



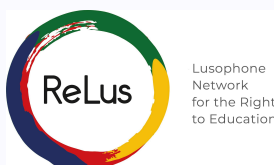
Lusophone
Network
for the Right
to Education

GUIDE 5

Advocacy

2024

Realization



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Steering Committee

Brazil | Brazilian Campaign for the Right to Education

Cape Verde | National Network of the Campaign of Education for All - Cape Verde (RNCEPT-CV)

Mozambique | Education for All Movement (MEPT - Mozambique)

Organization, editing, and writing

Andressa Pellanda, Helena Rodrigues and Marcele Frossard

Communication and design

Renan Simão and Leticia Uyetaqui

Lusophone Network for the Right to Education

Angola | Angolan Civil Society Network for

Education for All (Rede EFA-Angola)

Sebastiana Martins

Carlos Cambuta

Marcelina Tchimbandjela

Victor Barbosa

Brazil | Brazilian Campaign for the Right to Education

Andressa Pellanda

Helena Rodrigues

Marcele Frossard

Cape Verde | National Network of the Campaign of Education for All (RNCEPT-CV)

Abraão Borges

Albertino Delgado

Guinea-Bissau | Education for All Campaign Network - Guinea-Bissau (RECEPT-GB)

Miguel Campos Sá

Vençã Mendes

Mozambique | Education for All Movement (MEPT - Mozambique)

Isabel Francisco da Silva

Sumeia Cassimo

Portugal | Centre for African Studies at the University of Porto (CEAUP)

Rui da Silva

Ana Poças

Andreia Soares

Sara Poças

Julio Santos

São Tomé and Príncipe | Federation of NGOs of São Tomé and Príncipe

Eduardo Elba

East Timor | Civil Society Education Partnership

Francisco de Araujo

José de Jesus

Support

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ABOUT THE RELUS

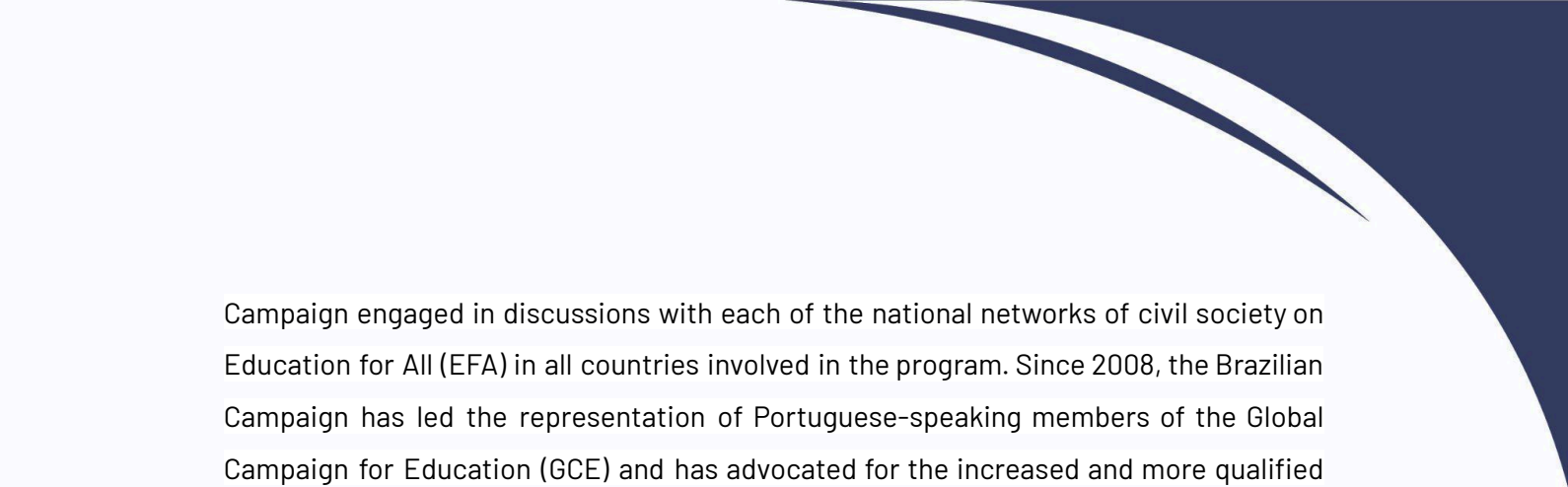
The Lusophone Network for the Right to Education (ReLus) is an international coalition of civil society, bringing together coalitions and organizations from Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe, and East Timor. We are, therefore, present on 4 continents: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

Welcome to the Guide on Advocacy, developed within the framework of the training cycle of the Lusophone Network for the Right to Education, with the support of Education Out Loud | Global Partnership for Education.

