DESIGNING THE EFA ACCELERATION FRAMEWORK

For the

"BIG PUSH"

INITIATIVE FOR EFA ACCELERATION

2013 - 2015

GUIDELINES

Education for All

DAKAR, SENEGAL
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“When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people.”

Chinese Proverb

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Foreword

Slow progress in education is holding back the achievement of all development goals and is an obstacle for peace, social cohesion and securing a healthy and diverse environment for the present and future generations.

Evidence shows that the EFA goals will not be reached by most Sub Saharan Africa (SSA) countries by 2015. While only one country has fully achieved education for all, 31 countries are only likely to achieve the EFA goals after 2020. Not all children who complete the primary cycle have the adequate literacy, numeracy or other basic skills for meaningful life and access to others levels of education and training. The quality of teachers and learning outcomes, transition into post-basic cycles, youth and adult literacy as well as the issues of equity and inclusion are also a serious concern. The large majority of sub-Saharan Africa children (78%) do not have access to preprimary education and while primary education completion is now at 68% in the SSA region, only 13 countries have achieved completion rates above 90%. 31 million children (half of the total out-of-school population worldwide) are excluded from schooling in Africa. Primary school survival has worsened in the whole region (from 66 to 62%) and only 6 countries have rates above 80%. Finally, it is worth mentioning that, both youth and adult literacy have barely improved (respectively 5 and 7% in the past decade). Similar to other regions, progress made was mainly in terms of improving universal access to primary education and in reduction of gender disparity in access, while learning outcomes of children has worsened in the entire continent.

During the Regional EFA Coordination Meeting held in Johannesburg in October 2012, the countries and education partners have agreed on the need for an acceleration framework and the Global Education Meeting 2012 Declaration implored upon countries to show commitment and make an additional effort to improve the EFA indicators within the next two years and urges UNESCO to mobilize partners and take the lead to assist countries in those efforts of EFA acceleration: 'the Big Push'.

Given the scope of the challenge, the Regional Office of UNESCO in Dakar, with the support of UNICEF, UNFPA, ADEA, FAWE, ANCEFA and CONFEMEN has conceived the EFA Big Push initiative to support selected SSA countries in EFA acceleration in specific selected goals. This focus will enable countries and partners concentrate efforts and build on each other's experiences and lessons learnt. Governments would drive the process of determining where acceleration is needed, around which an EFA compact will be created, aligning stakeholders and resources within a partnership framework.

These guidelines are elaborated to inspire sub-Saharan countries develop their EFA Acceleration framework as an integral part of existing plans, through re-focusing of investments, collective responsibility and action, and effective partnerships through the systematic participation of civil society and community involvement with the active role of the private sector.

The guidelines are organized in 5 components (Acceleration Plan, Advocacy and Mobilization Plan, Resources and Partnerships Mobilization Plan, Communication and Dissemination Plan and Institutional and Implementation Arrangements) and provide methodologies to elaborate a national EFA Acceleration Framework and useful tools to design and implement the plans.

In an environment of scarce resources, high political leadership, strategic partnerships and joint actions, complemented with effective coordination and communication are imperatives for success. The full engagement of key stakeholders, including non-conventional partners such as the private sector and philanthropists call for innovative approaches and will form the basis for future modalities for the further advancement of education at national level. The suggested tools and methodologies should be used as a reference and be adapted and guided by the specific country context and acceleration priorities.

Together we can ensure that the commitments made in Dakar in 2000 will not remain as far-reached goals, but will allow us to measure real progress at country level. I hence call upon everybody to collectively make a Big Push to ensure that every boy, girl, youth and adult have access to quality education and training for peace and prosperity or every society!

Ann Therese Ndong-Jatta
Director
Regional Bureau of Education UNESCO

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List of abbreviations

AcP	Acceleration Plan
ADEA	Association for the Development of Education in Africa
AdP	Advocacy and Mobilization Plan
ANCEFA	Africa Network Campaign of Education for All
ComP	Communication Plan
CONFEMEN	Conférence des Ministres de l'Education des Etats et Gouvernements de la Francophonie (*Conference of Ministers of Education of States and Governments of Francophonie*)
CSOs	Civil Society Organizations
EFA	Education For All
FAWE	Forum for African Women Educationalists
GEM	Global Education Meeting
I&IA	Institutional and Implementation Arrangements
ICTs	Information and Communication Technologies
M&E	Monitoring and Evaluation
M&EP	Monitoring and Evaluation Plan
MAF	MDG Acceleration Framework
MDG	Millennium Development Goal
MoE	Ministry of Education
RBM	Results based management
REC	Regional Economic Community
RM	Resources Mobilization
RM M&E	Monitoring and Evaluation of Resources Mobilization
RP	Resources Plan
RPM	Resources and Partnerships Mobilization
RPMP	Resources and Partnerships Mobilization Plan
SSA	Sub-Saharan Africa
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNFPA	United Nations Population's Fund

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INTRODUCTION

These guidelines have specifically been elaborated for the capacity training workshop on developing an EFA Acceleration Framework in Sub-Saharan Africa countries. The guidelines help the elaboration of respective plans in different countries, but do not exhaustively deal with all aspects inherent to the nature of a national acceleration Framework. Countries are therefore encouraged to the extent possible to engage experts in the specific areas when developing the Framework.

Background

Despite the significant progress in education in most countries in Sub-Saharan Africa (SSA), the 2012 Education for All (EFA) Sub-Saharan Africa report and the 2012 EFA Global Monitoring Report show that a majority of countries will not achieve the EFA goals by 2015. Notwithstanding the limited time left, countries felt that during the remaining 3 years before the deadline, there is still a possibility to improve the status of EFA at the national level and UNESCO was urged to mobilize its education partners and support national acceleration initiatives.

Given the scope of the challenges[1], UNESCO and its partners (UNICEF, UNFPA, ADEA, ANCEFA, FAWE and CONFEMEN) propose a gradual approach to support selected countries in engaging in an acceleration process: the Big Push Initiative. The rationale behind this approach is driven by the limited resources and time: this methodology will enable the education partners to focus efforts and together with the selected countries, build experience that will facilitate other countries to engage at a later stage and learn from the experiences of the others.

While at national level, the leadership will be taken by the Ministry of Education, success in such a short span of time will only be possible if key social, political and economic partners agree to and actively engage in the Big Push. The collective commitment of the entire stakeholders, including government, international organizations, Civil Society Organizations (CSOs), the private sector and the media is required in order to secure the necessary resolve and resources at the national level to advance this process.

