

ANCEFA EA Sub-Region

Capacity Building and Development for Education Networks

Matrix



**NGO Health
Warning!!!**

**It is impossible to be comprehensive and cover every point
to everyone's satisfaction.**

If what is here is useful to you, use it freely! If you find errors, omissions, better contact people and organisations, or you have any suggestions about how to make this document better, please note them down and share them within your network.

For now, please copy any additions / alterations to **brandondyer@eoltz.com**;
fenu@africaonline.co.ug and **ugasoc@africaonline.co.ug**

That way we can keep this a living document which can continue to help to meet capacity building needs for networks in different places.

Capacity Building and Development for Education Networks

Matrix

This template is designed to help organisations working in the education begin thinking about how they could use networks for advocacy work, to help improve the education problems they see.

The idea for this template originated in the ANCEFA East Africa Sub-Region workshop in Dar es Salaam in August 2003. It was agreed that that the key questions new networks need help are these:

1. WHAT is the overall NEED? (and Who has the need: the Secretariat? Management Board/ Steering Committee? Membership of network?)
2. HOW can this help the coalition or network?
3. WHO and WHAT is available to help meet this need?
4. WHICH strategy would be the best to meet the needs in a particular situation?
Contact people from column 3 would be able to discuss and advise.

It was suggested that the answer to question 4 depends on the specific context you are working in. Any of the following might be useful:

- Training workshop/s / short courses
- Mentoring
- Exchange visit/s
- Information exchange, and sharing experiences with existing networks
- Accessing relevant books, reports, websites etc and reading.
- *NB don't forget what you can do yourself, by being self-reliant and learning by doing.* There is a hint about how to do this at the very end of the table.

People and organisations who are listed below in answer to question 3, would be able to help you decide which strategy is best for you at the present time.

A short note on terminology:

TRAINING - handing over specific set of skills and/or information. Orientation to a new way of doing something. It implies there is a right and a wrong way. It is generally a closed kind of approach, but it is good for things like learning to get the best use out of your computer for information sharing

CAPACITY BUILDING - is a more open approach. It is like climbing up a ladder – it is help to get onto a higher level where you can do more. With capacity building your ability to do specific tasks improves. It is good for record keeping, techniques of information sharing, understanding specific technical points like budget tracking, for example.

CAPACITY DEVELOPMENT – this is the most open approach, and is linked to problem solving approaches, empowerment, and strengthening accountability. It helps in promoting motivation, energy and commitment, as well as the technical side of things which are improved with training and capacity building.

Point of Information:

You will find reference in the table below to the **Dakar Goals**. These refer to the six goals agreed at the **World Education Forum** held in Dakar in 2000 and are also referred to as the **EFA goals**. They are summarised below. UNESCO is the UN agency meant to be following up at national level, particularly in terms of promoting '**National EFA plans**'.

1. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
3. ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
4. achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

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<p>What is the overall NEED?</p> <p>Who has the need:</p> <ul style="list-style-type: none"> • the Secretariat? • Management Board/ Steering Committee? • Membership of network? 	<p>HOW can this help the coalition or network?</p>	<p>WHO and WHAT is available to help meet this need?</p>
<p>1. Generic Skills – Common to all networks</p>		
<p>1.1 Coalition Building and Networking</p> <ul style="list-style-type: none"> • Being clear about why you are networking • Mapping who is doing what and where • Alliance / Coalition building • Identity Building 	<p>Networks are usually focussed on keeping in touch, building capacity and unity, avoiding duplication, sharing experiences; alliances and coalitions are more focussed on achieving change in a particular area.</p> <p>It helps to know who is doing what work in education and hence who might be interested in networking or a coalition on an issue. Sometimes it's called 'doing an audit of CSO activity'</p> <p>When can it help to join with other organisations that you don't agree with on every point, but you share common ground on a particular point? What are the experiences of working in this way?</p> <p>What do you need to do, to ensure that when other stakeholders think of education, or an education issue, they think of your network? See also strategic planning and media.</p>	