This resource aims to provide a comprehensive understanding of Advocacy, highlighting its importance and applicability in the 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.

Two concepts from the policy field are important for this guide: lobbying and interest groups. "Lobbying" is defined as the advocacy of interests to those who can make a decision; specifically, it is the action of social agents with decision-makers, with the purpose of presenting interests and demands. Moreover, the concept of "lobbying" is related to "public relations" – communication from an agent –, "institutional and government relations" – relations with segments of the government –, and "advocacy" – defending the interests of promoting the public good – (Mancuso and Gozetto, 2018).

This guide addresses three major issues: 1) Monitoring and Advocacy on Public Works; 2) Advocacy in Closing Civic Space and Social Tensions; and 3) Advocacy in Emergency Contexts.

We have gathered consolidated knowledge and practices, adapting them to the context of Portuguese-speaking countries in the Global South, to strengthen the action 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 made the creation of this educational material possible. By exploring the intersections between theory and practice, we hope that this guide will be a valuable tool to inspire and empower all those involved in building a more just and inclusive educational future for everyone.

Monitoring and Advocacy on Public Works

Recommendations and experiences from Cape Verde and São Tomé and Príncipe.

Public Works

Public works refer to construction projects funded and managed by the public sector, such as roads, bridges, schools, and hospitals.

The government should present projects that not only fulfill their structural objectives but also contribute positively to social inclusion and ensure adequate infrastructure to meet quality standards.

- RNCEPT-CV advocates for the 100% Inclusive Schools Program;
- The Brazilian Campaign works for the implementation of the [Cost of Quality Education per Student \(CAQ\)](#).

Challenges

- Insufficient resources for public works in education;
- Delays and/or budget overruns negatively impacting the community;
- Demolition of schools for the construction of other public buildings, with years of delays in delivery;
- Corruption and misappropriation of funds for other purposes, not only affecting public resources and the completion of works but also potentially leading to decisions that harm social inclusion;

- Lack of supervision or compliance with judicial decisions regarding public works;
- Lack of capacity to execute investment programs in the state budget for education; among others.

The Importance of Monitoring and Evaluation

- Continuous monitoring can identify problems at early stages, preventing delays and budget overruns;
- Demand for public transparency as a crucial tool to gain the community's trust and ensure that resources are used efficiently and effectively;
- Establishment of a monitoring team by the civil society organization to conduct case studies, training in key program execution tools, etc., contributes to the process of social control.

Introduction to Monitoring Public Works

Budget monitoring is a process through which civil society organizations track and assess how public resources are allocated and distributed to different sectors (health, education, social protection, energy, defense, etc.), and verify if public expenditures correspond to the planned categories and follow the expenses at the level of respective programs and ministries.

Budget monitoring involves:

1. Checking whether the central and regional authorities are doing what is planned in the plans and programs;

2. Verifying if the executions are in accordance with the initial plans, in quantitative and qualitative terms;
3. Assessing the compliance of the bidding process with the law and following up on this control - and reporting to the relevant authorities in case of deviations;
4. Assessing the relevance of these infrastructures in terms of their utilization; among others.

Technology in Monitoring

- Planning a monitoring team by civil society organizations to conduct case studies, training in key tools for implementing investment programs, etc. contributes to the process of social control;
- Potential use of technological tools such as drones, sensors, and project management software to optimize monitoring;
- Partnership with public social control bodies, such as the Public Prosecutor's Office, as the Brazilian Campaign did through the collective project "[Sede de Aprender](#)" [Thirst for Learning], which monitors and provides solutions for ensuring water and sanitation infrastructure in basic education schools in the country;
- An example is the case of [Cape Verde](#), which used the Platform S&A for monitoring and evaluating public policies implemented in the country, under the Strategic Sustainable Development Plan (PEDS 2022-2026).

Monitoring Methods

- Monitoring and evaluation action based on evidence;
- Formation of a team with diverse members of the network;
- Construction of an Information Guide, which systematizes the data of the works to be monitored;
- Identification of the work, the responsible organism, the execution period, the status of the work (started, suspended, or completed), and the level of transparency in the bidding and contracting process.

