




# Incubation Hub

CENTRE FOR CIVIC ENGAGEMENT

**Building a Concerted Movement of Women  
and Youth for Democracy and Development**

**Policy Advocacy Lab and Close-Out Session**

**10 December 2024**



What have we  
done so far?

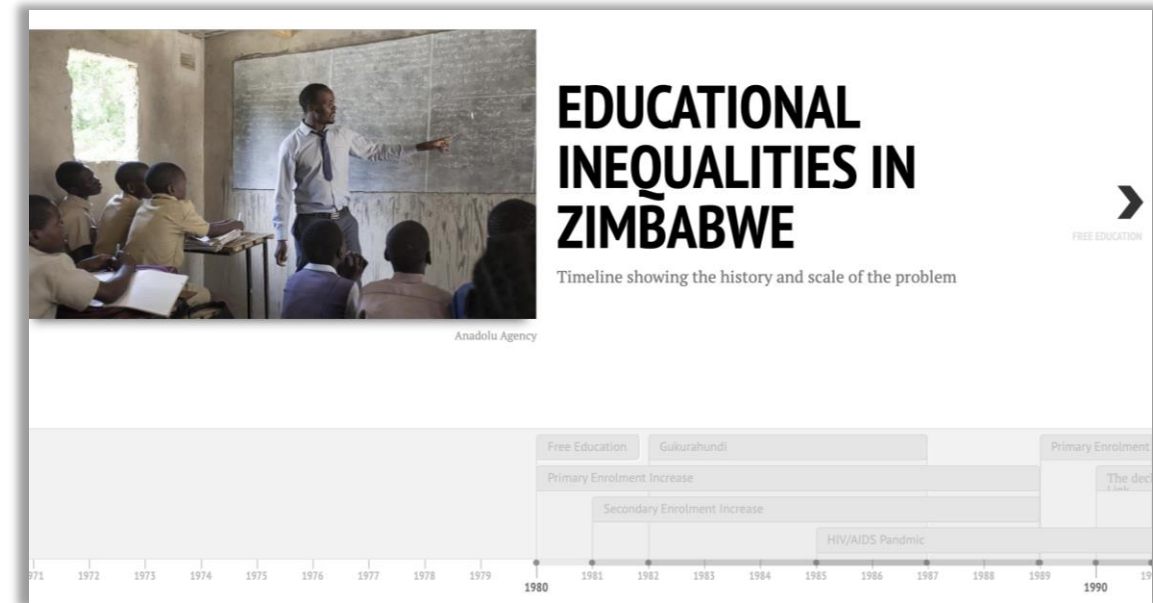
# Naming the problem

- Educational Inequality refined to be a problem around the **lack of access to education in Zimbabwe**



# Understanding the History and Scale of the Problem

- Developed a timeline of the problem in Zimbabwe
- This is not a new problem
- Over time and as the population has grown it has become exacerbated



[View timeline](#)

# Gathering and clustering concerns

Q. How does a lack of access to education affect the individual and the community around you?

- 4 clusters of concerns and some of the responses provided

<b>Livelihoods and Social Security</b>	<b>Economy and Missed opportunities</b>	<b>Lack of quality education</b>	<b>Societal Misconceptions</b>
<ul style="list-style-type: none"> <li>-school dropouts</li> <li>-drug abuse</li> <li>- Frustration</li> <li>-Lack of engagement</li> <li>-Increased crime and violence</li> <li>-Child marriages</li> <li>-Social disintegration and rise of crime rates</li> <li>-Teen pregnancies</li> <li>-Early child marriages</li> <li>-Limited education hampers employability</li> </ul>	<ul style="list-style-type: none"> <li>-Reduced economic opportunities</li> <li>-perpetuating poverty</li> <li>-socioeconomic disparities</li> <li>- Poverty</li> <li>-Poverty</li> <li>- Poverty</li> <li>- It exacerbates other issues such as social and economic outcomes.</li> <li>-educational disparities can hinder economic growth</li> </ul>	<ul style="list-style-type: none"> <li>-Unequal access to quality education</li> <li>-It affects me at large due to the lack of resources like books and the Internet</li> <li>-It limits the access to quality education</li> <li>-Poor learning materials for schools in less privileged communities like mine and many others</li> </ul>	<ul style="list-style-type: none"> <li>-I am forced to always be on the lookout for the girl child be it my daughters or not</li> <li>- Education inequalities are defined by which family you were born in. It's sad</li> <li>- Emotionally, I am traumatized when I see vulnerable girls and boys who could have benefitted from education to break cycles of poverty failing to do so</li> <li>-Not everyone can have a fair opportunity to succeed in life</li> </ul>