<p>1.2 Influencing Policy and Practice: Advocacy, Lobbying and Campaigning:</p> <ul style="list-style-type: none"> • Definitions of Advocacy, Lobbying and Campaigning: what can they contribute? • Positioning and priority setting; • Developing a mandate; • Representation • Strategies and tactics for A, L & C • Policy dialogue 	<p>These are different approaches to influencing policy and practice – targeting the political level with mass support or targeting the technical level – trying to cooperate with key decision makers, to make change happen.</p> <p>A campaign is a more systematic way of linking the activities of a range of stakeholders to make a measurable impact within a short time. Advocacy is speaking with an on behalf of a cause to influence policy and practice more generally.</p> <p>First of all you have to be clear:</p> <ul style="list-style-type: none"> • what the issue is, • what your priorities are and • what your message is. <p>Forums are increasingly opening up for NGO participation, but participation is not an end in itself, it is means to achieving particular action. Research can help clarify the issue/priorities and message. Participatory and action research (see below) can help you develop a mandate to voice the concerns of people in grassroots communities</p> <p>Who will carry your message most effectively? Think carefully about who represents the coalition /network in meetings. Do you have the authority do you speak ‘on behalf of the marginalized?’</p> <p>There is a huge variety depending on different circumstances: taking advantage of donor conditionality for CSO participation; Mapping of individuals and stakeholders that need to be persuaded, and the influences on them; use of mass media (see media strategy); using events such as Day of African Child or Global Week of Action as ‘hooks’ to get message across</p> <p>One of the means of influencing policy and practice is to be involved in the formulation and/or review of a policy in a way which enables those who cannot normally participate to be involved. This can involve simplifying policy documents to make them accessible to marginalized group and establishing meetings and forums where policy makers and implementers sit with those who are meant to be the targets or the beneficiaries of the policy. See also information management</p>	
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<p>1.3 Research and Analysis</p> <ul style="list-style-type: none"> • Quantitative research; Qualitative research; data analysis • Participatory research and social mobilisation • Sampling • Policy review / analysis • Developing alternative policy options • See also Monitoring and Evaluation 	<p>Your message for advocacy must be clear and based on sound analysis of the issue, usually backed by research.</p> <p>This is based on surveys to capture numbers and proportions of people facing a particular issue. It can be combined with qualitative research which prioritises understanding how the research group experiences an issue. Conventional research has ‘<i>respondents</i>’ in the field who answer questionnaires, which are then analysed by experts elsewhere.</p> <p>Participatory research involves people at grassroots level as <i>participants</i> in data gathering, analysis and deciding on follow up action. Different techniques include: Participatory Rural Appraisal, Participatory Poverty Assessment, Action Research, Appreciative Enquiry and so on. Often this work is used at community level to decide on community level action such as building a classroom. It can also link with policy research to understand better the impact of a particular policy. It can be part of the process of people mobilising at local level to address a policy issue which concerns them. Using ‘Citizen Report Cards’ and ‘Community Report Cards’ are an example of this way of working. Participatory Research links very strongly with advocacy, campaigning and issues of developing a mandate and representation, for which see above.</p> <p>Time and resources usually mean you cannot cover everyone in your research. You have to make choices, but how you make them is critical – or your research risks being rejected for not being typical. There are different kinds of sampling such as random, purposive and so on.</p> <p>You need to be sure what you are wanting to review or analyse: the policy document? Its implementation? Its impact? Research can clarify the last two. Once you are familiar with the needs and priorities of a particular target group (such as disabled children, pastoralist communities, AIDS orphans, women etc) you can also examine a policy document for what it says (or fails to say) about how their needs will be met.</p> <p>This can be a good advocacy tool for showing policy makers a better alternative to their ideas. Instead of complaining this can be a positive statement of what you do want and what you think would meet needs.</p>	
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<p>1.4Funding and fundraising; institutional development;</p> <ul style="list-style-type: none"> • Balance between voluntarism and professionalism • Knowing likely donors • Costing and budgeting • Proposal writing skills • Reporting to donors • Maintaining relations with donors • Local funding and reducing donor dependance 	<p>How to keep the spirit of voluntarism which usually gets a network going? Resources are necessary, but it is usually a problem if that is the reason for networking. Not all district networks need high level professional staff in eg policy analysis, so long as through the national network they can access these skills when they need them.</p> <p>Some donors advertise what they will support and invite applications – see opposite</p> <p>Other organisations such as international NGOs like to work with ‘partners’ who share common concerns and ways of working. Far more small NGOs are wanting to be partners than there are larger organisations able to support them. Networking is a good way to get to know who these organisations are. They usually want to see credible work at grassroots level as they don’t want to work with briefcase NGOs</p> <p>These need to be realistic. You need a track record with using donor funds. Start with a small activity that you can do well and build upwards. Few donors will support core costs / overheads, at least to start off with. They need to be confident that you can do good work, and then they might consider it.</p> <p>First identify your priorities and develop your strategy and action plan. Then get to know the donor’s requirements. It doesn’t usually work well to know what a donor will fund and try to fit an activity to it. It goes back to developing a mandate at grassroots level for what you do.</p> <p>Know their requirements of what is needed and when. Think of what they already know, and what they need to know. For example, it is not just enough to prove you spent money the way you said you would – the donor wants to know has it made a difference? Check the section on monitoring – inputs, processes, outputs and outcomes.</p> <p>Keep in systematic contact with your donors even outside the formal reports. Sometimes the donor will also be seeking to influence policy and practice working from a different direction, so it helps to know each other’s perspectives.</p> <p>It is not sustainable always to be thinking in terms of outside funding from donors. Think through other alternatives: private sector support (do you have common concerns with the private sector over a particular issue); selling goods (eg t-shirts, posters etc) or services (eg photocopying); membership contributions.</p>	