The Acceleration Initiative or Big Push aims at developing and undertaking specific actions at the national level during the next 2,5 years, which will lead to a significant improvement of certain indicators of specific EFA goals[2].

The Big Push framework is composed by five different components:

1. The Acceleration Plan (AcP)
2. The Advocacy and Mobilization Plan (AdP)
3. The Resources and Partnerships Mobilization Plan (RPMP)
4. The Communication Plan (ComP)
5. The Institutional and Implementation Arrangements (I&IA)

Methodology

The guide is composed of five modules dealing with each type of plan (from 1 to 4) and a module on Institutional and implementation arrangements. Each module includes 5 main components: the introduction, the guiding principles, the objectives, the definition of concepts and the steps to elaborate the Plan. The annex provides tables and matrixes for the elaboration of the different components of the Acceleration Framework.

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[1] In SSA, out of the 47 countries, only one single country is expected to achieve the EFA goals, while only 12 others are likely to achieve the goals if specific efforts are made.

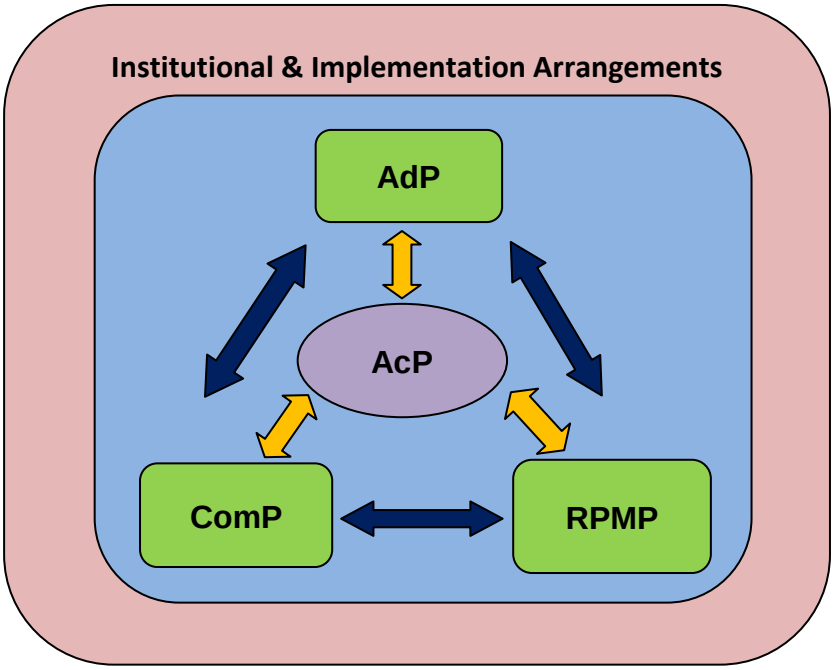
[2] For a definition of the six EFA goals, please see annex.

This guide was drafted based on the available literature on the analytical approach of the MDG Acceleration Framework (MAF) and the planning experience of the authors. It is meant to be kept simple and short. In case further deepening is desired, it is recommended the consultation of the reference documents and website links cited in this Guide. Although the planning principles for each module are similar, it is advised to engage experts in each specific area during the drafting of the particular Plan as this will improve its quality.

While each Plan stands on itself, together they form the comprehensive framework for the acceleration. They appear in the above described order but are not necessarily implemented in that chronological order. Some may extend over the full 2,5 years period and run concurrently with the other plans, while others will have specific moments of relevance. In addition, some components build on each other and in that sense cannot be viewed separately from the others. The guidelines for the Advocacy, Resources and Partnerships Mobilization and the Communication Plans need to be viewed as a menu rather than a template. They present all possible parts of an advocacy/resources mobilization/communication strategy.

It is drafted to cater for and inspire a very diverse set of countries. It is the specific country context and acceleration priorities that need to guide the use of the tools and methodologies that are presented. The focus should therefore be on selecting parts that are relevant in each particular case. Some priorities will hinge strongly on advocacy (e.g. changes to legislation/regulation) and others less (in particular as acceleration focuses on implementing approved plans). Some priorities will primarily depend on financial resources (infrastructure, teaching materials) while others (e.g. regulatory changes) won't necessarily imply Resources mobilization. Some countries may opt for self-financing, hence funds mobilization will become redundant. In that case the mobilization of technical and implementation partnerships will be of more relevance.

Figure 1: EFA Acceleration Framework



Some elements are common to all of them such as the Monitoring and Evaluation (M&E) Plan, the Resources Plan (RP) and the Institutional and Implementation Arrangements (IIA) and should therefore be part and parcel of the Acceleration Plan (AcP), the Advocacy Plan (AdP), the Resources and Partnerships Mobilization Plan (RPMP) and Communication Plan (ComP). Both the M&E Plan as

the RP are dealt with in the first module on the Acceleration Plan while Module 5 is entirely dedicated to the IIA.

While the Acceleration Plan (AcP) will guide the elaboration of the other Plans, the Advocacy Plan (AdP), the Resources and Partnerships Mobilization Plan (RPMP) and Communication Plan (ComP) are intrinsically linked together as they all form part of the same process of mobilizing buy in and continued support for a broader engagement of actors inside and outside the education sector in the Acceleration of EFA at national level. The methodology for the Stakeholders or Partners identification and prioritization is common to the Advovacy Plan, the Resources and Partnerships Mobilization Plan and the Communication Plan and is dealt in the section on Advocacy.

Guiding principles

- The Plans that constitute the EFA Acceleration Framework should be developed in a participatory manner to allow appropriation by all stakeholders.
- The Plans should be extracted from existing plans as the Big Push Framework is not a new plan but aims at refocusing and re-strategizing a particular component of the Country Education Strategic Plan.
- National leadership is critical to the success of acceleration towards EFA goals and targets.
- Parliament, development partners, civil society and private sector are all players and should be involved in all phases of the elaboration and implementation process.

Big Push Monitoring and Evaluation

While each plan will include a monitoring and evaluation (M&E) plan[3] the Big Push in its will also be monitored at regional and continental level. This will improve progress in the short time frame left until 2015. Bellow the overall M&E Scheme.