# Gathering and clustering concerns

Q. What do you think are the causes of educational inequality in Zimbabwe?

- **Clustered into six groups**

Underfunded public  
Education system

Uneven resource allocation/  
distribution between rural  
and urban schools

Social and  
Cultural  
Inequalities

Political and  
Economic  
Constraints

Corruption

Weak/Poor Infrastructure  
Development and Human  
capital

# Gathering and clustering concerns

- However, in the Masterclass – participants were challenged to refine this further, and 3 clusters were suggested

## Limited Funding towards inclusive education

- Underfunded public education system (in there we then see aspects around weak/poor infrastructure development and poor teacher training i.e. - human capital development, corruption, and uneven resource distribution between rural and urban schools)

## Social and Cultural Inequalities

## Governance – Political Constraints

[View measures](#)

# Existing Policy Measures

Period	Policy Description
September 1980	<a href="#">Introduction of free primary education</a> for children between 6-12 years to address colonial regime disparities that discriminated against the black majority.
June 1987	<a href="#">Zimbabwe Education Act</a> provides a framework for the education system, emphasizing accessibility and equity
1990	<a href="#">National Education Policy</a> outlines the goals for education, including universal access and vocational training
1994	<a href="#">ZIMSEC (Zimbabwe School Examinations Council) Act</a> establishes a National Examination Board.
1995	<a href="#">Technical and Vocational Education and Training (TVET) Policy</a> to enhance practical skills development.
1996	<a href="#">Education Amendment Act</a> introduces measures to improve education quality.
2001	<a href="#">National Education Policy Framework</a> updates policy goals, emphasising inclusivity and relevance.
2001	<a href="#">Introduction of the Basic Education Assistance Module (BEAM)</a> provides financial support to disadvantaged students.
2006	<a href="#">Education Sector Strategic Plan (ESSP)</a> outlines sector development goals.
2012	<a href="#">National Education Policy</a> emphasises decentralisation, community involvement, and skills development.
2013-2018	<a href="#">Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZimAsset)</a> set education sector development goals
2015	<a href="#">National Qualifications Framework (NQF)</a> to promote standardised qualifications and certifications for education, training, and skills development.

[View measures](#)

# Existing Policy Measures

Period	Policy Description
2017	<a href="#">Updated Zimbabwe Curriculum Framework 2015-2022</a> modernises the education system at the infant, junior, and secondary levels, so they are in line with global trends and with modern technology
2017	Creation of <a href="#">two ministries</a> dedicated to education of Primary and Secondary Education and then the Ministry of Higher and Tertiary Education
2019	<a href="#">Education Amendment Act, 2019</a> (Act 15-2019) Every child shall be entitled to compulsory basic state-funded education.
2020	<a href="#">Education 5.0 Policy</a> focuses on innovation, entrepreneurship, and industrialization.
2021	<a href="#">National Development Strategy (NDS1)</a> aims to improve access to quality education for all in Zimbabwe by expanding the tertiary education system and adopting new strategies.
2022	<a href="#">Curriculum Framework Review</a> aims to revise the curriculum to align with the Education 5.0 Policy.
2022	<a href="#">Amendment of State Universities Statutes Act of 2022</a> (Act 4 of 2022) aligns state universities with the Constitution of Zimbabwe. Placing them under the influence of the Government and state actors leads to a decline in academic freedom, a fundamental human right protected by Section 61 of the Constitution of Zimbabwe.
2024	<a href="#">Zimbabwe Early Learning Policy</a> enhances quality education which will serve as a foundation for basic learning and strengthen existing policies on education.
2024	<a href="#">Heritage Based Education 2024-2030</a> was expected to transform the Education system to produce citizens with relevant skills applied knowledge, values, and dispositions that are key to national development

# Identification of Stakeholders


- Who has the power to influence/change this problem?