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<p>1.5 Communication and Information Management</p> <ul style="list-style-type: none"> • Report writing; Writing up research for advocacy purposes • Accessing and Packaging information; Translation and Simplification of documents; Information, Education, Communication (IEC); Dissemination and feedback • Commissioning print work • Information Sharing and Use of ICT • Public relations / Media Strategy 	<p>As with L&A more generally you need to keep in mind who is your audience, what do they know already, and what do they need to know? This will lead you into your style of writing. Research methodologies need to be strong enough to stand up to examination by experts, but you are not usually writing to convince academics – more important is making sure the voices of the poor and marginalized are heard in government.</p> <p>Not all KiSwahili is easily understood. It is often too expensive to translate a whole long document; it might be better to simplify and make it accessible. A loop needs to be established with not only disseminating information outwards and downwards, but systematically collecting and using feedback .</p> <p>You need to be sure that the images you use promote a positive view of the people you are portraying, and won't anger some of the people you need to influence. There is a lot of skill to designing the layout of booklets, posters and so on. It is a good idea to take some advice from organisations with a strong track record in this field.</p> <p>Sharing information electronically is an immense help to networks, but it has to be used carefully:</p> <ul style="list-style-type: none"> • How many network members have access to ICT? If they don't what is the next most efficient way of keeping in touch? • If they use a yahoo or hotmail address, keep down the size of attachments. Send a short summarised version and invite people to contact you if they need the full one. • Not all information you receive needs to be shared to everyone in the network. Be sensitive to who the information was generated for, and whether circulating will help achieve the overall aims and objectives of the network or advocacy activity. <p>What exactly is the message that you are wanting to publicise? Who is your target audience? How do you ensure that newspapers, TV and Radio give your coalition the support it needs? How can you work in alliance with the media? A media strategy can help with this – focussing on identifying key media people and publications, and getting messages out</p>	<p>For all of this section refer to: 'Dialogue for Change: Popularising Policy and Influencing Change through Action research, Advocacy and Creative Communication: available from www. hakikazi.org</p>
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<p>1.6 Planning and Strategy Development</p> <ul style="list-style-type: none"> • Prioritisation • Agenda setting • Development of Action Plans 	<p>See also 1.2 above. What is it that you want to change most? Is it the root cause of the problem you are seeing or addressing a symptom? What is realistic to think you might be able to achieve?</p> <p>You need a balance between being reactive and being proactive. Being reactive means taking advantage of opportunities that arise and using them to raise your concerns, (for example taking part in ‘consultative meetings’ set up to hear about civil society concerns). Being proactive means setting the agenda yourself, for example, by carrying out research, and sharing findings with government and the media.</p> <p>Develop an action plan of what is to be achieved by when. It can help to include a timeline with key dates (such as full council meetings, donor visits, National Days etc etc which can form useful parts of your advocacy work. Action Plans need to state who is to do what, by when, with what resources, and what indicators are going to be used to monitor and evaluate.</p>	
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<p>1.7 Monitoring and Evaluation</p> <ul style="list-style-type: none"> • What needs monitoring? • Why monitor and evaluate? • Indicators • A monitoring and evaluation plan 	<p>Everything! Both the internal matters of the efficiency and the effectiveness of the network, and the external matters of whether your advocacy aims are being achieved. There is also the monitoring of government policy and spending – this is covered below under education specific concerns.</p> <p>There are lots of reasons for monitoring: Follow up: Ufuatiliaji, Care – Uangalizi; Supervision – Usimamizi; Control - Udhibiti: Inspection - Ukaguzi You need to be clear about when and why are you using each of these? And how?</p> <p>Similarly for evaluation: Tathimini; Maoni; Ushauri; to plan better; to analyse problems; to measure goals; to make decisions</p> <p>These are the evidence you will collect to show whether you are achieving what you set out to do. What you choose is very important, because someone working at grassroots level sees things differently from someone working at national level. So, it is also important who is involved in choosing the indicators.</p> <p>Usually you need indicators which cover the following areas: Inputs: The resources you will be using – often staff time, transport, communications etc. Process: Things that show that activities are taking place eg meetings held, publications produced etc Outputs: The results of your activities. Outcomes: The impact you expect to achieve from each of your outputs</p> <p>Indicators for advocacy work are more difficult than for programme work as you cannot just show eg X classrooms built. You can monitor things like media coverage of the issue – is a subject that was ‘hidden’ now being openly discussed? Are other stakeholders giving you credit for raising the issue?</p> <p>This needs to be set up at the start of the process. It is good to have a baseline to show what the situation was like when you started, and then you measure improvements against this. Research taking place at the beginning of a project or a piece of advocacy work can be the baseline. Then you need to work with your key stakeholders to agree indicators you will collect to assess progress. These indicators can be both quantitative and qualitative – see above under research. You also need to agree who will collect what data, and when.</p>	
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2.SPECIFIC EDUCATION RELATED SKILLS

