

Module 11: Advocacy and Policy

 **Time: 3 hours**

Learning Objectives

At the end of this session participants will be able to:

1. Understand and be able to define what is advocacy, why it is important for education in emergencies, and who should be targeted.
2. Understand the importance of including education in emergencies as a component of national education policies and planning processes, and how to effectively do this.
3. Begin the process of developing context specific advocacy messages and a context specific action plan for change in education policy

Key Messages and Learning Points

- In order to sustainably mainstream education in emergencies concerns into ongoing education planning and policies it is critical to advocate for it and ensure inclusion in a country's education policy
- Advocating for an integration of education in emergencies into national education policies takes time. Conducting the exercises in this module alone will not mean that you see policy changes. It is important to continue advocacy and continue pushing for change in education policies.
- Advocacy can be done verbally or through written materials (i.e. advocacy brief, concept notes, presentations, proposals and articles).
- Targets for advocacy can include government officials (including the Ministry of Education), colleagues from other sectors, donors, the public, and the media.
- The INEE Minimum Standards provides guidance and key actions to consider when advocating for, developing and strengthening Education Policy.
- The Education cluster or Education in Emergencies working group provides an important structure for agreeing on priorities for advocacy and key advocacy points.

Session Outline

Content	Approx. Time	Instructional Activity
1. Introduction to the Session	5 minutes	Presentation
2. Introduction to Advocacy	25 minutes	Presentation
3. Developing Advocacy Messages	60 minutes	Exercise
4. Education Policy Gaps and Opportunities	90 minutes	Exercise
Total Time	3 hours	

Note to Facilitator: The module includes both advocacy and policy. Based on what you want participants to learn, you can do all or a few parts of this module. This module totals 3 hours and that can be reduced or increased based on how much time you want to devote to these issues. You can also do the sessions in the module at different days. Before doing this module, it is important that all participants are familiar with key education in emergencies concepts.

Preparation, Resources and Support Materials

Resources / Materials needed:

- Handout 11.1: Checklist for Education Policy
- Flipcharts, markers

Preparation for this session:

- Review Session slide presentation
- Copies of Handouts 11.1, one per participant

Additional Resources:

- 11.2 Pakistan Floods Advocacy Brief, August 2010
- 11.3 Bangladesh Case Study
- 11.4 Nepal Case Study

Toolkit:

- For local adaptation

Supplementary Material:

- None

1. Introduction to the Session

5 minutes

Objectives

- Understand what is advocacy, why it is important for education in emergencies, and who should be targeted.
- Understand the importance of changing national education policy for education in emergencies and how this can be done.
- Begin the process of developing context specific advocacy messages and a context specific action plan for change in education policy.

1. Ask participants the following questions (to set the stage and see how much experience the participants have):
 - Who has experiences with carrying out advocacy?
 - What was the purpose? To achieve what outcome?
 - How did you convey your message? (speech, press release, radio interview).
2. In order to see the prioritisation of education in emergencies in a country, it is important that it be included in national education policies – within policy plans, budgets and contingency plans.

This module goes through how to advocate for education in emergencies and how to start a process for incorporating key elements or strengthening existing ones in a country's education policy. Both of these processes take time. Advocating once or conducting the exercise provided in this module will not change anything. It is important to continue advocacy and continue pushing for change in education policy.

3. Read the objectives of the module

2. Introduction to Advocacy

25 minutes

Advocacy

What is advocacy?

Why is it important?

How to do it?



OVER AND EDUCATION COURSE

What is advocacy?

- Speaking up for your rights or the rights of others
- Ensuring that important messages are heard
- A process of securing change
- A persuasive argument for a specific outcome
- Collective advocacy is 'campaigning'

OVER AND EDUCATION COURSE

Ways to Advocate

- Verbally when speaking with someone
- Through print materials (i.e. press releases, briefs, concept notes, proposals, articles)
- Advertising through Mass Media

OVER AND EDUCATION COURSE

Advocacy is very targeted



OVER AND EDUCATION COURSE

Who are our targets?

- Ministers
- Donors
- People's representatives
- Political and religious leaders
- Other sectors
- Heads of government departments
- Other humanitarian organisations
- Media
- Military

OVER AND EDUCATION COURSE

1. Advocacy and Public Information

Session covers:

- What is advocacy?
- Why is it important?
- How to do it?