Figure 2: Global Monitoring and Evaluation Schedule

M&E Activity	Time frame
Inception report	*Two months after launching national EFA Big Push*
Quarterly statement of progress[4]	*At start/end of each quarterly period*
Six monthly progress report	*At end of each semester*
Annual report	*End of the year*
Mid Term evaluation	*Mid 2014*
Final Evaluation	*At the end of the Programme*

[3] See section on Monitoring and Evaluation, Step 5 of the Acceleration Plan.
[4] This is a light form of report where countries are expected to shortly describe where they are at in terms of process and progress

I. EFA Acceleration Plan

1. INTRODUCTION

The EFA Acceleration Plan is the document which captures the selected EFA Goal that the country wishes to focus on and builds on the specific interventions that will be carried out to accomplish the required acceleration objectives. The Plan aims at reinforcing the existing National Plan, bringing added value through a rigorous prioritization exercise, then refocusing of actions and investments on high and immediate impact solutions, while taking into consideration the particular needs of certain geographic areas or population groups. Technical workshops could provide guidance on the different analytical and validation steps, followed by collective consultations and drafting of the acceleration action plan and its validation.

Why an Acceleration Plan?
The Acceleration Plan is the tool that will enable to make the most strategic decisions for the short time left until 2015. It will help getting clarity on priority interventions and key bottlenecks to be targeted, maximizing thereby the efforts and resources used for optimal and significant results.

2. OBJECTIVES AND OUCTOMES

Overall objective
To identify and prioritize high impact and effective EFA Acceleration interventions that are feasible to achieve in the short time span of two and half year based on an internal effort of the country.

Specific Objectives
- To assist countries in drafting feasible EFA Acceleration Plans
- To build capacity in the identifying and prioritization of education interventions based on a systematic analysis of bottlenecks and impact assessment of education interventions
- To improve quality of education planning including the development of monitoring and evaluation frameworks
- To improve quality of budgeting exercises in education planning

Expected Outcomes
It is anticipated that with this guide:

- Participants will have improved education planning capacities
- Capacity for drafting realistic and feasible Acceleration Plans will have improved
- Bottleneck capacity analysis improved
- Common understanding of different education stakeholders on acceleration priorities will be reached

3. GUIDING PRINCIPLES

- The Acceleration Plan is NOT a new Plan. It should be based on and anchored in existing national planning documents plans and processes, with an accelerated trajectory
- High level leadership is critical to the success of acceleration towards EFA goals and targets
- The Plan should be made on a participatory basis involving as much as possible the different stakeholders both internally as externally (development partners, civil society and private sector are key partners) in the entire process

- The Acceleration Plan ideally needs to be drawn at the different administrative levels (central, provincial and local)
- Secure political will from the highest level, make sure that governance structures will ensure transparency and accountability
- Manage and monitor for results

4. DEFINING AN ACCELERATION PLAN

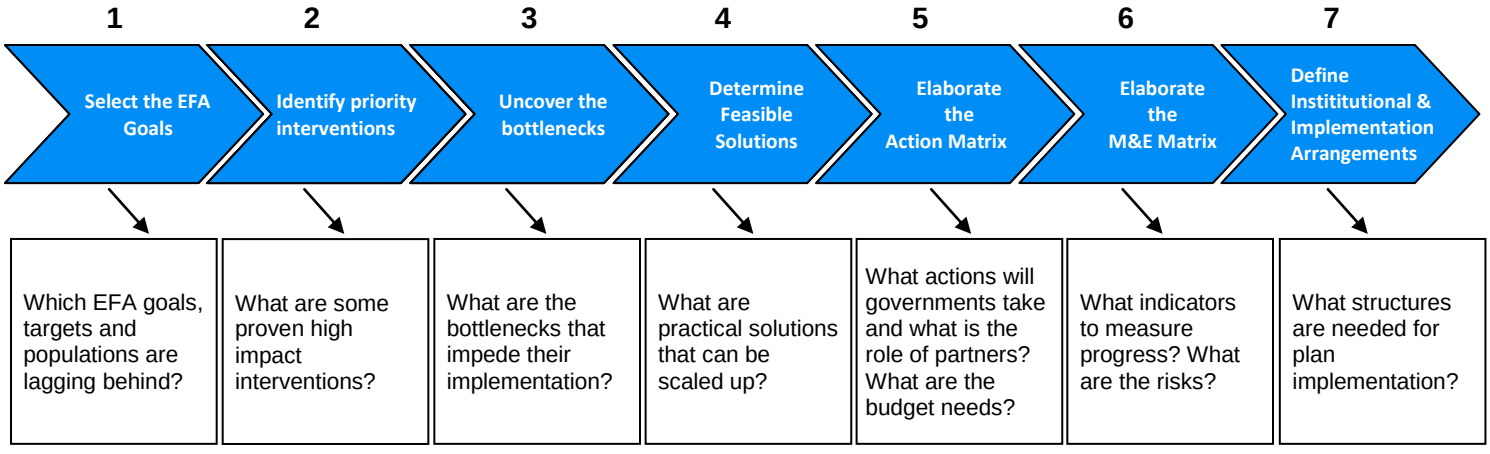
The Big Push Acceleration Plan has been adapted from the MDG Acceleration Framework (MAF) which is a methodology developed by UNDP and endorsed by the United Nations Development Group (UNDG), aiming at identifying and implementing bottleneck solutions for the chosen focus intervention, responding to an off-track EFA Goal. The methodology uses a practical step by step approach, with a clear focus on prioritization at every step, resulting in a focused, realistic and implementable plan of action. Using this methodology, constraints hampering faster progress to the selected target are identified, as well as solutions to unlock those constraints. Once the solutions are prioritized and selected, they are unpacked into a set of activities with partners identified for their realization.

Acceleration calls for collective responsibility and action, effective country leadership and ownership of action plans as an integral part of existing plans, effective policies to support implementation and targeting, the re-focusing of investments, sound monitoring and evaluation, systematic participation of civil society and community involvement, an active role of the private sector for more effective partnerships, good governance and coordination, and appropriate institutional capacities and resources at country level.

5. STEPS FOR DEVELOPING THE ACCELERATION PLAN

Seven steps[5] guide the actions that will help accelerate progress of off-track EFA goals in a REC, country or sub-national level, including where relevant among identified population groups.

Figure 3: Steps for EFA acceleration



Step 1: Selecting the EFA Goals

The process begins with identifying off-track EFA goals that the country wants to address, by examining the status and trends of goals/targets and identifying where acceleration is needed. The EFA country profiles can be used as a tool for determining the common priority goals. Goals and

[5] Adapted from the analytical approach of the MDG Acceleration Framework (MAF)

objectives need to be specific, measurable, achievable, realistic and time bound (SMART). Given the short timeframe and limited resources, countries are advised to select one or two EFA Goals only.

