral Advisory Groups (ESAGS)
- Baseline survey and prepared a paper on ECCED that was presented to MOE, other line ministries (EFA) and to the Education parliamentary select committee and Human rights.

Successes

- ECCED is now getting attention as it has been designated to the MOE
- Inclusion of ECCED in budget 2006 formulation.
- Networking enhanced among stakeholders.
- Capacity building has been strengthened
- Increased donor support.

Challenges

- No policy-slow process in policy formulation
- Lack of infrastructure
- Inadequate human resource in ECCED
- Lack of political will
- Unclear policy formulation process

Plenary feedback and comments

- How does the government manage to fund ECCED when there is no ECCED policy?
- *Funding is not tied to existence of a policy. Government was able to collect information on ECCED and include it in the national budget. This shows that there is no link between budget and policy. CSOs can take advantage of this when it comes to seeking financial assistance from the government*
- Consequently lack of a policy means little consideration in the national budget.

Adult Education Group

Policy issues

- Non-existence of a policy on adult education
- No clarity on who holds mandate
- No standard curriculum
- No common focus/aim

Approach

- Lobbying donors

- ZANEC undertook comprehensive situational analysis on adult education
- Line ministries drawn into process
- Joined process with UNESCO commission.
- Task force formed (waiting for funds to go forward) stakeholders meeting
- Contribution to FNDP as CSO and participated in the GRZ SAGs

Successes

- CSO collaboration initiated
- Acceptance by government to co-operate
- A favourable policy environment
- Taskforce on adult education formed

Challenges

- No clear GRZ mandate on adult education
- No clear interest of donors on adult education
- Lack of financial support to adult education
- Lack of co-ordinating body
- A lack in skills /capacity for delivering of adult education
- Focus on UPE and gender parity in EFA
- Lack of appreciation of the vital role adult education can play in the achievement of education of all

Plenary feedback and comments

- Why emphasise on lobbying the donors for financial assistance when the government is willing to support projects even when there is no policy in place?

Universal Primary Education (UPE) Group

Policy issues

- Re-entry policy (girl child)
- Introduction of vernacular languages
- In schools G1–7
- Teacher's recruitment and retention

Approach

- Teacher's recruitment and retention
- Meetings with DEBS, PEO
- Workshop with key stakeholders
- Petition paper drafted
- Petition paper presented to MOE

Successes

- Brought together key stakeholders
- About 7 community teachers seconded to community schools

Challenges

- Lack of resources to put teachers on pay roll
- Lack of follow-ups

- Lack of systematic planning and co-ordination

Livelihood/Life skills Group

Policy issues

- Education is exam oriented
- Weak linkage between education and livelihood
- Lack of co-ordinated approach amongst sectors dealing with the same issue
- No clear policy on livelihoods

Approach

- None

Successes

- None

Challenges

- CSOs can influence the review of the current syllabus to include life skills at all levels of the education process, e.g. influence inclusion of continuous assessment in schools
- Heighten and co-ordinate advocacy by CSOs to bring issues of livelihood to the fore

Plenary feedback and comments

- What have you done? *Nothing*
- The approach to be used to address issues in this group is not clearly defined

Presentation 4: Context Evidence and Links Framework

Naved gave the next presentation on RAPID's CEL Framework. He identified the key factors for CSOs influence as being common points raised in workshops run by the CSPP in Malawi and Zambia, which included opposing factors such as lack of capacity, translating data into evidence, lack of data and political factors. Supporting factors include evidence of CSO involvement and governments becoming more interested in CSOs.

He outlined how the analytical framework can be used as a conceptual framework to help researchers and policy entrepreneurs (CSOs) understand the role that evidence, context (political), links and the external influences play in policy processes. The four components of the framework can provide CSOs with in-depth evidence, alternative means of communication and trends and changes in the external environment. It presents some key questions that CSOs should answer.