## State Actors

- The Government of Zimbabwe
- Ministry of Finance and Economic Development
- Ministry of Higher and Tertiary Education
- Ministry of Primary and Secondary
- Ministry of Public Service, Labour, and Social Welfare
- Ministry of Justice, Legal and Parliamentary Affairs.

## Non-State Actors

- Communities
- Development Agencies
- Parents
- Zimbabwe Anti-Corruption Commission
- City Council Officials
- Civic Society Organizations and Business
- Citizens
- International actors



What are we  
working on today?

# Framing - What Actions Can be Taken?

## What is Framing?

- A framing of solutions is to look at what actions can be taken to resolve the public problem. This process should also be done with communities – asking – what should be done to fix this problem?
- As they are giving you answers – you are placing them under the problem the action will solve. It is important to use everyday language/use the language and phrases used by the community – don't make it too technical.

*Group Exercise – Framing Possible Actions*

# Re-cap – Causes of limited access to education in Zimbabwe

## Limited Funding towards inclusive education

- Underfunded public education system (in there we then see aspects around weak/poor infrastructure development and poor teacher training i.e. - human capital development, corruption, and uneven resource distribution between rural and urban schools)

## Social and Cultural Inequalities

## Governance – Political Constraints

# What should be done to fix the lack of access to education in Zimbabwe?

Fixed by the community	Fixed by local authorities	Fixed by central government

# Build an Advocacy Strategy

- Policy Advocacy is defined as active, covert, or inadvertent support of a particular policy or class of policies.
- Advocacy can mean many things, but in general, it refers to taking action.
- Advocacy simply involves speaking and acting on behalf of yourself or others.
- Advocacy seeks to ensure that people, particularly those who are most vulnerable in society, can:
  1. Have their voice heard on issues that are important to them
  2. Defend and safeguard their rights
  3. Have their views and wishes genuinely considered when decisions are being made about their lives

Developing an advocacy strategy involves addressing the following basic questions:



- What is the problem?
- What is the solution?
- What changes are necessary to get us from one to the other?
- What are the most effective ways of making that change happen ?

# Nine (9) Steps to Create an Advocacy Strategy

1. Developing Advocacy Goals
2. Developing Advocacy Objectives
3. Identifying Your Audiences
4. Building Advocacy Partnerships
5. Messages and Media
6. Taking Action
7. Identifying Resources and Gaps
8. Evaluating Your Advocacy
9. Taking Your First Steps



# Steps 1 and 2

## What is your advocacy ask?

### What do you want to achieve?

- What is the change we want to see?
- How do we affect positive change?

**Goal:** is the long-term result and vision for change

**Objective:** a short-term achievement that contributes towards the goal.

*The more specific changes you want to bring about to get to the longer-term goal.*

- Understand the difference between **goals, objectives and outcomes**.
  - While a goal gives a general statement of your program's purpose, objectives are more concrete and specific in how the goal will be achieved. Your outcomes should reflect what is the expected result at the end of a period.



# Step 3

## Who is our audience?

## Who has the power?

- Who can make the change?
- Who has the power?
- Which actors influence the decision-making?
- What are pressure points?

### **POLICY CHANGE CONTEXT**

- How are policy decisions made?
- Who is responsible for implementation?
- What are the roles and responsibilities and balance of power of institutions and individuals?
- Who has the power to make things change?
- Who and what are these people influenced by?
- When, where and how are your opportunities to make the change?