Step 2: Identifying and prioritizing interventions

Once the targeted goals have been agreed upon, knowledge-based good practices should be used to identify and prioritize proven and strategic interventions required to achieve the goals by 2015. Sector and development plans can also help to inform selection of interventions and at the same time the accelerated interventions and solutions can help government and partners to revise plans and budgets.

Step 3: Uncovering the bottlenecks

Identification and prioritization of bottlenecks to the effective implementation, at scale, of these prioritized interventions is the next step. To determine the bottlenecks preventing the selected interventions from being implemented effectively and at scale, it can be useful to analyze them in terms of a) policy and planning, b) budget and financing, c) service delivery (supply), and d) service utilization (demand), as well as to examine cross-cutting challenges that impede successful implementation of the interventions. Disaggregated data on gender, geography and wealth quintile, as well as data on out-of-school and vulnerable children and groups can be useful when assessing the challenges, in order to identify underserved areas or marginalized populations. In identifying the constraints to reaching the goals/targets, it is important to determine where significant disparities remain and what the barriers are to reaching them.

Table 1: Categories and examples of sub-categories for bottleneck analysis

Policy & planning	Budgeting & Financing	Service delivery: Supply-side	Service utilization: Demand-side	Cross-cutting
Are existing education sector strategies, policies, and plans adequate? Is there disaggregated data for targeting the interventions?	Is there sufficient resources allocation? Are resources for the interventions equitably reaching all populations?	Are there sufficient trained human resources for carrying out the intervention, including at decentralized levels?	How is the value of the interventions perceived? Are communities aware and empowered to use and influence the intervention/delivery?	Cross-cutting bottlenecks affect multiple sectors and require an integrated response (e.g. engagement and advocacy, coordination and alignment, accountability and transparency, etc.)
Legal framework and laws (including outside ED sector) that impact the interventions?	Are resources being used efficiently? Is there multi-year expenditure framework?	Is there adequate infrastructure, equipment and supplies?	Are special and local needs/languages taken into consideration?	
What are the gaps in institutional capacities to carry out the interventions?	Resources mobilization: how large are funding gaps?	Is there sound governance and M&E systems in place?	Are services accessible and affordable to all? Opportunity costs?	

Once bottlenecks are identified, for each identified intervention they can be prioritized based on certain criteria, for instance by assessing their potential impact on achieving the EFA goal/target, the speed of their removal and the availability of feasible solutions to removing the bottlenecks. Following the prioritization of sector-specific and cross-sector bottlenecks, partners can join forces with government(s) to implement solutions.

Step 4: Determining feasible proven solutions to tackle the bottlenecks

In determining and sequencing near-term acceleration solutions to remove/mitigate each bottleneck, it is important to take into consideration certain criteria such as the scope and pace of the solution's

impact, its sustainability, governance challenges, the available capacities at national level, the accessibility to internal or external technical know-how and funding availability/potential.

Table 2: Criteria for identifying acceleration solutions

Impact	Feasibility	Other
Magnitude *What is the magnitude and equitability of the solution's impact on solving the bottleneck?*	**Governance** *What are the rule of law, transparency and accountability mechanisms to implement the solution?*	**Evidence based** *Has the value of the proposed solution been supported by positive evidence in the country or elsewhere?*
Speed *How long will it take for the design, implementation and realization of the solution's impact?*	**Capacity** *Is there adequate government(s') and partners' ability to plan, implement, and monitor the solution?*	**Efficiency** *Is the solution cost-effective: are the resources appropriate in relation to the results?*
Sustainability *Will the government(s) and partners be able to maintain the solution over the medium and long term? Does it help enable systemic improvement?*	**Funding availability** *Are there funds available to cover the solution's cost? What are some other potential sources of financing?*	**Relevance** *Is the chosen solution relevant to remove the perceived bottleneck?*
Adverse effects *What is the magnitude of negative impact within or outside the sector?*	**Additional Factors** *What are additional factors that may impede implementation of the solution?*	**Political Support** *Is there sufficient political support for the proposed solution?*

In addition to impact and feasibility, coordination among stakeholders and strong political support are key elements. The scaling up of local, feasible and multi-partner acceleration solutions should focus on a comprehensive set of equitable, relevant, evidence-based and cost-effective solutions that will remove the bottlenecks while building sustainability of the achievements.

Sustaining the gains thus far in education and scaling up proven trends requires looking at what has worked over the past 12 years, what is scalable and where/who to target. South-South collaboration, drawing on lessons learned, experiences gained from other countries/regions with similar contexts, as well as knowledge exchange of field-tested solutions and case studies, can be used to identify feasible solutions linked to specific bottlenecks and interventions, the requirements for implementation and their expected impact.

Step 5: Creating an Acceleration Action Plan for implementation

Planning of the implementation of the selected solutions is a key step. A country acceleration action plan would reflect the identified interventions, the prioritized bottlenecks to these interventions, proposed solutions and the parties responsible for their implementation in prioritized zones or population groups, including a resources plan for implementation. It offers a systematic way of bringing bottlenecks and high-impact solutions together to concrete actions, with roles defined for all partners and stakeholders. The identified interventions are then formulated as an outcome following the principles of results based management (RBM).

Impacts are the positive and negative, direct or indirect, long-term, intended and not intended effects of a development intervention. **Outcomes** are the short or mid-term effects brought about by an intervention outputs. They describe a change in development conditions between the completion of outputs and the achievement of Impact. **Outputs** are the specific products and services which emerge from a development intervention. They relate to the completion (rather than the conduct) of activities and are the results for which an intervention has a high degree of influence. **Inputs** are the financial, human and material resources used for the development intervention.

Table 3: Examples of Outcomes and outputs

LOGFRAME RESULTS BASED MANAGEMENT

Term	Term	Definition	Example
Goal	Impact	Long term result or effect of several interventions	Adult illiteracy rates reduced by 50% by 2015
Objective	Outcome	Short or mid-term result of several outputs	Proportion of funds allocated to Literacy and adult education programmes increased to 3% by 2014
Specific Objective	Output	Product or service results	Parliament motion for increased financial allocation to Literacy and adult education programmes passed
Activities	Activities	Set of actions combing resources undertaken to obtain an output	Production and distribution among parliamentarians of fliers on EFA situation in the country Organization of a training seminar on education situation of the country with parliamentarians concerned with the education portfolio
	Input	Used resources	Human resources: Meeting chaired by High level education Official Financial resources for production of Flyer Technical resources for elaboration of flyers content, etc.