The External Influences component helps the CSOs identify the influence outside the system, for example donors and their policies. The Political Context component identifies the key actors in policy making, political and economic structures and processes, for example the Ministry of Finance and Members of Parliament. The Evidence arena is about the type and quality of research and how it is communicated and includes how it is packaged and simplicity of the message etc. The Links arena is about the mechanisms affecting how evidence gets into the policy process or not and includes factors such as networks and the relationship between them. When CSOs understand these factors, they are more able to design an appropriate advocacy strategy to rectify their national concerns.

Key issues raised in the plenary and comments arising included the following:

- Globalisation issue is very important. We need know how to operate within globalisation.
- We need to know what to say to donors if we are to convince them.
- Policy makers are sometimes handicapped because they are looking at their jobs.

- We should not always criticise the government. At times we need to team up and work with them because they are in direct contact with key donors like the World Bank.
- At times the governments need CSOs to provide them with useful information, therefore we should look at this as a policy window and take advantage of it when we want to advocate.
- To influence policy makers we should package our message to be simple and straightforward. Create a simple summary of the policy issue on a one or two-paged paper and present it to the policy makers (government). The idea is to make them read, as they are usually not interested in reading bulky documents.
- Give government credibility on the work being done before making suggestions on your policy issue.

Group Session 2

In the thematic groups participants were asked to use the CEL Framework to analyse the key factors likely to influence the uptake of their work.

Group responses on How to Influence Policy and Practice

| What researchers need to know | Early Child Care and Development | Universal Primary Education | Adult Literacy Education | Livelihood / Life skills |
|---|---|---|--|---|
| <p><i>Political Context:</i></p> <ul style="list-style-type: none"> • Who are the policymakers? • Is there policymaker demand for new ideas? • What are the sources/strengths of resistance? • What are the policymaking process? • What are the opportunities and timing for input into formal processes? | <ul style="list-style-type: none"> • Yes, there is political will. • Yes room to manoeuvre • They perceive the problem seriously but there are factors that influence their response to the ECCED problem. • e.g. Bureaucracy, resources motivation etc | <ul style="list-style-type: none"> • Parliament • Yes it's there. • Financial constraints • Consultation/MOE/ Cabinet/parliament • Parliament committee | <ul style="list-style-type: none"> • Yes, favourable policy environment. • Yes • Not critical to policy makers • Critical to CSOs | <ul style="list-style-type: none"> • Ministry of Youth and Child Development, Ministry of Education, Ministry of Labour • Ministry of Community Development and Social Welfare |
| <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • What is the current theory? • What are the prevailing narratives? • How divergent is the new evidence? • What sort of evidence will convince policymakers? | <ul style="list-style-type: none"> • Yes evidence is there e.g. designated ECCED to MOE. • It is relevant • Yes practically useful. • Concepts are clear to some extent • Yes they need repacking. | <ul style="list-style-type: none"> • Free based education for all (increased enrolment) • Pupil-teacher ratio (1-90) • Deficit number of teacher • Govt can employ teachers | <ul style="list-style-type: none"> • Yes research reports, education statistics • Yes • Yes • Concepts are unfamiliar • Inadequate clarity • Yes | <ul style="list-style-type: none"> • The existing crisis is growing • New crisis keep on cropping up |
| <p><i>Links:</i></p> <ul style="list-style-type: none"> • Who are the key stakeholders? • What links and networks exist between them? • Who are the intermediaries, and do they have influence? | <ul style="list-style-type: none"> • Education: Permanent Secretary • Health, YSCD: Director of planning, Director of Child Affairs. • Cabinet: Policy analysis | <ul style="list-style-type: none"> • Ministry Of Education (MOE) • Teachers Union • CSPR | <ul style="list-style-type: none"> • ZANEC members • Yes ,thematic committees PAMOJA, POALAE, (ADEN) ANCEFA | <ul style="list-style-type: none"> • Government obligation to provide services. Civil society and politicians provide checks and balances. • Donors intermediate between the two. |