This session is about having the skills to be a good advocate.

2. What is advocacy?

- Speaking up for your rights, or the rights of others
- Ensuring that important messages are heard
- Process of securing change
- Collective advocacy is 'campaigning'
- A persuasive argument for a specific outcome

What do you want your audience to do as a result? It's about creating political will to change; it has a specific purpose. It's really another, different way of saying, communication.

3. Ways to Advocate

- Verbally when speaking with someone
- By writing press releases, concept notes, proposals, articles
- Mass media is also being used as a tool to shape public opinion and bring pressure on advocacy campaigns

(Refer the participants to the example of an advocacy brief on the Pakistan floods contained on their CD)

4. Advocacy is very targeted

- Social mobilisation is activating whole society to change a situation – all civil society together to address a problem. When it is done well, it is very effective.
- Programme communication is e.g. communicating doing on HP...may expand into social mobilization
- Advocacy, however, is communication designed to increase political will

5. Ask the following questions:

- Why would Education key stakeholders need or want political will? For increased impact; better use of resources; policy support; sustainability impact; ease of implementation – create enabling environment in order to create impact..
- There is advocacy required to get people to engage with the education sector and buy in. To get decision makers....
- Advocacy is very targeted, which is why it is in the centre of the target.
- What aspects of Education already have political will?

6. Ask the participants: **Who are our targets?**

After receiving responses, show the slide.

- Government ministries (i.e. Ministry of Education head of education department, minister)
- Donors
- People's representatives

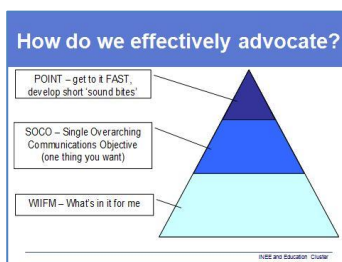
- Political and religious leaders
- Other sectors
- Other humanitarian organisations
- Media
- Military

Different messages will have resonance with different targets. It's about considering 'What's in it for **THEM**?' The best advocacy messages are those that are crafted in such a way that the recipient of the message finds something in it for them. That they can easily and readily see what the advantages will be to **THEM** if they make your suggested changes.



7. Principles of advocacy

- Best interest of the affected population – Keep them in mind!
- Evidence based - statistics, findings, needs assessments, surveys, etc
- Rights-based - can be very powerful. Everyone has a right to education. Education for all, Convention on Right of the Child. 'Life saving and life sustaining.' Rights come with responsibilities. Right to education but responsibility to maintain safe access to education and safety in schools.
- Partner focused - I am advocating on behalf of the Cluster. What do the Cluster and the Cluster partners need out of it?
- Context specific - Does your message take the context into account? Culture? Think of what sensitivities are necessary what works, what doesn't.



8. How do we effectively advocate? (POINT, SOCO, WIIFM)

Relates to communication in general:

- Give example of The Point 'want: schools for children in x country/district'...need a strong intro
- Access the problem 'what is the problem you want them to support?'...need evidence and examples
- What do they get out of supporting you? Their advantage in helping you.

Special media tips

- Everything is on the record – even if they say it isn't
- They often have their own agenda (e.g. human rights issues in your country!)
- Think through possible questions – ask for them before
- Make sure you have the right person dealing with it; right person and right time.

3. Exercise: Developing Advocacy Messages

60 minutes

EXERCISE:
Developing Advocacy Messages

1. Split up into small groups.
2. Reflect on country's situation and
 - Identify 5 things you would like to see changed in your country regarding education in emergencies
 - Select 1 issue, identify target audience, develop a message that will be delivered verbally
3. Each group presents in 3 minutes
4. Other participants critique with \$, \$\$, \$\$\$ and give feedback.

Each group will have 30 minutes to work.

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Note to Facilitator: This exercise has been developed to be completed over 60 minutes. The timing can be reduced or increased depending on how much emphasis and practice you want to give to your participant.