Identified interventions, selected solutions to prioritized bottlenecks and actions are then brought to the Acceleration plan in the form of Outcomes, Outputs and Activities, when the plan is formatted according to the Results Based Management principles. For a better understanding of the RBM terminology, see figure 4 bellow.

Figure 4: Understanding RBM language: the fish soup development story

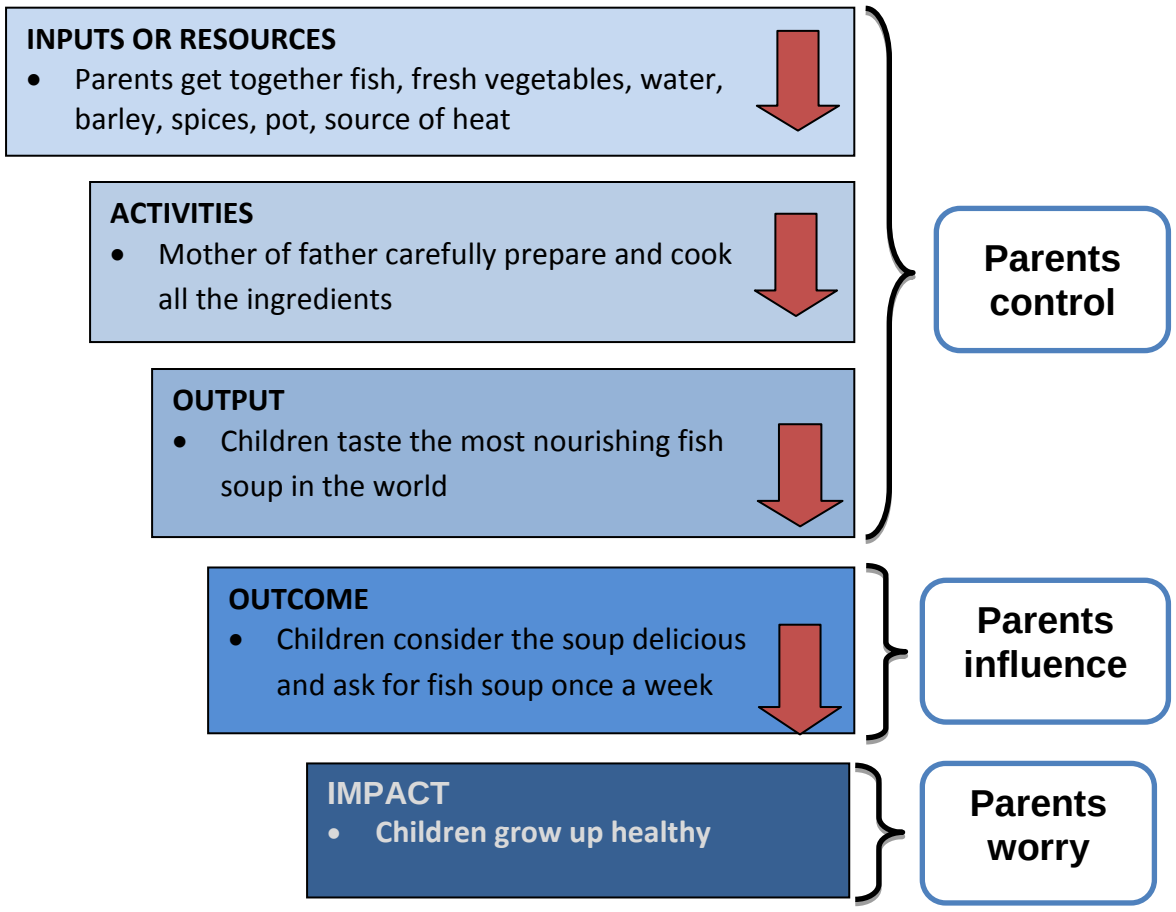
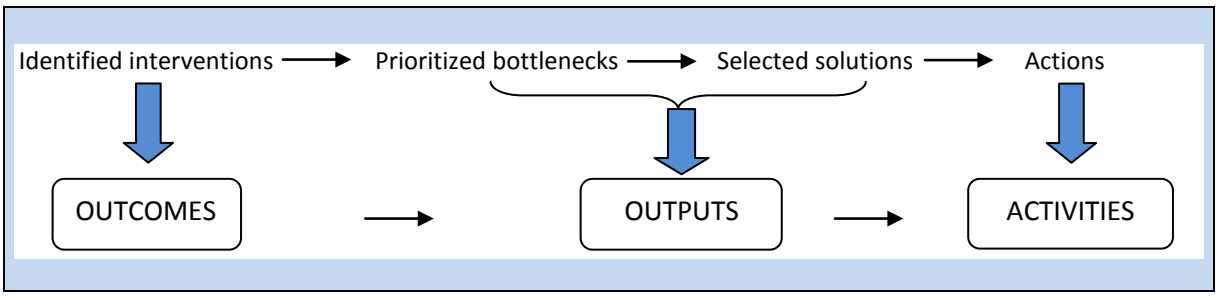


Figure 5: Translating Interventions, Solutions and Actions into Outcomes, Outputs and Activities

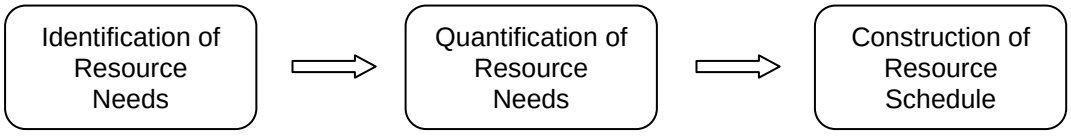


Stakeholders' roles include implementing the agreed-upon "acceleration solutions" and/or jointly mobilizing required resources. For an adequate identification of stakeholders please see Module II on Advocacy.

Any plan needs staff and means to be accomplished. A **Resources Plan** summarizes the level of resources needed to implement a programme or intervention. It identifies the needed support staff, technical expertise, technological (ICTs) means, financial, institutional needs and materials & equipment. It assesses the gaps, builds it into a budget and incorporates that into the Plan. The **Resources Plan** is part and parcel of any Plan. It summarizes the level of resources needed to complete the Acceleration Plan and indicates the exact quantities of labor, expertise, technology, equipment and materials needed to complete the intervention.

The process of elaboration of a Resources Plan[6] initiates with the identification of all major resources group needs, followed by the quantification of the identified needs and the elaboration of the schedule. **Resources** can be of a different nature: human, financial, material, technical, organizational, equipment and technological.