| | | | | |
|---|--|--|--|--|
| <ul style="list-style-type: none"> Whose side are they on? | <ul style="list-style-type: none"> committee Donors/INGO: Country reps Parliamentarians: MPs, ZANEC | | | The strongest link among the three groups is the concern they have for the welfare of vulnerable youths. |
| <p><i>External Influences:</i></p> <ul style="list-style-type: none"> Who are main international actors What influence do they have? What are their aid priorities? What are their research priorities and mechanisms? What are the policies of the donors funding the research? | <ul style="list-style-type: none"> Donors: CEF, UNICEF, Save the Children Act as external collaborators | <ul style="list-style-type: none"> World bank, IMF Has a strong influence on the implementation of educational policies Economic development Good governance | <ul style="list-style-type: none"> Donors: UNESCO; UNDP; ILO; IMF; WORLD BANK | |

Presentation 5: Skills of (pro-poor) Policy Entrepreneurship

Naved Chowdhury presented four models of Policy Entrepreneurship – Storytellers, Networkers, Engineers and Fixers. Storytelling is important in the policy changing process as powerful stories help explain to policy makers what the problem is and what the solution might be. Policy making usually takes place within communities of people who know each other and interact so if you want to influence policy makers you need to be a Networker. There can be a significant implementation gap between what politicians and policy makers think they are doing and what actually happens on the ground. Researchers need to be Engineers to work not just with the senior level policy makers, but also with the street-level bureaucrats. Being a Fixer is about understanding the policy and political processes, and knowing when to make your pitch and to whom. It is important for CSOs to identify who is good in each of these fields in order to get the desired impact.

Day 3: Policy Entrepreneurship (continued), 9th November 2005

Participants were given the Policy Entrepreneurship Questionnaire in order to identify which model of Policy Entrepreneurship that they use and to help the participants to identify the types of skills at which they are good.

Presentation 6: Building Policy Entrepreneurs and Practical Tools

After discussing the questionnaire Naved introduced the policy entrepreneur toolkit to show how CSOs could become successful policy entrepreneurs. CSOs are increasingly recognising the need to influence policy and decision-making processes more effectively, whether that be to represent the needs of their interest groups, or to ensure that new policies are based on sound research and evidence. The policy entrepreneur toolkit addresses various factors that need to be considered in this process and provides a comprehensive selection of tools that can be used when attempting to run research into policy influence. The tools help CSOs in gathering evidence, doing research, learning lessons or advising on strategy for social, environment and economic development. Some of the useful tools discussed include:

- **Force Field Analysis:** used to gain a comprehensive overview of the different forces acting on a potential policy issue and for assessing their source and strength. It is used to identify the forces acting against and in favour of a policy issue. CSOs who are trying to develop or improve a policy can use this tool to find out how many people / structures are in favour of the issue and how many are against it.
- **Problem Tree Analysis:** helps to find solutions by mapping out the anatomy of cause and effect around an issue. It helps to identify the problems and their root causes.
- **Sustainable Livelihoods Approach:** helps CSOs to develop a programme for any group of people. For example, if we had to have a sustainable livelihood for children, this tool will us to analyse the causes of poverty or lack education.
- **Outcome Mapping:** defines the programme's outcomes as changes in the behaviour or direct partners. Focuses on how programmes facilitate change rather than how they control or cause change. This tool looks at the logical links between interventions and outcomes, rather than trying to attribute results to any particular intervention.

Group Session 3

In the third group session the thematic groups were asked to use Force field analysis and SWOT analysis to identify strategies to improve policy impact in the issue discussed in the case study.

