



Lusophone
Network
for the Right
to Education

GUIDE 1

Theory of Change

2024

Realization



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ABOUT THE RELUS

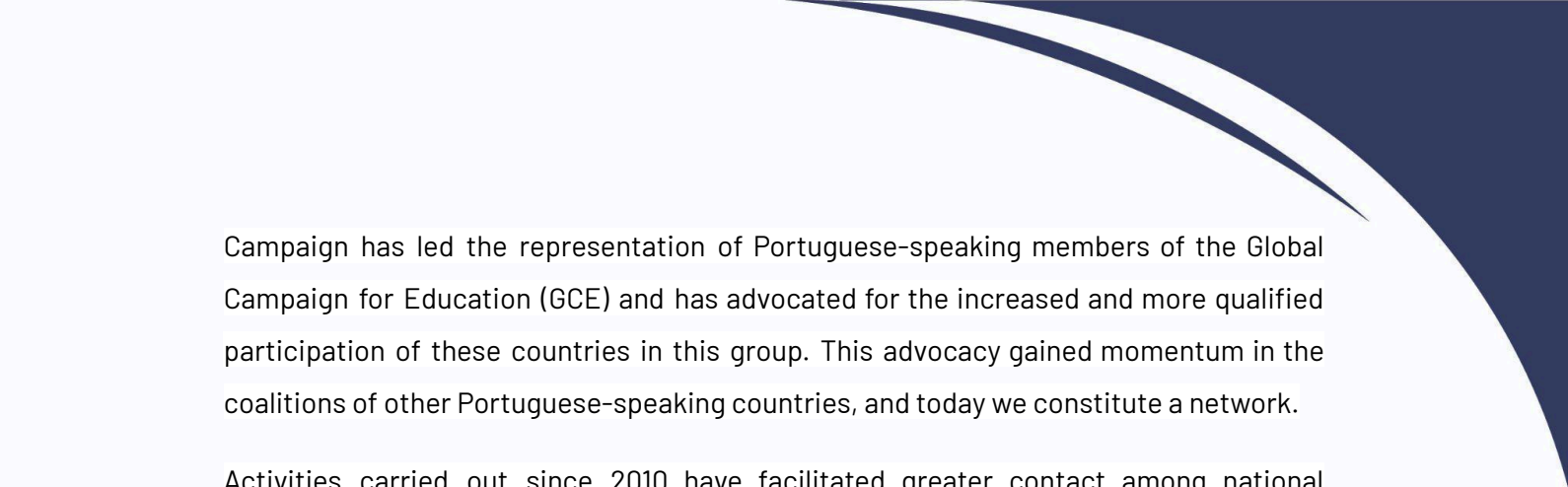
The Lusophone Network for the Right to Education (ReLus) is an international coalition of civil society, bringing together coalitions and organizations from Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe, and East Timor. We are, therefore, present on 4 continents: Africa, Americas, Asia, and Europe.

Since November 2010, the Brazilian Campaign for the Right to Education has worked to implement a South-South Cooperation Program for Lusophone Countries (SSCP-Lusófonos). This program led to the creation, in 2016, of the Lusophone Network for the Right to Education (ReLus).

The main objective of the cooperation program was to support the development of strategies by national civil society organizations to engage governments in the development, reform, and expansion of policies and educational provisions that ensure the right to quality education.



The proposal for a cooperation project between the national education systems of Lusophone countries emerged in 2007. Upon its formalization in 2010, the Brazilian Campaign engaged in discussions with each of the national networks of civil society on Education for All (EFA) in all countries involved in the program. Since 2008, the Brazilian



Campaign has led the representation of Portuguese-speaking members of the Global Campaign for Education (GCE) and has advocated for the increased and more qualified participation of these countries in this group. This advocacy gained momentum in the coalitions of other Portuguese-speaking countries, and today we constitute a network.

Activities carried out since 2010 have facilitated greater contact among national coalitions, deepening the understanding of each network and its members, as well as the political context of each country and the level of civil society involvement in education-related political processes.

The growing strength of the Lusophone network was also recognized by ANCEFA (Campaign of the Africa Network Education for All), a regional network of GCE that, in 2012, appointed a team member to focus on strengthening its relationship with Lusophone countries.

The linguistic and geographical isolation of Lusophone countries is no longer seen as the main challenges of the Lusophone Network for the Right to Education, although it remains one of the factors determining its isolation in regional and international education policy circles.