If this is a country level training, you should split the groups based on government, NGOs, UN. If there are lots of people, you may also want to split people up by organisation. If this is a regional training, you should split the participants by country

1. Split up into small groups and give each group flip chart paper and markers.
2. Each group should reflect upon their country's situation and identify 5 things you would like to see strengthened in your country regarding education in emergencies – this means an outcome from the advocacy effort. Some examples include convincing the Ministry of Education to allocate a budget for education in emergency concerns, encouraging donors to finance education in emergencies programming, convincing colleagues from other sectors that education is a life saving and life sustaining sector, encouraging the Ministry of Education to allocate a focal point, promoting the integration of disaster risk reduction into school curriculum etc... Then select 1 of those 5 things, identify the target audience and begin developing a 1-minute verbal message. Each group will have 30 minutes to work.
3. Each group will present the issue, the things they would like to see changed – **the outcome** - and then present their message. Each group will have 3 minutes.
4. Ask the other participants to critique the persuasiveness of the argument on a scale from \$, \$\$, \$\$\$, representing the amount of funding a donor might give in response to the argument. Tell each participant to put \$, \$\$, and \$\$\$ on small cards or pieces of paper. After each presentation ask participants to hold up their \$ signs! Provide an opportunity for feedback and discussion.
5. Conclude the exercise by mentioning that this is the first step in developing target advocacy messages. They should continue to take these ideas and develop them further through additional workshops, meetings etc...

4. Exercise: Education Policy Opportunities and Gaps

90 minutes

Note to Facilitator: This session can be used for a country or regional level training. If this is a country level training, another option would be to do this exercise as one large group brainstorm and discussion. It is very important to have participation from the Ministry of Education. This exercise has been designed for 90 minutes, but can be reduced depending on the time available

1. Begin by asking the participants:

- 1) Has education in emergencies been included in your country's (or countries') national education policies and planning?
- 2) If so, how?

Spend up to **15 minutes** Sharing examples of where education in emergencies has been included in national education policies and planning. Refer the participants to the Bangladesh and Nepal Case Studies stored on their CD.

Bangladesh Case Study

- An Education in Emergencies sub-group established within an already existing Education Coordination mechanism called the Education Local Consultative Group (ELCG)
- Education in Emergencies is now a part of the Sector Wide Approach for Primary Education (SWAp), a national education sector plan

UNICEF Education Cluster

a) Bangladesh

- An Education in Emergencies sub-group established within an already existing Education Coordination mechanism called the Education Local Consultative Group (ELCG). The ELCG is also part of the broader National Local Consultative Group that includes ministers from various sectors, bi-lateral donors, and UN agencies. This sub-group was established before a disaster and was aiming at strengthening preparedness, disaster risk reduction and contingency planning.
- Education in Emergencies is now a part of the Sector Wide Approach for Primary Education (SWAp), a national education sector plan. This has enabled the Education sector to obtain funding from the government and donors for education in emergency work.

Nepal Case Study

- Ministry of Education a co-lead for the Education Cluster along with UNICEF and Save the Children.
- Focal point from MoE for education in emergencies
- Education in Emergencies included in the national education sector plan
- Education in Emergencies recognised nationally and by the various sectors as a priority in emergencies
- Key education questions included in multi-sectoral initial rapid assessment called MIRA

UNICEF Education Cluster

b) Nepal

- Ministry of Education a co-lead for the Education Cluster along with UNICEF and Save the Children.
- The Ministry of Education has appointed a focal point to focus on Education in Emergencies issues.
- Education in Emergencies included in the national education sector plan.
- Education in Emergencies recognised nationally and by the various sectors as a priority in emergencies.
- Key education questions included in multi-sectoral initial rapid assessment called MIRA

Afghanistan Case Study

- The National Education Strategic Plan 2010-2014 includes actions related to education in emergencies, specifically:
 - The use of distance educational programmes (i.e. radio and TV)
 - The appointment of religious scholarly authorities in all provinces to encourage community protection of schools
 - Establishment of "protection and security units" in each province with a coordinator. Focuses on both conflict related emergencies or natural disasters
 - A database for the registration of security incidents in all educational institutions in the country

UNICEF Education Cluster

c) Afghanistan

- The National Education Strategic Plan 2010-2014 includes actions related to education in emergencies, specifically:
- The use of distance educational programmes (i.e. radio and TV)
- The appointment of religious scholarly authorities in all provinces to encourage community protection of schools
- Establishment of "protection and security units" in each province with a coordinator. Focuses on conflict related emergencies & natural disasters
- A database for the registration of security incidents in all educational institutions in the country
- Reinforcement of schools' and MoE provincial offices' perimeters (walls)
- Mainstreaming cross-cutting issues such as human rights, gender equity, counternarcotics etc... in the curriculum
- Use of safety criteria for school construction