Group responses:

Early childhood (ECCED)

| Forces for change | S | Plan: To put in place a clear integrated ECCED policy | Forces against change | S |
|---|----|---|---|----|
| • Demand by CSOs | 2 | | • ECCED being a new concept is not appreciated especially in the rural area | 1 |
| • Increase in population size | 1 | | • Government bureaucracy | 2 |
| • Demand for child preparedness by Basic education teachers | 3 | | • Lack of linkages between government departments offering ECCED | 3 |
| • Non availability or limited ECCED centres | 4 | | • High cost of running ECCED services | 4 |
| • Designation of ECCED to Ministry of education | 5 | | • ECCED being a new concept many may not appreciate it | 5 |
| Total | 15 | | Total | 15 |

Note: forces against are equal to the forces for?

What strategies will you employ?

- Continue with the advocacy
- Sensitise the government and other stakeholders on early childhood
- Strengthen the existing ECCED thematic group
- Involving the media in the implementation of the ECCED advocacy strategy
- Identify advocacy strategies targeting individual policy makers

Plenary feedback and comments:

- The next level should be to find out what activities support these strategies?
- ZANEC need to talk about the final outcome of the analysis and find out as to why there is such an out come then decide on what to do next.

Universal Primary Education (UPE)

| Forces for change | S | Plan: Teachers recruitment and retention in schools | Forces against change | S | |
|--|-----------|---|-----------------------|--------------------------------------|-----------|
| • Inadequate teachers | 5 | | | • Lack of financial resources | 4 |
| • Pressure from teachers' Unions | 5 | | | • IMF<WB policies / conditional ties | 5 |
| • Global campaign for Education on teachers | 1 | | | • Limited infrastructure | 4 |
| • Political will to employ teachers | 2 | | | • High teacher attrition rate | 3 |
| • High enrolment rate (current teacher pupil ratio of 90 :1) | 4 | | | | |
| Total | 15 | | | Total | 16 |

Plenary feedback and comments:

- There is a need to get to the grass roots of a problem, for example identify the problems that have led to government's failure to recruit more teachers.
- CSOs need to work together, be united and speak with one voice as they raise issues with the government, for example help the teachers union raise their concerns to government.
- Teachers Union need to share their data about teacher recruitment and retention with ZANEC's members as such data will provide evidence and will help ZANEC to take up the issue and help the teacher's Union achieve it's goal.

Adult literacy

| Forces for change | S | Non-existence of adult literacy policy Plan: Revise the task force on adult education to spear head advocacy and action- revise TOR | Forces against change | S | |
|---|-----------|--|-----------------------|--|-----------|
| • Open door to collaborate through ZANEC | 4 | | | • Fear by politicians to lose control/power to a more educated populace | 4 |
| • Trust from the donors | 1 | | | • Environment that is repressive to accountability | 3 |
| • Favourable policy environment | 3 | | | • Limited resource availability to adult education | 5 |
| • Lack of capacity of masses to participate in challenging economic environment | 5 | | | • Lack of appreciation of vital link to adult education for achievement of EFA | 4 |
| • Inability of people to demand their rights to shelter, good health etc. | 5 | | | | |
| Total | 18 | | | Total | 16 |

Plenary feedback and comments:

- Forces against are lower than forces for the change
- Limited resources means that it is not a priority by the government because if it was resources will be allocated to address the issues of this thematic group.
- CSOs need to explicit in their strategy to encourage government to provide more funds for adult education.

Livelihoods/Life skills

| Forces for change | S | Plan : Influence the review of the current school curriculum and ensure the life skills are compulsory in all institutions of learning. | Forces against change | S |
|---|-----------|--|--|-----------|
| • Demand for education for life | 4 | | • Limited financial resources | 3 |
| • General public demand for change | 4 | | • Limited human resources | 2 |
| • Concerned CSOs | 3 | | • Weak implementation | 4 |
| • Donors | 2 | | • Negative attitude of govt. to embrace change | 3 |
| • Economic situation has no capacity to absorb all school leavers | 3 | | • Lack of sustainability in policies | 2 |
| | | | • Govt. failure to assume ownership of change | 4 |
| | | • Globalisation | 1 | |
| Total | 16 | | Total | 19 |

Note:

- Find ways to counter the restraints, capitalise on the positives
- Focus on both sides, power influence and interest
- Consensus.