One of the two main challenges for the network now is to ensure that this emerging network is strengthened, developing actions to streamline the exchange of experiences among Lusophone coalitions and finding synergies between national interests and the international sphere, ensuring that the voice of Portuguese-speaking communities is represented in debates and decision-making processes on educational policies.

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Presentation¹

Welcome to the Guide on Theory of Change, developed within the scope of the Collaborative Learning Among Lusophone Grantees, with the support of Education Out Loud | Global Partnership for Education.

This resource aims to provide a comprehensive understanding of the Theory of Change, highlighting its importance and applicability in initiatives of civil society organizations working for education. By exploring the fundamental principles of this approach, we seek to empower participants to conceive, implement, and evaluate effective strategies to promote significant changes in the educational landscape.

This guide addresses eight major issues: 1) Definitions; 2) Stakeholders; 3) Problem and Objective Trees; 4) Intervention Route; 5) Learning, Monitoring, and Accountability; 6) Indicators; 7) Narrative; and 8) Examples.

We have gathered knowledge and established practices, adapting them to the context of Portuguese-speaking countries in the Global South, to strengthen the actions of the Network and its partners in promoting the Right to Education. We thank Education Out Loud | Global Partnership for Education for their support, which enabled the creation of this educational material.

By exploring the intersections between theory and practice, we hope this guide becomes a valuable tool to inspire and empower all those involved in building a more just and inclusive educational future for all.

¹Part of this material is adapted from the Social Impact Assessment / Ink course, in which members of the Brazilian Campaign studied.


Theory of Change Definition

The Theory of Change is a comprehensive explanation of how and why a specific change is expected in a given context. It maps an organization's interventions in relation to a social issue, describing the activities and how they contribute to achieving the desired objectives. The term "theory" reflects the need for constant adaptation in social projects, and the Theory of Change facilitates this adaptation in a structured manner, documenting learning attempts.

In summary, the Theory of Change is:

- A visualization that directs our energy towards desirable, possible, and probable futures;
- A collaborative learning exercise, developing a flexible logic to analyze social changes;
- A semi-structured path of change, connecting strategic actions to specific outcomes;
- A process tool that monitors our thinking and action, supporting decisions along the way.

The Theory of Change foundation is comprised of the following elements:



4. Impact	What long-term impact do you generate (on people's lives, in society, in the world)?
3. Goal	What goal do you achieve (the solution to the problem, with a focus on the target audience)?
2. Outcomes	What results do you achieve when your beneficiary uses your solution?
1. Activities	What activities does your organization carry out to address the problem – the product/service you offer?

A Theory of Change should be read from bottom to top, and it informs:

1. What activities need to be carried out to achieve the results;
2. What short-term results are necessary to be produced/delivered to achieve the objective;
3. The organization's goal concerning its beneficiary;
4. The long-term impact/effects the organization seeks to contribute to the target audience and community.

As important as understanding what constitutes the Theory of Change is knowing what it is not or does not encompass.

Therefore, the Theory of Change is not:

1. An absolute truth about how change must occur;
2. A definitive recipe that eliminates uncertainty in complex social processes.

It is crucial to note that the Theory of Change is neither equivalent nor a substitute for the Logical Framework, which is a management tool structuring the project's intervention logic. The Logical Framework guides the project throughout its lifecycle, while the Theory of Change acts as a tool in the organizational strategic plan, outlining the expected short and medium-term results, as well as the necessary steps to achieve them.

Main Approaches

There is no single methodology for developing the Theory of Change, and various approaches consider different elements as integral parts of this process. Some of these elements include:

1. Inputs necessary for the intervention;
2. Activities/strategies required for delivering outputs/products;
3. Results/objectives;
4. Impact;
5. Assumptions or hypotheses involved in the process.

While the nomenclature and the presence of these elements may vary among methodologies, they all share an essential characteristic in the process of building the Theory of Change. They all start with formulating hypotheses around a problem that needs to be solved and establish relationships between the necessary actions, the products to be generated, and the results to be achieved. In this way, these approaches aim to contribute in a structured manner to the planned social impact.