Criteria for Work Selection

- Works with relevant social impact, such as roads, schools, health centers, social housing, water supply, and sanitation, etc.
- Works with high financial importance, determining a reference value for each country.

How the Information is Obtained

- Field visits and direct observation of works;
- Meetings with public entities, such as ministries, road infrastructure institutes, finance departments, regional delegations/governments, etc.;
- Meetings with representatives of construction companies involved in the works;
- Conversations with the community and beneficiaries.

From Budget Analysis to Advocacy Strategies

Budget research and analysis, no matter how thorough, will not be useful if it does not reach its target audience. For this reason, Civil Society Organizations must prepare an effective advocacy and outreach strategy.

Example from Cape Verde

- Advocacy for Inclusion
- Study on access conditions and accessibility in schools and other public spaces:
 - Emerging Zones Chã das Caldeiras
 - World Heritage of R^a Grande Santiago
 - Schools and community spaces:
 - R^a Grande Santiago







Recommendations

- Construction of ramps with appropriate incline, handrails, and non-slip surfaces where they do not currently exist;
- Wide doors;
- Spacious corridors free of obstacles;
- Bathrooms that meet the needs of people with disabilities;
- Greater color contrast between the floor and walls;
- Construction of a bridge between the two parts of the Achada Furna school;
- Improvement of the floor, with the introduction of tactile flooring and adequate lighting in all areas.

Conclusion (summary)

- É crucial ter obras públicas inclusivas para o desenvolvimento sustentável, construídas em sintonia com colaboradores envolvidos no processo;
- A adoção de práticas de monitorização e advocacia é essencial para garantir que as obras públicas beneficiem a sociedade como um todo;
- A sociedade civil deve colaborar para garantir o sucesso das obras públicas inclusivas;
- É preciso implementar projetos que impactam positivamente a inclusão social, educativa e económica.

Advocacy in Closing Civic Space and Social Tensions

Recommendations and experiences from Brazil and Guinea-Bissau.

What is Civic Space?

Civic space refers to the environment in which citizens exercise their civil and political rights, actively participate in decision-making, and engage in public issues. This space is crucial for the healthy functioning of a democratic society. Some of the elements that make up civic space include freedom of expression, freedom of association, freedom of peaceful assembly, and the ability to participate in political processes.

Resilience of Civil Society Organizations

- Based on international guidelines (such as the UN), as well as best practices from other countries;
- Utilizing campaigns and advocacy actions, collaborating with other organizations and supporting state entities involved in social control to combat restrictions.

Strategies that civil society organizations may consider

- Building alliances and networks, including cross-sectoral ones;
- Training and capacity-building for teams and networks for protection and safeguarding;

- Development of communication strategies for reporting and amplification;
- Monitoring and documentation of violations;
- International advocacy for reporting and global oversight;
- Selecting local focal points based on the campaign script in selected communities;
- Direct door-to-door contact with educational communities;
- Organizing meetings through focal points;
- Preparing campaign messages for dissemination on local community radios;
- Involving local educational authorities and public opinion mobilizers;
- Building alliances: strengthening solidarity among organizations and sectors;
- Exchange of experiences and knowledge with other countries, as well as seeking support from funding partners to reinforce the social protection system; and
- Prevention and conflict management: dealing with social tensions in a peaceful and constructive manner.

Example from Brazil

- Restrictions on Freedom of Expression: cases of journalists and activists being targeted by threats and attacks;
- Legislation on Civil Society Organizations: the approval of the Anti-Terrorism Law in 2016 raised concerns that it could be used to criminalize legitimate demonstrations and activities of civil society groups;
- Criminalization of Social Movements: arbitrary arrests;
- Attacks on Human Rights Defenders: threats and violence;
- Restrictions on Participation in Protests: some protest events face repressive responses, including the excessive use of force;
- Political Rhetoric Against Civil Society: political leaders have adopted rhetoric against civil society, discrediting or devaluing the work of organizations and activists.

Advocacy in Emergency Contexts

Recommendations and Experiences from Brazil and Mozambique.

Advocating in emergency contexts involves developing pressure actions aimed at promoting a specific positive change in people, institutions, governments, policies, etc., in a scenario that demands rapid, efficient, and urgent action, such as cases of climate disasters, public health crises, and wars or terrorist attacks.