Concluding comments on the group session:

- We need to choose our strategies carefully and find the right approach to diffuse the strong forces acting against our issues as ZANEC.
- We need to make our path clear by designing a proper strategy. To create a positive change, we need to identify the forces acting against our issues and deal with them before we approach the government. For example, the issue of recruiting teachers – the political will is there but there might be some ministries (ministers) against the issue. Thus in order to make our plan work, as ZANEC we need to identify these forces and come up with a proper strategy to get them on our side before we can present the issue to the government. Doing so means that we would have made our path clear.

Presentation 7: Advocacy Rules (Or how to influence people to make changes....)

Naved gave the next presentation on Advocacy rules and raised the following points:

- When trying to influence policy makers to make changes CSOs need to be clear as to what changes they are trying to bring about. They can use the Problem Tree Analysis Tool or some other tool to identify problems and their root causes. The objectives raised should be specific, measurable, achievable, and realistic and time bound (SMART).
- CSOs need to know to whom they are advocating. They need to know who needs to make these changes and their stance on the issue.
- CSOs need to know with whom they are working when bringing up these issues. They need to know whom they are supposed to work with and to identify the skills needed in teams.
- CSOs need to know why they want to bring about change. Why things should change or what is the evidence to support the issue? They need to make sure the evidence is credible and legitimate. As CSOs you must know what the policy makers (government) want to hear and what they don't want to hear.
- It is ZANEC's challenge to design an advocacy statement that is persuasive because that is the way to reach policy makers. They need to know how to communicate the message and evidence.

Group Session 4

Working in their respective thematic groups, participants were asked to:

- Discuss the main advocacy issues for ZANEC
- Should these issues be communicated to stakeholders?
- Come up with an advocacy statement.

ZANEC's Mission Statement: 'Promoting quality education for all by 2015'.

Group Responses – Advocacy statements

- Promoting quality Education for All (UPE)
- Quality education for human development (Life skills)
- ZANEC'S stand is for policies that support EFA goals (ECCED)
- Quality education a tool for development (Adult literacy)

Presentation 8: Communication Toolkit for policy impact

Naved gave a presentation on RAPID's Communication Toolkit highlighting the factors that CSOs need to consider when they want to communicate their issues. Various types of tools were discussed, including the following:

- **Planning tool: Stakeholder analysis** – Stakeholders can have a powerful bearing on the outcomes of political policy. This tool involves clarifying the policy change objective, identifying all stakeholders associated with this objective and developing a strategy to engage with the different stakeholders according to their interest and power.
- **Packaging tool: Story telling** – Good stories need to include a human interest element and should be told from the point of view of someone who is directly involved. Springboard stories catalyse changes, capture attention and stimulate imagination. CSOs can use this tool to create a policy impact when communicating their issues.
- **Packaging tool: Persuasion** – CSOs should manage human need emotions separately from the practical problem. Highlight the human need to feel heard, understood, respected and valued.
- **Targeting tool: Writing effective policy papers** – key issues are problem oriented, targeted, multidisciplinary, applied, clear and jargon free. The policy paper should provide a solution to a policy problem. Structural elements of a paper include problem description, policy options and a conclusion.
- **Targeting tool: Lobbying** – CSOs should be positive in their approach and be an authority on the subject. Have some facts about the issue when meeting policymakers rather than to say nothing when asked a question. Use the media to lobby and be aware of the agenda and language of the government in power.
- **Monitoring tool: Most significant change** – CSOs need to collect significant stories from the field level. Define the domains of change and the reporting period. It is a way of evaluating change that CSOs have brought in the country and is important because it helps CSOs shape the way they communicate.

At the end of the second day of the Policy Entrepreneurship section of the workshop, participants were asked to evaluate the sessions. Participants felt that the workshop was well organised and rated the overall workshop as excellent to good, with clearly defined and achieved objectives, but felt that the time located (two days) was too short.