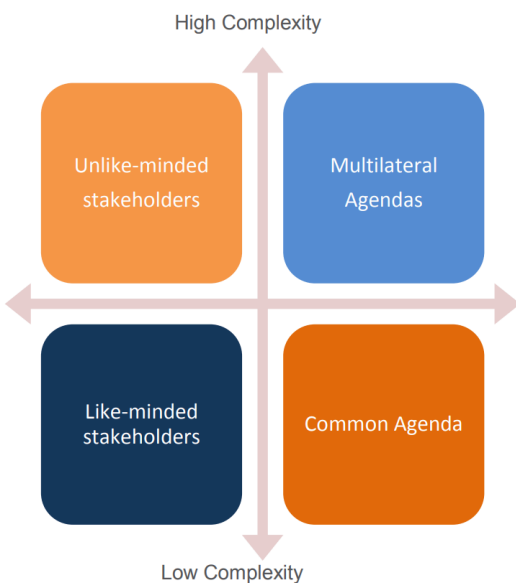
Social changes lead us to unknown territories. To deal with these changes, a comprehensive analysis and a practical approach are essential, allowing us to achieve, maintain, and strengthen the desired vision of change. Integrating different initiatives into the change process in a coordinated and clear manner is fundamental. This helps propose more relevant institutional actions and establish collaborative relationships with other initiatives led by different actors that are already underway.

Stakeholders

In any participatory process, the relationship between power, knowledge, and the interests of those involved is crucial. Power dynamics can influence integration in a more horizontal and inclusive manner, avoiding the restriction of recognizing and accepting different identities and knowledge. The quality of interactions among diverse knowledge and identities is determined by the level of inclusion of power dynamics and existing structures.

In this context, overlapping spaces with more fluid interactions and uncertain boundaries emerge, where facilitators of social change operate. These spaces pave the way for new realities, enabling interactions that do not automatically reproduce existing power dynamics or oppressive institutions.

Thus, there are creative spaces where participants can think and dialogue in different and innovative ways. The social complexity regarding the quality and effectiveness of these interactions will be determined by collaboration, inclusion, and the effectiveness of the change process in achieving the desired objectives. This also aids in understanding the degree and quality of interactions among different stakeholder networks in which we need to operate.



The image illustrates the different degrees of complexity that can arise in any social change. When various stakeholders have similar mindsets, with similar interests and identities, we consider this to be low complexity. However, if there are diverse parties with distinct mindsets, conflicting interests, and different identities, the social complexity of the process increases.

To identify who is in favor of or against a desired change based on their interests, a **Position Analysis** is conducted. Stakeholders are categorized into three groups: Drivers, Blockers, and Floaters.

Movers

These are stakeholders such as social organizations, public entities/institutions, private companies, key individuals, political parties, donor agencies, among others, who are committed to contributing to the desired change. They have aligned interests, and it is relatively easy to establish constructive relationships and strategic alliances among them.

Blockers

They are against the process due to the negative impact on their own interests. They may block the process due to a lack of understanding of how to incorporate their interests through negotiation/mediation, historical inertia, lack of trust, or rivalry with the drivers or the subject of change. An example would be the private sector interested in the privatization of education.

Floaters

They occupy an intermediary position, neither actively supporting nor blocking the process. These stakeholders can change their position based on their own interests and the influence and communication from movers or blockers with them. An example is lawmakers without a defined position on the education agenda.

After identifying and categorizing stakeholders according to their sectors and positions in relation to the desired change, the next step is to analyze their interests. It is then important to identify groups or alliances that may block or drive the change process. Finally, strategies are developed to deal with those who are undecided, neutralize or divide those who are against, and strengthen alliances among those actively supporting the change.

Detailing Problems and Objectives

Problem Tree

The problem tree is a tool that visually and comprehensively depicts the central issue an organization or project aims to address, along with its causes and effects. It serves as a snapshot of the reality of the system in question.

To create a problem tree, begin by identifying the "central problem" with stakeholders or based on the organization's prior knowledge of the problem.

After defining the central problem, the next step in creating the problem tree is preferably done in a participatory group process, following these simple instructions:

- Place at the bottom the elements that are the direct causes of the central problem;
- Place at the top the elements that are the direct effects of the central problem.

The idea behind the problem tree is to answer the question "What causes this?" If two or more causes combined result in an effect, they are placed at the same level in the diagram. Use cause/effect arrows to connect the different levels of the problem tree.