Figure 6: Resources Plan Elaboration Process



During the first step a detailed list of all the required resources to complete the Acceleration Plan is elaborated.
After the identification of the required resources, the next step is the quantification of the needs, whereby the needs are specified in terms of their nature, volume and duration. All those elements will contribute to the elaboration of the resources schedule, whereby timeframe and duration are specified.
The elaboration of a Resources Plan can be done using a simple excel table as depicted bellow. The elaboration of the resources plan is a tool that facilitates budgeting as well as human resources provision.

[6] http://www.sqa.org.uk/e-learning/ProjMan02CD/page_06.htm#CreateResoucesPlan

Table 4: Resources Plan elements

Resource type	Role or item	Value (Number/ Amount)	Responsibility or Purpose	Skills or Specification	Period of time	Availability
Human	List each staff profile/role required for each activity	Nr. of people required for each role	Indicate the required responsibilities for each role	Indicate the skills required to fulfil each role	Specify how long the resources are needed	Specify if it is available within the organization
Technical	List each type of technical support required per activity	Nr. of experts needed	Indicate their roles & responsibilities	Indicate the skills required	Specify period of time needed	Specify if it is available within the organization
Technological	List each technological item required per activity	Nr and amount needed	Purpose of the technological item		Specify period of time needed	Specify if it is available within the organization
Material	List each material item required per activity	Quantify the amount of each material item needed.	Describe the purpose of each item		Specify period of time needed	Specify if it is available within the organization
Equipment	List equipment item required per activity	List quantities required	Describe the purpose of each item	Describe the specifications of each item	Specify period of time needed	Specify if it is available within the organization
Organizational	List the Institutional support required per activity		Indicate role of each identified organization per activity	Describe the specific responsibilities of each	Specify period of time needed	Specify if it is available within the organization
Financial	List the financial resources needed per activity	Specify amount required	Indicate purpose of each financial need per activity		Specify period of time needed	Specify if it is available within the organization

Step 6: Developing a Monitoring and Evaluation Plan[7]

A M&E Plan is an important managerial instrument that accompanies any plan and helps the quality and impact of the work undertaken against the set indicators and targets. It allows to:

- Review progress;
- Identify problems in planning and/or implementation;
- Make adjustments to improve likelihood of having results

[7] The Monitoring and Evaluation Plan is both an integral part of any planning process as well a plan in itself. For reasons of logical sequence it is dealt with after the directives for the design of an Acceleration Plan but should in addition be drafted in all other Planning processes (Advocacy Plan, Resource Mobilization Plan and Communication Plan) of the Acceleration Framework dealt with in this document.

Monitoring is the systematic collection and analysis of information aimed at improving the efficacy and efficiency of a programme as the work progresses. Monitoring allows to compare the on-going results with the set targets and indicators of the Action Plan, looking also at the adequacy of the planned resources and the available capacity and assessing whether the activities undertaken are in alignment with the plans. **Evaluation** appraises if the results obtained are aligned with the planned ones. An evaluation can be done during the implementation or at the end of a programme. During the implementation, the so-called **formative evaluation** functions as a correctional tool allowing for mid-term adjustments to the plans. The **summative evaluation**, undertaken at the end of the programme, is meant for drawing lessons from a completed process.

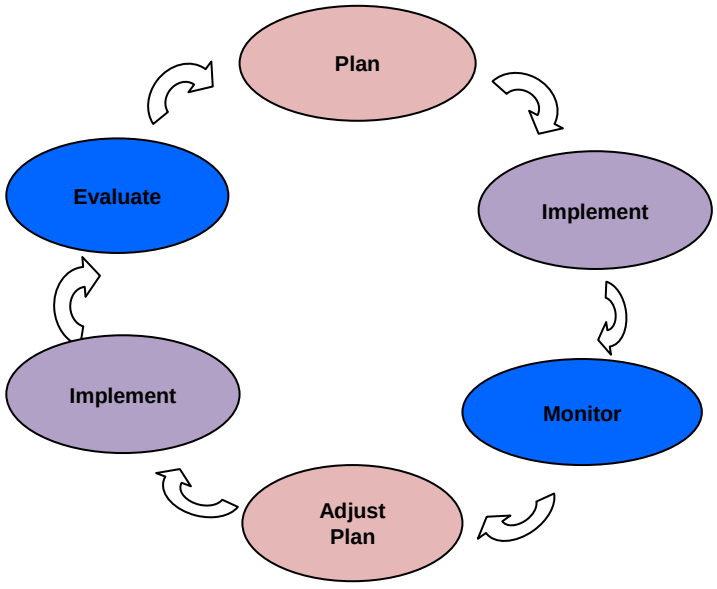
Table 5: Monitoring versus evaluation

Monitoring	Evaluation
• Establishes indicators of efficiency, effectiveness and impact • Sets up systems to collect information relating to these indicators • Collects and records the information • Analyses the information • Uses the information to inform day-to-day management • Enables adjustment of plans, strategies and actions during implementation	• Looks at what the intervention intended to achieve: what difference did it want to make? What impact did it want to make? • Assessing its progress towards what it wanted to achieve, its impact targets • Looking at the strategy of the project or organisation. Did it have a strategy? Was it effective in following its strategy? Did the strategy work? If not, why? • Looks at how it worked. Was there an efficient use of resources? What were the opportunity costs of the way it chose to work? How sustainable is the way in which the intervention works? What are the implications for the various stakeholders in the way the programme works?

Both monitoring and evaluation assess the efficiency, efficacy and impact of the intervention. **Efficiency** looks at appropriateness of resources use (money, staff, time, equipment), set against achieved results. This is particularly important to assess the feasibility of scaling up of interventions. **Efficacy** refers to the rate of achievement of the planned results, measuring therefore the success of the intervention. **Impact** looks at the adequacy of the chosen strategies and is crucial for any decisions to move forward[8].

Monitoring and evaluation are part and parcel of the management of a programme. They are the elements that make the Plan flexible and allow adaptation for improved results. Schematically:

Figure 7: The monitoring & evaluation process



[8] See for further information the guidelines of Civicus: http://www.civicus.org/new/media/Monitoring%20and%20Evaluation.pdf

Indicators are the key ingredient of the M&E Plan as they provide the elements for the activity progress measurement. They are the measurable and tangible signs that something has been done or achieved. They can be of qualitative or quantitative nature: quantitative data reflect absolute numbers or percentages while qualitative data reflect opinions, experiences of people, etc.[9].
Indicators need to be SMART formulated[10]. **Targets** (or benchmarks) refer to the point that is aimed to be achieved with the programme. It is directly linked with the indicator and can also be qualitative or quantitative. In order to be able to set targets, one needs to know where he stands at the point of departure of the intervention: the **Baseline.** Baselines and indicators can be drawn from primary or secondary data sources. Primary data comes directly from the own information systems, while secondary data is drawn from other institutions or sources. As collecting data is often a time intensive and costly exercise, it is recommended the use of existing data information systems. Sometimes by lack of appropriate indicators, one chooses to use approximate indicators that may not measure precisely the impact of the intervention but give a fairly accurate idea of the effected change.