# Two Kinds of Audiences: Authority and Influence

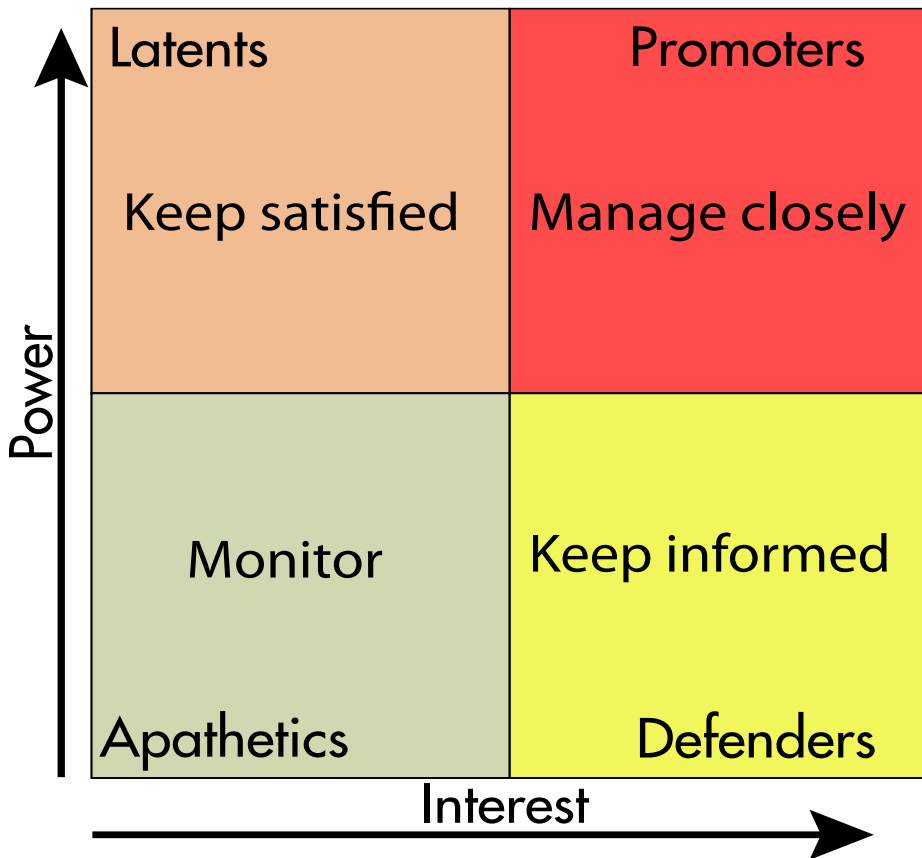
## ***Who has the authority?***

First, who has the actual authority to deliver the change you are advocating for? What institution? Where in that institution? Is that authority in one person's hands or many?

## ***Who else has influence?***

Who are the other actors that will influence how those with authority decide their position on the issue? This can include other institutions or interest groups, the media, and the public at large. Your advocacy strategy also needs to take into account how you will deal with and influence the opinions and actions of these other actors.

# Mapping Your Stakeholders & Your Allies



**\*\*\*Who else has an interest in this agenda? But may not agree with your position. Mapping your enemies.**

Stakeholders – all those who have an interest in the change you are advocating

Types of stakeholders include:

- Primary stakeholders: those ultimately most affected, either positively or negatively by an organization's actions
- Secondary stakeholders: the "intermediaries," that is, persons or organizations who are indirectly affected by an organization's actions
- Tertiary stakeholders: those who will be impacted the least
- Key stakeholders: those with significant influence upon or importance within an organization; can also belong to the other groups

Format/level of collaboration:

- Network (information exchange)
- Coalition (more formalised, joint work, single event/issue/campaign)
- Alliances (longer-term agreement, joint strategies)
- Partnerships (working together on specific tasks)

# Step 4

## Building Alliance/Partnerships

- Target key individuals/influencers who are in a position to bring about the change you want – understand the policy process who can make decisions and those who influence your goals.
- Don't see others working on the same issue as competitors but as allies
- Partnerships take time but help to make sure you have a greater impact.
- Some tips for managing partnerships