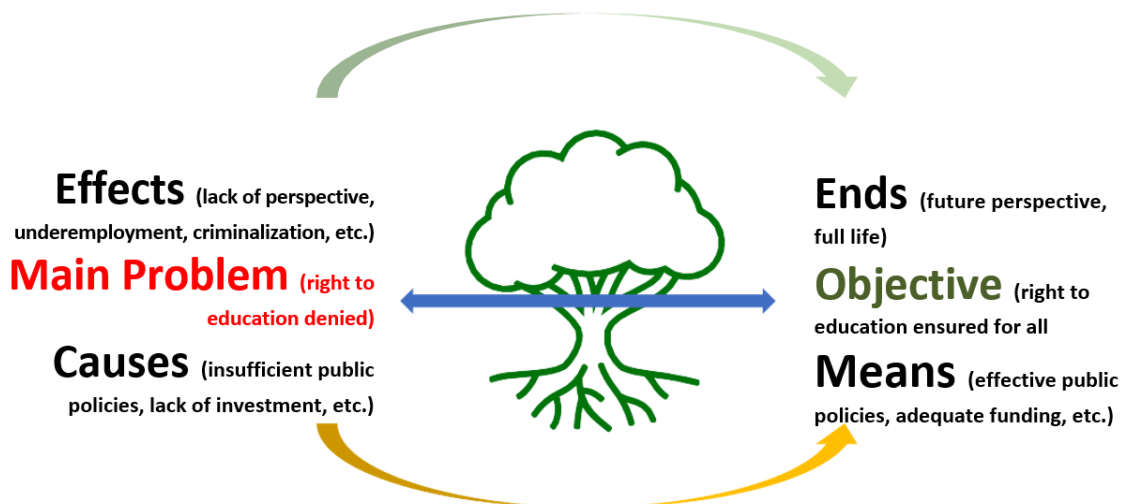
Tree of Objectives

The tree of objectives is a positive and solution-focused version of the problem tree. It mirrors the identified problems, helping to find possible solutions by addressing their causes and effects. Each item in the problem tree is transformed into an objective and positive statement in the tree of objectives. While the problem tree highlights cause-and-effect relationships in the current state, the tree of objectives reveals connections between means and ends, initiating the analysis of the future state.

In the transition from the problem tree to the tree of objectives, the causes of the problems become the means to achieve the objectives. The effects or consequences of the problem transform into the ends, representing the broad and lasting positive impacts achieved when reaching the objective.

*

In summary, the problem tree provides an overview of the current state of the system, highlighting the main issues the organization aims to address. This includes information about the target audience, the ecosystem, and institutions in a specific context. On the other hand, the tree of objectives represents the analysis of the future state, outlining the ideal scenario that the organization seeks to achieve through its initiatives.



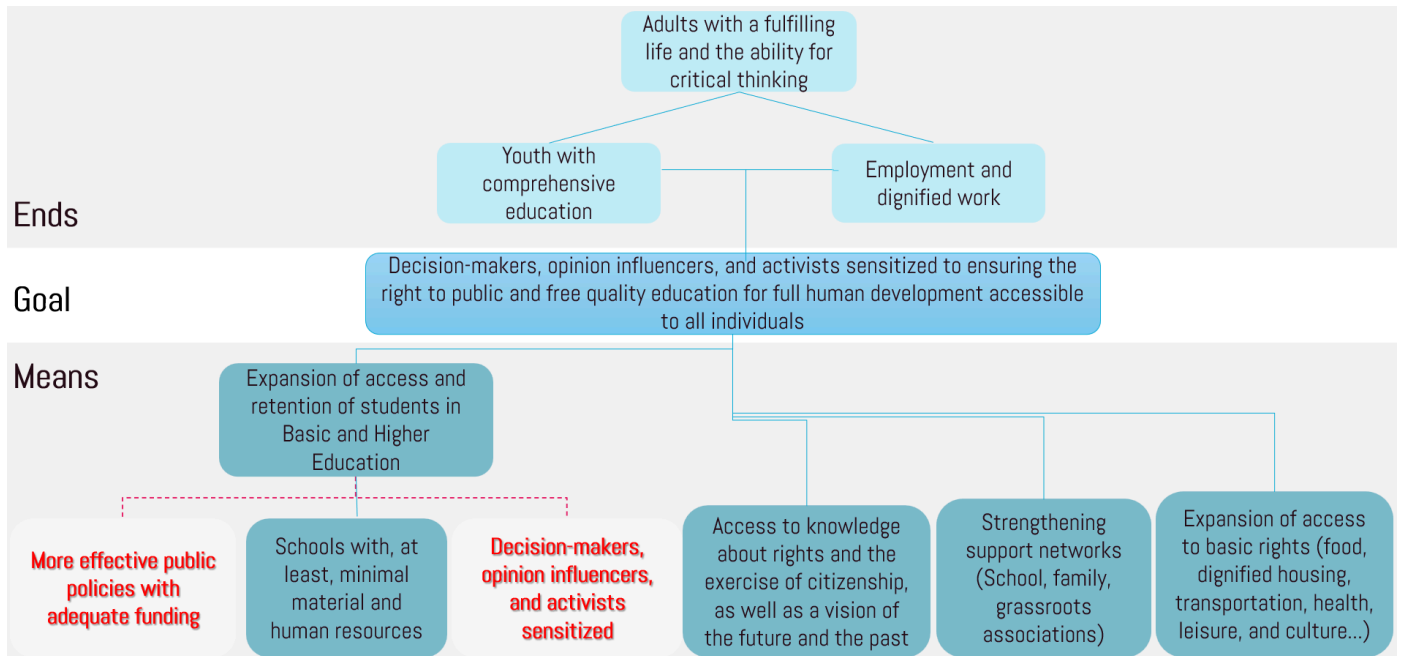
The analysis of the future state begins with the ideal scenario from the tree of objectives and is worked on by the organization's team in defining intervention pathways. This starts with the construction of the intervention route, the organization's unique strategy to influence and contribute to solving the central problem and its effects.