NB the field of education is huge, and the range of areas and specialisms far beyond what can be summarised here. This is partly one of the challenges of engaging in policy and advocacy work - as opposed to doing service delivery projects. There is a need to prioritise. How you prioritise takes you back to points noted above - considering your research evidence, developing a mandate from grassroots level, alliance building, and developing a strategic plan of how the network/coalition will proceed.

2.1 Education Financing (ANCEFA and TEN/MET)

- Understanding budget processes
- Public Expenditure Management, Public Expenditure Reviews etc

- Budget Analysis

- Budget Tracking

- Understanding international finance institutions

- Fast Track Initiative

Understanding budgets and how money is allocated, disbursed, and accounted for can be seen as the understanding the ‘missing link’ between good policy statements and poor implementation on the ground.

Understanding how the budget cycle works and how public expenditure reviews fit in can ensure you know what opportunities there are to try and influence the budget to try and ensure that good policy commitments are properly funded.

There are lots of ways of analysing the budget – for example to see whether overall spending in education is going up or down, and within that the share to primary education. It is also possible to analyse what share is going to meet the needs of particular vulnerable groups.

Budget tracking is following a particular item of expenditure (such as money for textbooks) from the national level down to the school level to see if it is really arriving where it is meant to go and if it is being spent in the right way. As with monitoring described above, it is possible to track inputs (usually cash), outputs (what is bought with the cash – eg books) and outcomes (whether buying those books is contributing to a better quantity and quality of education, and hence in the end to poverty eradication).