Day 4: Understanding the advocacy and policy environment; Mapping the education context; Linking policy and advocacy, 10th November 2005

Day 4 began with a recap of the previous day and participants were asked to highlight the key issues that have been beneficial to them from the workshop so far. The responses included the following:

- An organisation should have an organisation statement which it stands for
- Force field analysis tool will help us to develop a better plan
- Importance of policy analysis tools
- Advocacy/policy to be based on supporting factors
- To come up with a campaign strategy
- Clarification of information – validity, timely, supported by data
- Goals, objectives and missions should be time bound
- Documentation – including significant stories on a programme including both successes and failures
- Issue analysis and clarification is a key step in advocacy / policy communication
- To foster relationships between CSOs and policy makers / politicians as a prime target for policy advocacy
- Sharing information and experiences with external and internal partners enriches strategy
- Clearly identify all possible target audiences before implementation of advocacy strategy
- Need a clear message for specific target audiences

The following activities were agreed upon for the last two days of the workshop:

- Mapping the education context
- Roles, responsibilities and relationship
- Linking policy and advocacy
- Action planning

Presentation 9: Mapping the Education Context in Zambia

In focusing towards the design of an Action Plan for 2006 a presentation on mapping the education context in Zambia was given by CEF Global Coordinator Chike Anyanwu. The presentation was designed to enable participants to understand the education context in Zambia in relation to Education for All (EFA). Key issues raised from the mapping the education context presentation and plenary session included the following points:

- Education Act 1966 is outdated and needs to be reviewed
- EFA has not yet been fully implemented because it is not supported by the current Education Act.
- The 2002 free education policy has not been fully implemented and there is no policy or act of law to support it.
- The cost of free education was not well calculated or fully budgeted for in the national budget.
- Basic schools are not adequately funded.
- How beneficial are Community schools?
- ZANEC needs to deepen its presence at grass root level.
- ZANEC should consider utilising existing NGO in the respective provinces and rotate the secretariat on yearly basis.

ZANEC's role and responsibilities were also discussed – participants responses varied from a monitoring watchdog, to research and advocacy to information sharing and networking. In conclusion it was felt that CSOs need to appreciate that the roles, responsibilities and relationships are always changing. Whilst it is the responsibility of government to ensure EFA goals are attained, it is equally the responsibility CSOs to measure that policies are implemented effectively.

Presentation 10: Ten Elements of an Advocacy Campaign

Kenny Simamuna presented the session on the ten elements of advocacy campaigns:

1. Clearly state the problem issue
2. Develop a goal and a set of objectives
3. Identify the target audience to engage
4. Identify other groups who are affected or could be affected through your advocacy campaign (positive or negative)
5. Formulate the advocacy message and identify the media needed to get the message out of the target audience
6. Prepare a plan of action and schedule of activities
7. Identify resource requirements (human, organisational, financial)
8. Enlist support from other key players – other NGOs, the public, government etc
9. Identify monitoring and evaluation criteria and indicators
10. Assess success or failure and determine next steps

The following criteria are points to consider when choosing an issue:

- Will the issue be widely felt (by many people)?
- Will the issue be deeply felt (are people angry, frustrated etc)?
- Will the issue result in real improvement in people's lives?
- Will the issue provide opportunities for people to learn about and be involved in politics?
- Will the issue give people a sense of their own power?
- Will the issue challenge the relationship of power?
- Will the issue be winnable?
- Will the issue raise awareness about politics and power?
- Will the issue help build alliances with other groups and NGOs?
- Will the issue have a clear time frame that advantages the NGOs?
- Will the issue link local concerns with broader issues?
- Will the issue build grass-roots leadership?
- Will the issue strengthen NGO links and accountability to the grass-roots?
- Will the issue be consistent with the NGO's values and vision?
- Will the issue provide an opportunity to promote people's rights and challenge stereotypes (e.g. of women, the poor etc.)?