Intervention Route

The Intervention Route is the path defined by the organization to address the problem and achieve the desired objectives. It is the process of selecting the elements that will be within the scope of projects and the organization.

This route is drawn on the tree of objectives, considering strategic criteria for its definition, as the organization cannot act on all points of the tree of objectives to generate a change in the system.

To outline the intervention route, prioritization criteria are used, taking into account internal and external factors such as available resources, target audience priorities, and initiatives from other institutions. This stage is the intermediate step between the study of the problem and the solution (done in the problem and objective trees) and the design of the Theory of Change. The intervention route must be realistic and relevant.



From Intervention Route to Theory of Change

When designing the Intervention Route in a project or initiative, we consider three essential elements:

1. Short-term Means (outcomes): These are intermediate steps that need to be achieved to reach the objective.
2. Central project objective (medium-term): Refers to the expected social change in the lives of beneficiaries after the project's completion.
3. Social impact (long-term): It is the broader and lasting effect that the organization or project aims to contribute over time.

These elements, arranged in the Intervention Route, guide the organization's actions to address the central problem and achieve meaningful results.

Therefore, for a comprehensive definition of the Theory of Change, it is crucial that, after establishing the course of intervention, the activities the organization must undertake to solve the problem are determined. The logic of this intervention, known as vertical logic, follows a bottom-up direction, connecting the activities, outcomes, objectives, and impacts of the project in a logical and sequential manner.

Problem Tree	Tree of Objectives	Theory of Change
Effects	End	4. Impact
Main Problem	Goal	3. Goal
Causes	Mean	2. Outcomes
		1. Activities



LEVEL	DESCRIPTION
Impacts	↑ If the goals are achieved, then the project should contribute to the impact
Goals	↑ If the outcomes are generated, then the goals may be achieved
Outcomes	↑ If the activities are carried out, then the outcomes may be generated
Activities	↑ If the necessary resources for the implementation of activities are provided, then the activities may be carried out

Example

After finalizing the Tree of Objective and identifying the intervention pathway, the Theory of Change can be defined.

IMPACTS	<p><u>Contribute to:</u></p> <ul style="list-style-type: none"> • Comprehensive and complete education; • The possibility of a fulfilling life.
GOAL	Decision-makers and the public sensitized to ensure the right to education for all individuals.
OUTCOMES	<ul style="list-style-type: none"> • Decision-makers informed and societal impact through awareness campaigns and popular pressure; • Subsidized public debate with opinions in the press and materials on social media.
ACTIVITIES	<ul style="list-style-type: none"> • Collaboration with partner organizations to develop strategies for political advocacy and communication; • Meetings with legislators and decision-makers; • Production of documents to aid in the creation of laws ensuring adequate education financing; • Engagement in spaces of democratic management for monitoring the implementation of public policies and allocation of resources.

Learning Mechanisms, Monitoring, and Accountability

The connection between learning, monitoring, and accountability is often unclear in change processes, but it is essential for this relationship to be detailed and given due attention.

The first approach to learning is based on four stages related to past experiences:

1. Concrete Experiences: Practical learning acquired through direct experience;
2. Reflective Observation: Analysis resulting from applying questions and analytical lenses to concrete experiences;
3. Abstract Conceptualization: Theoretical synthesis and updating of assumptions based on reflective observation;
4. Active Experimentation: Direct action in the real world grounded in reflection and learning from experiences.