Another important element of an M&E Plan is the **Means of verifications.** These are the sources of information. Reports, minutes, attendance registers, financial statements are often used as they are part of the work anyway. But sometimes, if the information is not available, it may become necessary to set up a data collection system. In order to reduce costs and efforts it advised to use simple modalities that can be embedded in the natural course of the implementation.

Examples of data sources

- Case studies
- Recorded observation
- Diaries
- Recording and analysis of important incidents (called "critical incident analysis")
- Structured questionnaires
- One-on-one interviews
- Focus groups
- Sample surveys
- Systematic review of relevant official statistics

An additional important component of the M&E Plan is the **Risk Analysis**[11]. Risk Analysis is a way of identifying and assessing factors that could negatively affect the success of an intervention. It allows examining the risks facing the programme and informs on decisions on whether or not to move forward to mitigate that risk. Three steps are usually recommended:

1. Identification of the threats
2. Assessment of possible impact or consequences
3. Identification of mitigating or corrective measures

[9] Although there sometimes seems to be a preference for use of quantitative data, qualitative data is key to qualify the nature of the figures. So can drop out rates tell that students are not staying in school but it tells nothing about the reason why.
[10] SMART: Specific, Measurable, Achievable, Relevant and Time bound.
[11] Source: http://www.mindtools.com/pages/article/newTMC_07.htm

Examples of the types of risks	
Structural :	high staff mobility, understaffing, crowded classrooms, lack of teaching and learning books, low education budget allocation
Human :	illness, death or other loss of a key individual
Operational :	disruption of supplies and operations, loss of access to essential assets
Reputational :	loss of public or donor confidence
Procedural :	failures of accountability, internal systems and controls or fraud
Project :	taking too long on key tasks or experiencing issues with product or service quality
Financial :	late arrival of funds, interest rate changes or non-availability of funding
Technical :	technical failure
Natural :	natural disasters
Political :	changes in tax, public opinion, government, government policy or foreign influence

The elaboration of the M&E plan follows immediately after the drafting of the Action Plan or work plan. It is best to work with M&E specialists as they master the skills to guide the process.

Table 6: Monitoring and evaluation elements

Outputs	Indicators (incl. baselines & targets)	Means of Verification	Collection methods	Responsibilities	Risks & Assumptions
What are the intervention outputs or results?	How to measure results?	What are the information sources?	How to get that information?	Who is going to provide that information?	What are the foreseen challenges that may jeopardize results achievement?

Step 7: Defining the Institutional and Implementation Arrangements

The subsequent stage is the elaboration of the Institutional and Implementation arrangements framework: what structures and mechanism will be put in place to coordinate, supervise, implement and monitor the Acceleration plan? It is recommended to use as much as possible the existing structures as staffing new structures is costly. It is however important to find allocate staff time to important function of coordination and supervision as this are key functions for allowing progress for the short time available. Most of the information on institutions and staffing should already been captured during the elaboration of the Resources Plan. For further guidance on how to go about it, see Module 5: Developing the Institutional and Implementation Arrangements.

II. Advocacy and Mobilization Plan

1. INTRODUCTION

The objective of this module is to guide countries on how to initiate national advocacy campaigns[12] to ensure widely supported "Big Push" for EFA by 2015. One of the main challenges that have contributed to slow progress on EFA has been weak advocacy to generate sufficient political will, ensure active stakeholder participation and adequate and balanced financial allocations in the national budget for advancement of the EFA goals. Intensifying advocacy has been noted by stakeholders (especially during the GEM, 2012 and other forums) as a key to mobilize sufficient political will and resources for accelerating EFA goals.

Why an Advocacy and Mobilization Plan?
While not much different from other planning processes it is important to do planning for advocacy upfront and thoroughly. Advocacy involves:

- getting powerful individuals and or organizations or institutions making big changes that may not be in their short term interests
- working in the public eye
- facing larger opponents and hence taking risk

Planning will help predict future obstacles, increase the chances of success and make the best of existing opportunities, while reducing wastage of efforts.

In order to undertake successful advocacy initiatives, national stakeholders including CSOs need to be clear on the definition of strategies and steps for undertaking advocacy.

These guidelines should be read alongside other components of the EFA Acceleration Framework as the advocacy and mobilization attempts are intertwined with the chosen priorities for the EFA Acceleration Plan, the Resources and Partnerships Mobilization Plan, the Communication Plan, and the institutional and implementation set-up.

2. OBJECTIVES AND OUCTOMES

Overall objective
To equip participants with advocacy knowledge and skills that will assist countries in elaborating and implement an effective "Big Push" advocacy initiative at country level.

Specific objectives

- To get a common understanding of the concept of advocacy
- To elucidate the key steps that are involved in developing advocacy plans

[12] Links/references:
Sources :
AA Education Financing Toolkit, 2009
http://www.baruch.cuny.edu/spa/researchcenters/nonprofitstrategy/documents/EducationFinance-Full.pdf
http://www.actionaid.org/publications/toolkit-education-financing
http://www.asaecenter.org/Resources/whitepaperdetail.cfm?ItemNumber=12212
http://knowhownonprofit.org/campaigns/campaigning/about-campaigning-and-lobbying/whatis/whatis
http://www2.dwaf.gov.za/dwaf/cmsdocs/Elsa/Docs/PFM/PFM%20Guideline8.pdf
http://www.who.int/hiv/topics/vct/toolkit/components/policy/introduction/en/index.html
http://ctb.ku.edu/en/tablecontents/sub_section_main_1206.aspx

- To provide an understanding of the stakeholder mobilization and participation
- To guide participants in how to design national advocacy and collective mobilization plans for EFA accelerating frameworks based on the country status

Expected Outcomes

It is anticipated that with this guide:

- Country and partner representatives will have acquired knowledge and skills to engage in national advocacy and mobilization for the EFA accelerating processes strengthened
- Participants shall have developed advocacy plans that will garner national support for EFA Acceleration frameworks in selected countries
- Mobilization of stakeholders will increase, including communities, resources and partnerships for EFA acceleration at country level
- Country advocacy plans will lead to improvements in EFA status