This means understanding how institutions like the World Bank and the International Monetary Fund influence education in a country, partly through loan conditionalities, and partly through their assessment of what is an appropriate level for debt repayments, exchange rates, economic growth, taxation and so on. To do advocacy work at national and international level, it is also necessary to understand the connections between the IMF, WB, and UN agencies (such as Unicef and UNESCO) and bilateral agencies (development agencies such as Dfid, CIDA, JICA from wealthier nations) and how they work.

This was one particular initiative to try and support the Dakar commitment to finance countries with good plans to achieve education for all.

<p>2.2 CSO participation in key policy making forums (ANCEFA and TEN/MET)</p> <ul style="list-style-type: none"> Knowledge of forums at local, national and international levels. Knowledge of linkage between education focussed forums and broader policy eradication forums 	<p>Africa Network Campaign On Education For All (ANCEFA) exists to promote, enable and build capacity of African civil society to advocate and campaign for access to free quality education for all. This will be achieved by building networks and coalitions of civil society in order to share information and learning, mobilize public opinion, address pertinent issues of concern, influence policy, and build sustainable partnerships in Africa and beyond.</p> <p>Global Campaign for Education (GCE) believes that free, quality basic education not only an essential right, but an achievable goal. The GCE demands that the international community and governments of the South take immediate action to implement the education for all goals and strategies agreed by 185 world governments at Dakar. ANCEFA is on the Board of GCE.</p> <p>MINEDAF (Ministers of Education in Africa meets every 2 years); African Union (AU); CCNGOs (Collective Consultation of NGOs through UNESCO); FAPED (Forum for Parliamentarians – also under UNESCO, but has contact points in each country)</p> <p>At national level, TEN/MET engages with government and donors through the structures of the Basic Education Development Committee, with working groups on Resource Allocation, Enrolment Expansion, Quality Improvement, Institutional Arrangements and Cross Cutting issues (Environment, HIV/AIDS, Gender) . TEN/MET can give advice about who the representatives are.</p> <p>Debt Relief money obtained through the HIPC2 initiative, focuses spending on priority social sectors including education. Structures are set up for Poverty Monitoring under the Vice-President’s Office, with NGO representation in the different working groups. Annex 1 gives information about what these are. NGO Policy Forum can give advice on who the representatives are in the different working groups. Changes in education can be monitored as part of broader initiatives to monitor poverty eradication policies covering more than one sector. The principles of the monitoring (deciding what to monitor, how, using which indicators, and with what resources etc) are the same as in 1.7 above.</p>	<p>The following organisations</p>
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<ul style="list-style-type: none"> • (TEN/MET) Promoting good governance at school /community level through school committee capacity development (SCCD) 	<p>Communication about policy and entitlements; A sense of Ownership and Accountability; good Community Mobilisation and Facilitation; Motivation of SC members; Collaboration with different stakeholders NGO and Government; Financial Management/Control; Gender Mainstreaming; Resource Mobilisation; awareness of HIV/AIDS; how to make Children’s Participation meaningful; Promotion of School Environment and Maintenance; use of Guidance and Counselling in schools</p>	
<p>2.3 Quality Education (ANCEFA)</p> <ul style="list-style-type: none"> • Curriculum • Quality education and poverty /vulnerability eradication • Teaching learning materials • Teaching learning methodologies • Nutrition and health • Early Years Education • (TEN/MET) Role of school committees in promoting quality education 	<p>What education content would meet the needs of the marginalized and ensure that they prioritised sending their children to school? How should it be assessed and examined?</p> <p>Role of education in this eg through relevance of schooling to life after school</p> <p>What kinds of teaching learning materials would best support this?</p> <p>Active learning methodologies (also known as participatory learning, child centred learning and other terms) can help children learn more effectively than traditional top down teacher centred methods.</p> <p>Without adequate nutrition and health amongst the pupils, even the most talented teacher cannot succeed.</p> <p>First of the education for all goals established at Dakar in 2000. Importance of early learning as part of cross sectoral approaches eg covering health, nutrition etc not just early learning</p> <p>Often school committees do not take on issues of quality and meeting the needs of the marginalized. They focus on school level resource management – the use of the capitation and development grants.</p>	