The second approach focuses on future development, representing an emergent learning that responds to the question: "What do we need to learn from the emerging future?" This question guides the development of new capabilities in the present based on what is necessary to know and do in the proposed future.

In processes with multiple stakeholders, such as political advocacy, the learning process occurs collectively. This recognizes that people are social beings and, therefore, need to interact with colleagues, groups, and society in general to consolidate their learning.

Connecting these spaces and learning dynamics with the accountability and monitoring mechanisms of each organization is essential. This involves adjusting the design of progress reports, including new participants in monitoring and evaluation processes, conducting public meetings, and considering proposed learning dynamics. These approaches should be more participatory, integrating different perspectives, interests, and identities, recognizing diversity, and being flexible and grounded in local practice.

To achieve this, it is crucial to facilitate learning spaces that involve various stakeholders in social change. These spaces aim to integrate experimental and emergent learning with:

- a. More Transparent Accountability Mechanisms; and
- b. More Participatory and Inclusive Monitoring Systems.

These monitoring systems are designed not only to meet the needs of organizations/donors but also to foster social learning, involving a broad range of stakeholders committed to the change process supported by our programs and projects.

Key Questions about Learning, Monitoring, and Accountability:

- Who decides and participates in the monitoring and accountability processes?
- How do we learn, both individually and as a group, about our past and future?
- As social change organizations, how can we create spaces for broader and reflective learning?
- What strategies can we adopt to involve a more diverse range of people in our learning, monitoring, and accountability processes?
- How do we integrate what we've learned into the actions we take?
- What methods are necessary to share our learning and monitor various stakeholders in a more comprehensive and diversified manner?

Defining Indicators

An indicator is like a tool we use to measure and describe changes. For it to work, it needs to have a starting point, called a benchmark, which is a measure of the current performance and a comparison. These benchmarks are defined at the beginning of the project.

Throughout the project, we assess performance in relation to a goal, which represents the expected improvements or changes. Indicators help us understand to what extent the project is achieving its results and impacts. They provide clear and measurable information about performance at each level of change, helping to avoid vague statements about what to expect from the project.

Definition of SMART Indicators

There is an international methodology for the development of indicators, which is the SMART criteria.

SMART is an acronym for the following:

- **Specific** – Indicators should be quantifiable and measurable, indicating what the project aims to change. For this, indicators provide detailed parameters regarding:
 - Quantity – the expected numerical representations of what should be achieved;
 - Quality – the narrative or illustrative description of the expected results;
 - Location – the geographical limit of the expected achievements.
- **Measurable** – Indicators must be quantifiable and measurable, meaning that the indicator can be assessed objectively and independently.

- **Achievable** – Indicators should be attainable within the project triangle's limits (budget/resources, time/budget, and scope/quality).
- **Relevant** – Indicators should precisely measure the change the project aspires to generate. In other words, the indicator practically and economically measures what the project team needs to know.
- **Time-bound** – The indicator must identify a specific moment or date. This is important to determine if the goals can be achieved within the established timeframe.

Indicators are measures that assess the achievement of results, objectives, and impacts of a project. They provide clear and measurable communication about performance at each level of change, eliminating ambiguities. In the Theory of Change, monitoring indicators is essential as they support in various aspects:

- Regularly check the progress of an activity;
- Evaluate how close an activity is to achieving its objectives;
- Analyze indicators that reveal the effectiveness and correctness of an action;
- Assess the successful implementation of a strategic plan;
- Provide data for adjustments and corrections along the way, practicing adaptive management;
- Offer conclusive information in the final evaluation regarding the achievement of the proposed social change in the Theory of Change.

Example

LEVEL	DESCRIPTION	INDICATOR	OBJECTIVE	VERIFICATION SOURCE
Impact	Contribute to: - Strengthening the agenda for comprehensive development education, with the reduction of inequality throughout the country.	- Allocated and executed investments in public education; - Enrollment and completion rates; - Inequality indices.	- 10% of GDP; - 100% enrollment and completion; - 1 percentage point improvement in the Gini index.	- Resource allocation and execution tables; - School census; - Gini index.
Goal	Decision-makers, opinion influencers, and activists sensitized to ensuring the right to public and free quality education for full human development accessible to all individuals.	- Number and degree of integration of advocacy proposals accepted in official documents, amendments, and legislation; and in public opinion and society.	- 3 propositions fully accepted per year.	- Comparison of official documents with our documents; - Website and press publications.
Outcomes	- Decision-makers supported and societal impact through awareness campaigns and popular pressure; - Subsidized public debate with opinions in the press and materials on social media.	- Number and degree of acceptance of our contributions used by decision-makers; - Number of press articles featuring our contributions.	- 5 per semester; - 5 per week.	- Meeting recordings and minutes; - Website and press publications.
Activities	- Production of resources for the development of laws; - Meetings with decision-makers; - Content production for the press and social media.	- Number of technical materials and publications; - Number of meetings and participation in public hearings; - Number and reach of announcements, social media pages, and other content.	- 5 per year; - 6 per semester; - Daily inserts in the press and social media.	- Website archives; - Activity reports; - Official documents and meeting minutes; - Website and press publications.