Group work session

A group work session on linking policy and advocacy followed the presentation. Participants were asked to identify four issues on which to develop their advocacy work and within those issues identify points of advocacy for Global Work of Action (GWA) 2006.

Responses from the groups are detailed below.

| Thematic group | Issues | Point of advocacy for GWA 2006 |
|--|--|--|
| Universal Primary Education (UPE) | <ul style="list-style-type: none"> Lack of teachers Outdated Education Act 1966 Lack infrastructure (class rooms and accommodation for teachers) Lack of teaching and learning materials | <ul style="list-style-type: none"> Recruitment and retention of teachers |
| Adult Education / Literacy | <ul style="list-style-type: none"> Lack of adult education policy and review of education act Lack of infrastructure Lack of appreciation of vital link to adult education of achievement of EFA Adult literacy and adult education to be integrated into one policy under one Ministry Training of adult literacy facilitators | <ul style="list-style-type: none"> Every Adult learner needs a quality facilitator |
| Early Childhood Care Education (ECCED) | <ul style="list-style-type: none"> Lack of a clear and integrated ECCED policy Limited government run ECCED centres Lack of trained care givers | <ul style="list-style-type: none"> Policy implementation must go hand in hand with the provision of quality caregivers. |

Comments from the facilitator following this group discussions pointed out that most of the issues raised were policy actions and that the groups needed to agree on one issue only.

Agreed thematic issues for GWA 2006

| Thematic group | Issues | Point of advocacy for GWA 2006 |
|--|---|---|
| Universal Primary Education (UPE) | <ul style="list-style-type: none"> Lack of supportive environment for free basic Education policy | <ul style="list-style-type: none"> More teacher and capacity to retain them |
| Adult Education / Literacy | <ul style="list-style-type: none"> Non existence of supportive policy to adult education Outdated and inadequate Education Act/ | <ul style="list-style-type: none"> Every Adult learner needs a quality facilitator |
| Early Childhood Care Education (ECCED) | <ul style="list-style-type: none"> Lack of a clear and integrated ECCED policy. | <ul style="list-style-type: none"> Provision of quality ECCED providers |

At the end of the session participants agreed on the Global Work of Action (GWA) theme as 'Every child needs a quality teacher'.

Day 5: Action Planning, 11th November 2005

The final session of the workshop aimed towards developing an action plan for ZANEC. Participants were asked to decide on a policy issue, a theme or statement that addresses common issues from all thematic groups. The structure of action plan was outlined as follows:

- **Preamble:** (state the main issue for each thematic group)
- **Goal:** develop a goal based on the issues identified, this should be a simple statement to represent the issues
- **Policy action:** state the action that ZANEC and its members will undertake to address the issues raised e.g influence government to put in place an integrated ECCED policy
- **Barrier to policy action:** factors which are likely to affect the achievements of the policy actions. Could use the force field analysis tool
- **Objectives:** Set objectives for each policy action and should be time bound (SMART)
- **Advocacy activities:** these should led to the achievement of the set objectives

Participants were asked to suggest the goal for ZANEC advocacy and responses included the following suggestions:

- Inclusive policy
- An education policy reflective of EFA goals operating in an environment that promotes its implementation
- To have an inclusive education policy that is effectively implemented to achieve EFA goals in Zambia

- To have a comprehensive education policy that provides conducive environment going beyond achievement EFA
- Provision of education to subscribe to EFA
- Provision of education policy that guides achievement of EFA and meets national needs

The agreed goal was comprehensive, inclusive education for all, effectively implemented by 2007. Then the thematically grouped participants were asked to decide on policy actions that will led to the achievement of the agreed goal. Responses from the groups are outlined below:

ECCED:

- CSOs take a lead in sensitising the community and other stakeholders to the importance of ECCED
- To influence government in place ECCED infrastructure especially in rural areas
- To influence government to provide trained ECCED providers
- CSOs to improve networking among ECCED stakeholders in information sharing
- To lobby government for an integrated ECCED policy