Promote  
partnering as a  
delivery  
mechanism

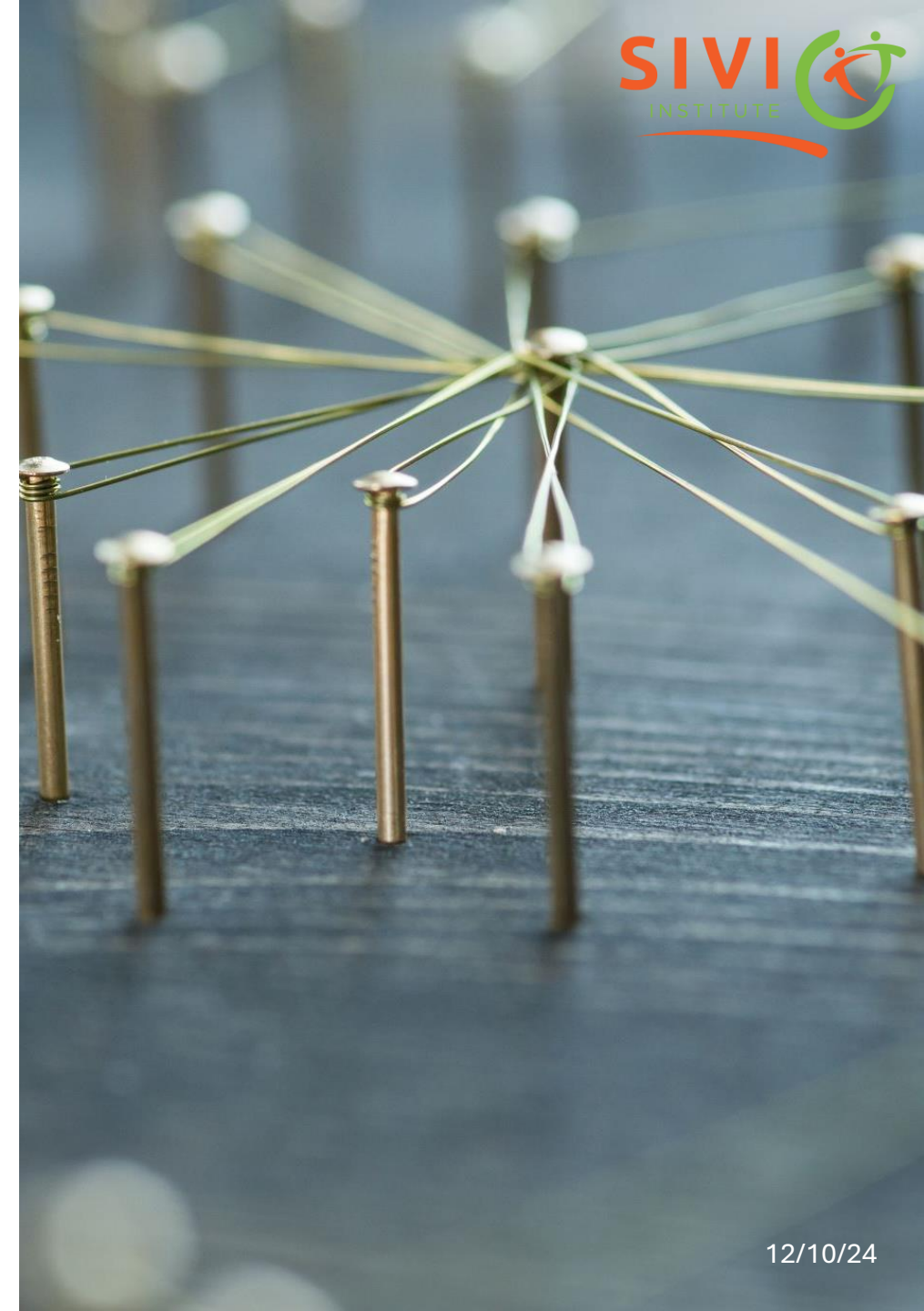
Invest in building  
partnering  
capacity and  
processes