Building the Narrative

After completing the Theory of Change design, incorporating activities, results, objectives, impact, and indicators, it is crucial to systematize the information. At this point, crafting a narrative (a concise program description) is a crucial step in the process.

Expressing the initiative in simple language, creating a narrative that fully represents the expected social change by the organization is necessary. This narrative serves as a checkpoint and an additional tool to provide an intuitive understanding of the initiative for Theory of Change users.

Capturing the various levels of change in an initiative can make describing it in common language challenging. Writing a narrative helps bridge this gap by highlighting key components and pathways so that users can understand how the initiative generates the desired change.

It is crucial for users to understand the Theory of Change process through the construction of the narrative. Furthermore, the narrative assists stakeholders in explaining the program to individuals external to the organization. Crafting a narrative enables explaining cohesively how interventions and the sequence of actions make the change possible.

This communication is particularly **vital in the development of organizations' fundraising plans**. Having a comprehensive understanding of the expected social change, including outcome indicators, increases investor interest and the likelihood of obtaining funding.

A good narrative should summarize the initiative's story, considering the impact definition history. It should explain the relevance of the impact and how the initiative's work will lead to results, objectives, and impact.

An effective narrative encompasses:

1. Background: The context, issue, and need that led to the initiative;
2. Long-term Impact: The ultimate desired goal;
3. Intermediate Objectives: What they are and how they are relevant, both individually and to the ultimate goal;
4. Program Logic: The understanding that guides each step of the initiative, explaining how activities will generate results, how these results will achieve the objectives, and how the objective will contribute to the impact. A comprehensive narrative incorporates enough details to clearly highlight the program's impact and emphasize the coherence between logic and action.

Example

EOL-RELUS PROJECT: COLLABORATIVE LEARNING AMONG LUSOPHONE GRANTEES IN THE WEST AND CENTRAL AFRICA AND ASIA PACIFIC REGIONS

I. Introduction & Background

The Lusophone Network for the Right to Education (ReLus) is an international civil society coalition created in 2016 and present in 4 continents, namely Africa, America, Asia and Europe, bringing together national civil society networks from Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, São Tomé and Príncipe and Timor-Leste and a research group from Portugal. Its mission is to advocate for the consecration of the right to education in Portuguese-speaking countries, assuming itself as a space for interaction and international political positioning. The main objective of RELUS is to support the development of strategies by national civil society organizations to involve States in the development, reform and expansion of educational policies and mechanisms that guarantee the right to quality public education, focusing on education financing and

education in emergency situations. ReLus also has as transversal work agendas inclusive education and gender equality, being these dimensions always considered strategic in the realization of each action of the Lusophone Network for the Right to Education.

The [National Campaign for the Right to Education](#), the organization indicated by ReLus as facilitator in this term of reference, is the creator and member of the Steering Committee of the Lusophone Network for the Right to Education (ReLus), having been coordinator between 2016 and 2021. Acting through its network of more than 200 civil society organizations and its 27 Regional Committees (26 states + Federal District), it is considered the largest articulation in the field of education in Brazil and also, having led the achievement of the inclusion of the allocation of 10% of GDP for Brazilian education, through a mechanism developed by the Campaign, the Quality Teaching Cost per Pupil (CAQ). She has extensive experience in training in Communication, Institutional Articulation, Advocacy and Strategy and Mobilization, focusing on the Right to Education.

II. Learning Area and Topic for 2023

In 2020, with the advent of covid-19 and the closure of schools around the world and with the aim of consolidating the articulation process between member countries, ReLus carried out the South-South cooperation project, developed in the second semester, which enabled the exchange of experiences between countries, and conducting a comparative study on education in the face of the emergency challenges in the context of the Covid-19 pandemic. The product of this initiative was a publication released in 2021, entitled "[Reflections on Distance Education practices and obstacles in the context of the covid-19 pandemic](#)".