Universal Primary Education:

- Lobby for revision of the 1966 Education Act
- Influence government to train and recruit more teachers to meet the current demand of enrolment rates
- Lobby government build and rehabilitate more schools
- Lobby government and DEBs for better provision of teaching and learning materials/aids
- Lobby government to review the curriculum

Adult Education:

- Promotion of training adult education facilitators
- Advocate for quality standards in training of adult education facilitators
- Raising awareness and appreciation of the link between adult education and achievement of EFA
- Lobby government to provide and improve infrastructure conducive to adult learners
- Agitate and input into the process of adult education / literacy policy formulation

Life Skills:

- Incorporation life skills in the curriculum
- Government to establish technical school in all districts
- Lobby government to increase number of technical colleges for teacher education
- Influence the opening of skills centres in the community which should be supported by Government to cater for vulnerable kids

During the plenary discussions and comments session the following next steps were agreed:

- ZANEC secretariat to complete the action plan by end of November 2005
- From the various policy actions raised by the thematic groups, ZANEC secretariat should prioritise and get them included as policy actions in the final action plan for 2006
- Thematic / individual member organisations to develop similar plans for their respective groups

The workshop was drawn to an end with closing remarks thanking all those involved over the five days.

Evaluation Results on Policy Entrepreneurship Sessions

What are the two most helpful things to individual organizations?

| | |
|---|--|
| <p>1. ADVOCACY</p> <ul style="list-style-type: none"> • Use of advocacy tools-concepts • Systematic advocacy campaign to make impact • Advocacy strategies • Advocacy rules, process of advocacy • Using quality/valid data for advocacy • Speak with one voice • Advocacy roles,-be focused and smart • How to develop communication/advocacy strategy | <p>2. POLICY</p> <ul style="list-style-type: none"> • How policy makers can be helped • Policy mapping • The use of tools in Policy analysis various frame work • Application of force field analysis • Policy analysis procedures • Policy toolkit • Policy evaluation |
| <p>3. NETWORKING Skills for networking</p> | |

Ratings on aspects of the workshop

| | EXCELLENT | GOOD | FAIR | POOR | V/ POOR |
|--|-----------|------|------|------|---------|
| Workshop objectives defined and achieved | 11 | 7 | | | 1 |
| Concepts explained clearly | 10 | 8 | 2 | | |
| Time allocated for workshop seminar | 1 | 8 | 8 | 2 | |
| Relevance to my work | 14 | 6 | | | |
| Workshop was well organized | 9 | 7 | 4 | | |
| Overall quality of workshop/seminar | 4 | 15 | | | |

Overall workshop's quality and value

- Valuable and well organized
- Fruitful workshop
- High quality and of value

Additional comments or suggestions

- More time – probably increase to 3 to 5days
- More group work and planning sessions for more opportunities to learn
- Concepts need to be discussed in more detail
- Make the workshop residential to all participants
- Invitation should be extended to at least two persons per organisation instead of one.
- Organise such workshops once a year as ZANEC is still in its infancy

Follow up support that would be most useful to your organisation

- ZANEC secretariat should make follow-up visits to member organisations
- Monitoring and evaluation of policy work
- Policy change
- More advocacy work / materials
- Organise quarterly meetings to review progress
- Documentation on policy and advocacy
- Networking relationships should be encouraged

- Campaign materials
- More funding for capacity building programmes

20% of the participants felt that policy makers do not use research-based evidence in policymaking whilst over 60% of the participants felt CSOs use research based evidence to inform their work.

| | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| a) Policy makers use research-based evidence to be important in policymaking. | 4 | 3 | 2 | 5 | 3 | 3 |
| b) CSOs contribute to policy making? | 2 | | 1 | 6 | 5 | 6 |
| c) CSOs use research-based evidence to inform their work? | 2 | | 3 | 6 | 3 | 6 |

All participants would like to join the RAPID mailing list and provided their email addresses.

Participants List

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