Broker new  
partnerships and  
collaborative  
models

Engage as real  
partners

Model high  
standards in  
partnering  
practice

Build  
constituencies  
for partnership  
action



# Why Advocacy Partnerships are important?

## Benefits include:

- Expanded Expertise
- Broader connections & Influence
- Strengthen in Diversity
- Builds Advocacy capacity for the Future

## Who do you want with you in your partnerships?

- People who know the issue well
- People or organizations who are connected to the process
- Organizations that have some political clout
- People or organizations with advocacy experience:



# Structuring Effective Advocacy Partnerships

## *The Right Amount of Structure*

Effective advocacy partnerships have just the amount of structure they need to function and no more. Some structure – set meetings, clear tasks, etc. – is important to functioning. But every added element of structure – a name, formal decision-making, dues, etc. – adds work, time and the potential for conflict.

## *Clear Communication*

Advocacy partnerships need clear communication, about their goals, their strategies, their shared work, and all of the other elements involved in an advocacy effort.

## *Leadership*

Finally, leadership is key. Effective advocacy leaders listen to their partners and help find common ground. They keep the effort on a strategic track, and they provide a clear external voice to other institutions and actors.



# Step 5

## Creating Effective Advocacy Messages to Influence

Action- oriented (not passive)

Adapt-to be audience specific

Frame to respond to targets interest

Evidence Based

Identify core messages (to inform, persuade, and move to action)

Tailor to interests of specific targets and audiences

Communicate effectively

What Channel, who should be the messenger

Keep it simple evidenced based

Make it compelling

Build in your defence

Say it again and again

## Step 6

### **ACTION: How best to get the message delivered? What are Your Options for action?**

#### *Quiet Diplomacy*

- Informal meetings with decision-makers
- Organized lobbying visits
- Providing information and proposals
- Providing testimony

#### *Public Campaign Strategies*

- Release of a public report
- Media work
- Organizing public support
- Public criticism
- Public pressure
- Social media campaign



## What information and materials do you need?

"Evidence-based advocacy" begins with assembling the evidence. Take stock at the start of what you need and how you will put it together. Consider the following:

What do you need to know for policy reasons?

- What do you need to know for strategic reasons?
- What exists that is useful?
- What gaps are important to fill?
- What formats – written, video, published, Internet, etc.?

## Putting Together Your First Actions

Then you have to just begin. One of the most important challenges in a new advocacy effort is to get past inertia and start. Here are some useful considerations in developing a plan for initial action:

Pick an action that will deliver something tangible within six months.

Do it jointly with your new partners.

Begin the conversation with your target audiences.

Allocate the resources required.

*Remember, it is also important to see unexpected opportunities and seize them!*

# Step 7

## Identifying Resource and Gaps

### *Looking Internally (Got it?)*

- Expertise on the issue and advocacy
- The research and information needed
- Clear leadership support
- A clear strategy plan
- Dedicated staff capacity, including for coordination
- Financial resources
- Adequate time allocated to it

### *Looking Externally (Got it?)*

- The allies you need
- The political information you need
- The political access and connections you need
- Media connections
- Public interest and support

### *How can you fill the gaps?*

- Prioritize the most important ones
- Get solid within your organization first
- Start lining up your partners
- Start collecting political intelligence
- Start making the government, media, NGO and other connections that will be important



# Step 8

## Evaluating your Advocacy

### Why are You Evaluating Your Advocacy?

- To satisfy bureaucratic requirements?
- To test and refine your advocacy work?
- To keep your advocacy work organized?
- **The Special Challenge of Evaluating Advocacy Effectiveness**
- How do you know your specific impact amidst so many other actors?
- If it isn't working now, it might be building toward progress later.

### What is Your Theory of Victory?

- Be clear upfront about the path of advocacy action and possible responses from allies, key audiences and others that you believe will lead to winning the objectives you are aiming for.
- Who do you believe you need to have on your side?
- What are the 'stepping stone' actions from public officials that you think will signify progress?
- What kind of public attention do you think you will need to make a difference?



# Step 9

## Taking Your First Steps