Also, in 2021, an evaluation/diagnostic process was built with the aim of bringing to light what was consolidated in the last two years of the Network's operation (2020 and 2021), and subsequent elaboration, with the participation of all its members, of the ReLus Triennial Plan (2022-2024).

During the evaluation/diagnosis process, one of the main challenges of ReLus was identified as the **strengthening of the network**, through actions that promote the **exchange of experiences and knowledge** among the Lusophone coalitions and highlight the possible synergies between national interests and the international sphere, ensuring that the voice of the Lusophone communities is represented in the debates and in the political decision-making processes on education policies. In this sense, for this term of reference, it was defined as learning areas, from the three axes of the UOL Programme, the Institutional Development and Advocacy, leveraging the expertise and accumulation of the Brazilian Campaign, having as specific topics: Theory of Change for the realization of the Right to Education, strategic plan of advocacy, campaigns in social networks and incidence in the press, and alliances / construction / strengthening of networks for political incidence.

III. General Goal and Learning Process Objectives 2023

A. General objective

To contribute to the strengthening of the ReLus as a learning platform and a space to exchange experiences on Institutional Development and Advocacy, strengthening institutional capacities, advocacy strategies and social control with a view to the collective monitoring of SDG 4 among the ReLus countries.

B. Specific objective and activities

SPECIFIC LEARNING OBJECTIVE

Improve skills on Institutional Development and Advocacy through participatory learning cycles and exchange of experiences on effective practices for the promotion of the Right to Education in Institutional Development - Communication and Mobilization - Campaigns in social networks and incidence in the press, and Institutional Articulation - Alliances/ building networks for political incidence) and Advocacy (Strategic plan for the definition of advocacy methodology and monitoring of SDG 4 in each country).

Activity 1.1: Carry out an international meeting in Cape Verde to design the exchange and training programme, to align expectations regarding the learning cycles, to agree on responsibilities among participants, to improve planning, monitoring and assessment (Theory of Change), as well as for building common protocols for advocacy and monitoring of SDG 4 in each country.

Activity 1.2: Carry out 3 learning cycles (virtual training moments) in Institutional Development (Theory of Change, Communication and Mobilization - campaigns in social networks, press advocacy, data collection), Institutional Networking (Alliances/ building networks for advocacy) and Advocacy (Strategic advocacy plan) to improve practices, expand the capacity of networking and promote cooperation and articulation of the entities that make up the ReLus. This cycle of activities will contemplate: a) the critical deepening of the advocacy process in the diverse contexts of each country; b) the exchange of experiences of good advocacy practices in each country; and c) the identification of stories of change around the realization of the right to education, based on the diversity of advocacy strategies.

IV. Scope of action

National civil society networks from Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Sao Tome and Principe, East Timor and Portugal:

- Brazilian Campaign for the Right to Education (Brazil)
- Education for All Movement (MEPT - Mozambique)
- Angolan Civil Society Network for Education for All (Rede EFA-Angola)
- Education for All Campaign Network - Guinea-Bissau (RECEPT-GB)
- National Network of the Campaign of Education for All - Cape Verde (RNCEPT-CV)
- National Network of the Education for All Campaign of São Tomé and Príncipe (RNEPT-STP)
- Centre for African Studies at the University of Porto (CEAUP)
- Civil Society Education Partnership - East Timor (CSEP-ET)

V. Expected Outcomes

Institutional strengthening of the ReLus, through the improvement of capacities and practices of the entities that make up the network and the exchange of experiences on Institutional Development and Advocacy, strengthening political incidence and social control with a view to the collective monitoring of SDG 4 among the ReLus countries.

Theory of Change in Practice

The Theory of Change is a tool that organizes the strategic planning of an institution, schematically visualizing the desired social transformation. In addition to guiding planning, the Theory of Change is also fundamental in the implementation of the organization's projects and programs.

This implies creating a plan to execute the activities and actions proposed in the Theory of Change, aiming to achieve the results (products/objective and impact) within the stipulated time frame. At the same time, it is crucial to collect and monitor indicators over time to support strategic decisions.

A staged planning approach is adopted for long-term and/or complex projects or programs. This method uses a stage map to provide flexibility, adapting to possible changes. It allows for continuous validations to assess whether the work can progress or if revisions are needed before moving on to the next stage.

The construction of the stage map begins with identifying a comprehensive scope of work. Then, this scope is divided into stages, and high-level activities and products are defined for each one. As a stage approaches, the team gathers to validate the planned activities and products and to detail the scope to be executed in that specific stage.