This advocacy requires the implementation of a set of strategies aimed at bringing about positive changes in the education sector, necessitating an improvement in the management of inclusive educational policies.

Types of Advocacy in Emergency Contexts

- National Direct Advocacy;
- International Soft Power; and
- Outsider.

How to Ensure Education in Emergency Contexts?

- Integrated Approach: Education; Health; and Social Protection;
- Advocate for the government and the international community to ensure learning even in emergency contexts;
- Encourage education in the mother tongue to support the continuity of education in cases of disruption;
- Capitalize on spaces for discussions and decision-making on education in emergencies;

- Systematically engage with local, regional, and global education clusters to work on EiE initiatives;
- Campaign for effective and equitable funding for education in emergencies;
- Invest in public, secure, and data-protected ICTs and professional training, ensuring equitable resource allocation;
- Explore "no tech" and "low tech" solutions;
- Consider resilience criteria in the reconstruction of education infrastructure that is accessible to people with disabilities;
- Provide technical support to communities in their reconstruction efforts;
- Reflect on the flexibility of the school calendar.

Example from Mozambique

Mozambique is one of the countries affected by conflicts and vulnerable to climate change and terrorism.

According to the UNICEF report on key sociodemographic indicators, there were 96,274 students affected by terrorism throughout the country, of which 42,383 (44%) were in the province of Cabo Delgado.



Mozambique is also vulnerable to climate change. According to the UN (2021), the country ranks fifth on the Global Climate Risk Index of countries most vulnerable to long-term impacts, with occurrences of floods and cyclones.

Success Stories of Advocacy by REDE MEPT in Education in Emergency Contexts (COVID-19)

- Equipping schools with water supply infrastructure for hygiene;
- Creation of digital platforms for teachers and students;
- Allocation of COVID-19-sensitive budget in the education sector with good management.



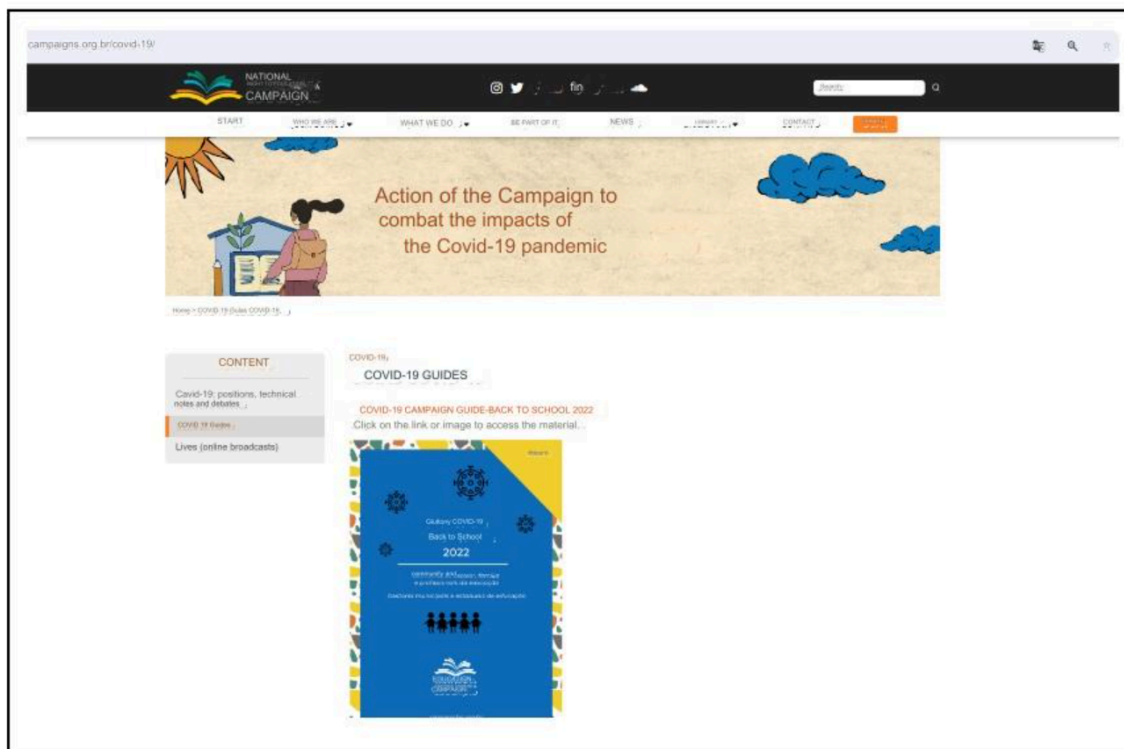
Example from Brazil

In the face of the Covid-19 pandemic and its containment measures, such as social distancing that forced school closures, the Brazilian Campaign for the Right to Education, with the support of dozens of organizations and volunteers, produced specific education and protection guides, as well as technical notes to support the government in making

quick decisions. The Brazilian Campaign also conducted a series of live sessions to deepen the debate, bringing in experts from the education and public health sectors.