<p>2.4 Inclusive Education (ANCEFA)</p> <ul style="list-style-type: none"> • School environment / Access • Learning materials • Teacher training • Traumatized children; street children • (TEN/MET) Role of school committees in ensuring the needs of marginalized children are met 	<p>All the components of quality – listed above, also have a dimension for those at present excluded from mainstream education.</p> <p>Access – overall distance to school and to mobility within the school eg steps</p> <p>Making materials appropriate to those with special learning needs. Needs are sometimes obvious for blind, deaf etc, but also need consideration for slow learners with specific difficulties</p> <p>Need to heighten awareness of identifying and meeting needs in mainstream schools</p> <p>Needs may not be physically obvious, but can be a severe obstacle to learning. See especially education for children in difficult circumstances, refugee camps etc.</p>	
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<p>3. SPECIFIC SKILLS FOR CROSS CUTTING ISSUES – All activities of the networks need to take these concerns into account:</p> <p>3.1 Meeting the needs of the disabled (see also inclusive education under 2.4)</p> <p>3.2 Promoting Gender Equity</p> <p>3.3 Meeting needs of mobile and semi-mobile populations eg pastoralists</p> <p>3.4 HIV/AIDS and Education</p> <p>3.5 Environment and Education</p> <p>3.6 Local Government Reform</p>	<p>Connection between meeting needs of people living with disabilities and poverty eradication –</p> <p>Goal set at Dakar was elimination of gender differences in education by 2005. Issues of access, attendance, completion, achievement, progression to next level of education, and processes of education. All aspects of quality education above, also have a gender dimension</p> <p>Issues of access (particularly distance to school and facilities at school eg water and school feeding), attendance, completion; relevance of curriculum to life outside school</p> <p>Both the impact of the pandemic on education (eg effect on teaching force and challenge of support to AIDS orphans in school) AND role of education in promoting awareness and behaviour change to reduce spread of virus</p> <p>Both promoting a conducive learning environment in schools, and the role of education in promoting sound environmental practices, through eg Education for Self Reliance.</p> <p>District Education Boards – see above under local forums for NGO participation.</p>	<p>National and regional networks dealing with issues of gender, disability, HIV/AIDS can be very strong partners here. see Tz PPA</p>
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TWO SHORT EXAMPLES WHICH TEACH THE IMPORTANCE OF READING, SELF-RELIANCE AND LEARNING BY DOING:

1. Why read?

Once upon a time there was a young woman who was preparing to get married. All the arrangements were made, and all the guests arrived. Many brought gifts for the newly married couple. The father wrote a cheque and put it in between the pages of her Bible. After a few months the woman began to feel rather upset; she was a bit short of money and she felt that her father did not care for her any more. After all, he did not even provide a contribution at the wedding. She phoned him to complain. 'Don't you ever read your Bible?' her father asked. 'Yes of course' she replied. 'Then I think you should look very carefully at the book of, chapter' Sure enough when she did so she found what she was looking for.

Lesson of the story: Read, read and read again. There are many useful things you can find by reading, and many things you will lose by not reading, especially if you just think you know it already.

...with thanks to Sauli Peter, KIFUMWA Garden, Mwange and KEN/MEKi, Tanzania.

2. Finally, an example of how to promote self-reliance and reflection on actions taken: keep an ‘advocacy log’ and ‘learn by doing’....

Issue	What action will I take?	What actually happened?	What conclusion can I draw?
EXAMPLE 1:			
District Education Officer slow to involve district education network in plans for District Education Board	Phone her to ask for more participation	District Education Officer’s secretary said she was too busy to speak to me	Phone call not the best way to approach District Education Officer at the moment – need to make a personal visit.
EXAMPLE 2			
District Education Officer fails to invite NGO network to a meeting although he had said he thought NGO involvement was vital to improving education in the district at our last meeting	Call on DEO	District Education Officer said that the invitations had been arranged by someone else.	Write down and send a copy of all notes of meetings to the District Education Officer to try and avoid confusion over what has been agreed in the past.