Afghanistan Case Study

- The National Education Strategic Plan 2010-2014 includes actions related to education in emergencies, specifically:
 - Reinforcement of schools' and MoE provincial offices' perimeters (walls)
 - Mainstreaming cross-cutting issues such as human rights, gender equity, counternarcotics etc... in the curriculum
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UNICEF Education Cluster

2. Review the INEE Minimum Standards for Education Policy (5 minutes)
 - Provide **Handout 11.1** to all participants.

Education Policy standard 1: Law and Policy formulation: Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

Education Policy standard 2: Planning and Implementation: Education activities take into account international and national policies, laws, standards and plans and the learning needs of affected populations.

EXERCISE: Education Policy Gaps and Opportunities

INEE Minimum Standards for Education Policy

- **Education Policy standard 1: Law and Policy formulation:** Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.
- **Education Policy standard 2: Planning and Implementation:** Education activities take into account international and national policies, laws, standards and plans and the learning needs of affected populations.

INEE and Education: Creative

EXERCISE: Education Policy Gaps and Opportunities

1. Split up into small groups.
1. Use Handout 11.1: Education Policy checklist to see:
 1. Are they meeting the standards in the checklist?
 2. If not, why?
 3. What actions could be taken to meet the standard(s)? Consider which decision makers you will need to target.
3. Groups have 45 minutes. One person in the group should be prepared to present to the larger group.
4. Group Presentation and Plenary discussion

INEE and Education: Creative

3. Exercise: Education Policy Gaps and Opportunities (**45 minutes**)
 - Split the participants into small groups.
 - Ensure each group has the **Handout 11.1: Education Policy Checklist**, flip chart paper and markers. Tell them to use the checklist to guide their reflection and discussion. They should first see if their national education policy is meeting the standard provided in the checklist. If it is not meeting the INEE Minimum Standards, the participants should reflect upon why their education policy is not meeting the standard and brainstorm actions that could be taken to meet the standard. If the participants are not decision makers, they should also make a plan to present this after the meeting to the Ministry of Education decision makers.
 - The groups will have 45 minutes to do this exercise. One person in the group should be prepared to present to the larger group.
4. Group Presentation and Plenary Discussion (**25 minutes**): Each group will briefly present their education policy action plans and other participants will have an opportunity to provide feedback.

Handout 11.1 Education Policy Checklist

Education Policy standard 1: Law and Policy formulation¹

Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

Key actions

- ☐ National education laws, regulations and policies uphold the protected status under international humanitarian and human rights law of education facilities, learners, teachers, and other education personnel.
- ☐ National education laws, regulations and policies respect, protect and fulfil the right to education and ensure continuity of education.
- ☐ Laws, regulations and policies ensure that every education facility rebuilt or replaced is safe.
- ☐ Laws, regulations and policies are based on an analysis of the context that is developed through participatory and inclusive processes.
- ☐ National education policies are supported with action plans, laws and budgets that allow a quick response to emergency situations.
- ☐ Laws, regulations and policies allow schools for refugees to use the curricula and language of the country or area of origin.
- ☐ Laws, regulations and policies allow non-state actors, such as NGOs and UN agencies, to establish education in emergency programmes.

Education Policy standard 2: Planning and Implementation

Education activities take into account international and national policies, laws, standards and plans and the learning needs of affected populations.

Key actions

- ☐ Formal and non-formal education programmes reflect international and national legal frameworks and policies.
- ☐ Planning and implementation of educational activities are integrated with other emergency response sectors.
- ☐ Emergency education programmes are linked to national education plans and strategies and are integrated into longer-term development of the education sector.
- ☐ Education authorities develop and implement national and local education plans that prepare for and respond to future and current emergencies.
- ☐ Financial, technical, material and human resources are sufficient for effective and transparent development of education policy, and for planning and implementation of education programmes.

¹ This content for this checklist is taken from the Standards and Key Actions in the INEE Minimum Standards handbook.

Supplementary Exercises

Exercise - None

0 minutes

Note to facilitators:

1. -