The objective was to provide a compiled set of checked, proven, and accessible information on how citizens connected to education can act, demand, and work collaboratively for the protection of all. Additionally, from the perspective of public authorities, the aim was to ensure the rights of our children and adolescents in emergency situations.

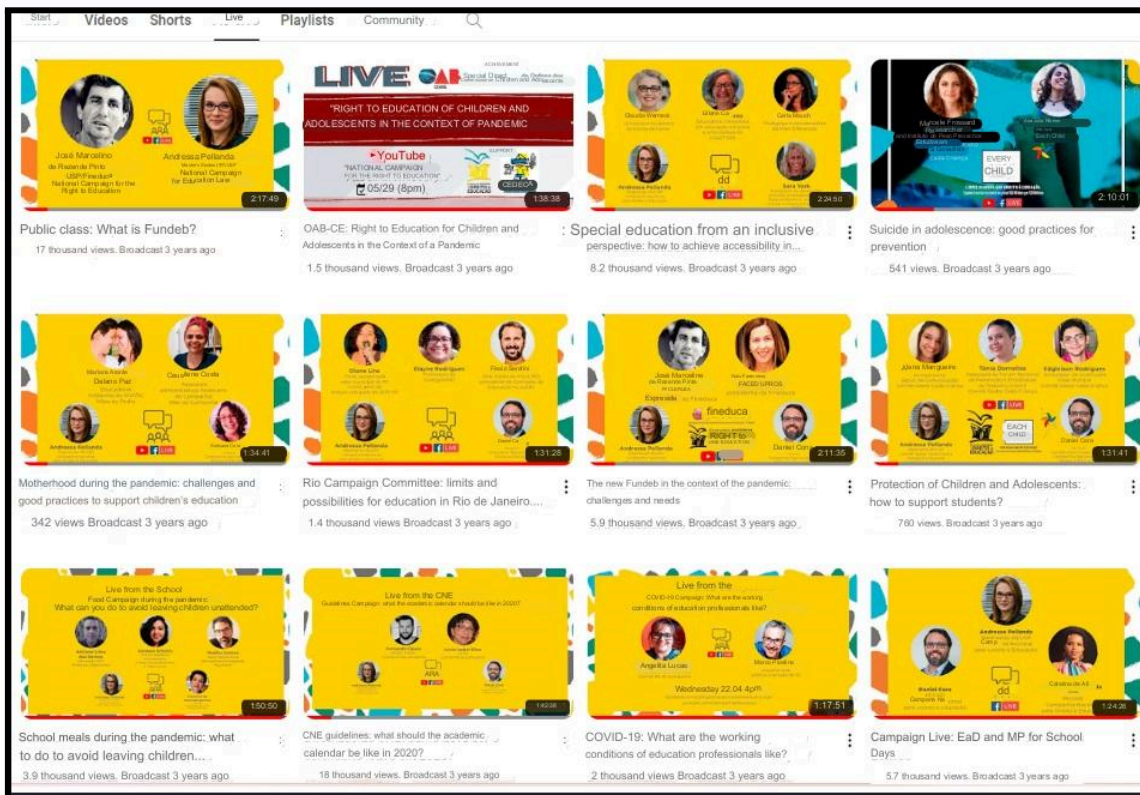
Special Page on Covid-19 - <https://campanha.org.br/covid-19/>



Covid-19 Guides



Live Streaming Series on Covid-19



Production of Technical Notes

Technical Note

PL 5,595/2020, which makes education an essential activity, represents a risk to life and education professionals and should be rejected by the Federal Senate

National Campaign for the Right to Education analyzed the bill in legal terms and impact and considers approval by the Chamber of Deputies to be irresponsible and recommends that the Federal Senate reject the bill.