3. GUIDING PRINCIPLES

Key principles that should underpin advocacy initiatives at country level in the EFA acceleration process include the following:

- Adopt participatory approaches during the planning and implementation and monitoring processes both for internal and external stakeholders, including beneficiaries
- Stay focused: set specific objectives, concentrate energy and resources and undertake research and analysis to determine the focus
- Clarity: have clear objectives and strategy
- Credibility: base the messages on reliable information coming from a credible source
- Relevance: have a connection to the people that need to be involved or targeted; propose clear solutions or alternatives to the problems to be solved
- Timing: find the best time or opportunity to launch any action
- Commitment: keep the people in the campaign on alert until the end, when the situation is changed
- Secure political will, transparency and accountability
- Manage and monitor for results

4. DEFINING AND UNDERSTANDING ADVOCACY

Advocacy comes from the Latin words, ***ad*** + ***vocare*** which mean ***to/for/on behalf of*** + ***to speak/voice out***. In everyday usage advocacy entails a process in which group or institutions or networks seek to bring about positive change by influencing processes, strategies, laws and decisions for the benefit of a certain group or entity. The goal of advocacy is to bring about change or progress.

Examples of purposes of advocacy interventions

- To influence government to allocate more resources for education
- To influence legislators to put in place a law that promotes compulsory education
- To ensure equitable distribution of resources including teachers and teaching and learning materials to schools for the benefit of rural areas
- To influence policy makers to put in place a national strategy for adult literacy
- To influence traditional leaders to stop a cultural practice that has negative impact on education for boys and girls
- To influence parents and communities to end discriminatory practices against children with disabilities
- To influence government to prioritize education in national development
- To influence the Ministry of Education to recruit more teachers or increase salaries of teachers

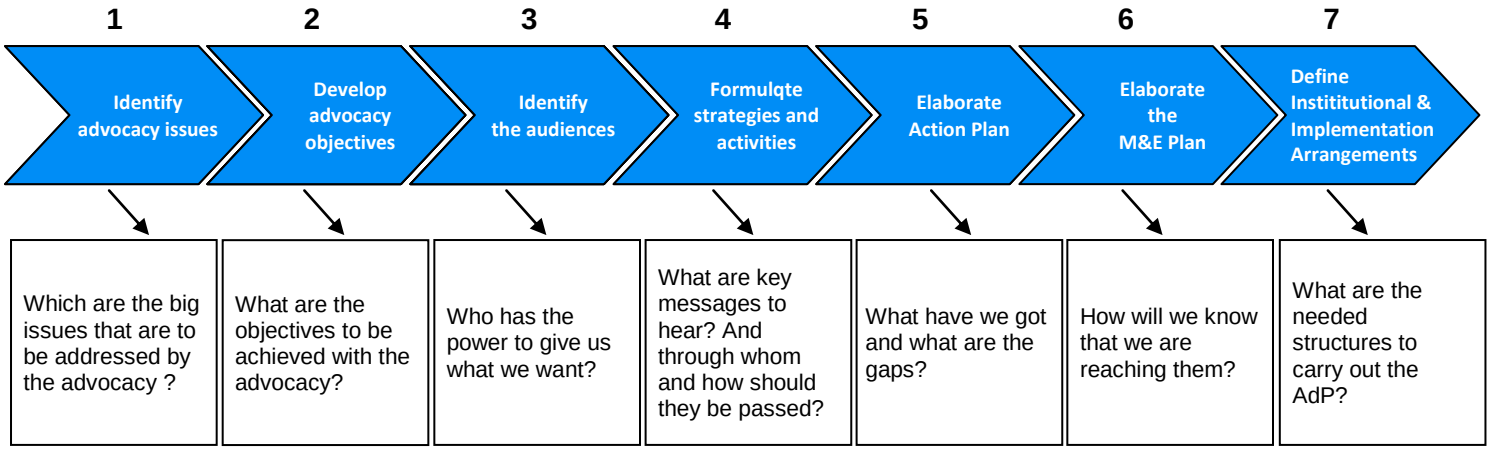
There are two special terms that are related to advocacy (and are sometimes used interchangeably): **lobbying** and **campaigning.** Both can actually be seen as two different ways of doing advocacy.
Lobbying is the act of attempting to influence decisions made by officials in the government, most often legislators or members of regulatory agencies or business to support an activity. Lobbying is done by many different types of people and organized groups, including individuals, the private sector, corporations, fellow legislators or government officials or advocacy groups (interest groups).
Campaigning refers to organized actions around a specific issue seeking to bring about changes in the policy and behavior of institutions and/or specific public groups. It includes usually the mobilization of forces by organizations and individuals to influence others in order to effect an identified and desired social, economic, environmental or political change[13]. **Methods of campaigning** can either be insider campaigning or outsider campaigning. **Insider campaigning** refers to approaches that work with the targets through established channels (lobbying, public meetings, consultations). **Outsider campaigning** refers to pressure exerted through more public channels (demonstrations, rallies, protest, direct action). It can also include informally established public pressure tactics, such as letter writing and petitioning.

Advocacy can be done by any stakeholder including government, civil society, communities, political parties, and others.

5. STEPS FOR DEVELOPING ADVOCACY PLAN

The Advocacy Plan should be prepared after the elaboration of the Acceleration Plan. As in other planning exercises, it should preferably be done with a group of persons and should involve advocacy experts. Civil Society Organizations have often expertise in this area and can be assets for developing a sound plan.

Figure 8: Steps for designing the Advocacy Plan



Step 1: Identifying Advocacy Issues
The advocacy issues are closely related to the selected EFA Goal(s) and key interventions for acceleration.

Step 2: Elaborating Advocacy Goals and Objectives (Outcomes and Results)
The advocacy goal or outcome is the longer term change we want to see and that has come about by our actions and others. The objectives or outputs are the short to medium term changes that are the direct results of our advocacy actions and that will contribute to the outcome or goal.

[13] The Good Campaigns Guide for the Voluntary Sector (NCVO, 2005)

Examples of goals (outcomes)

1. The government allocates and spends at least 20% of the national budget to education by 2013
2. Barriers to teacher recruitment are removed by 2013 so that minimum teacher pupil ratio is met by 2015

Examples of objectives (results)

1. At least 50% of Parliament agrees on supporting an increase in budget for education
2. MoE bill on revised teacher recruitment criteria passed by September 2013

Step 3: Identifying Target Audiences or Stakeholders of the Advocacy

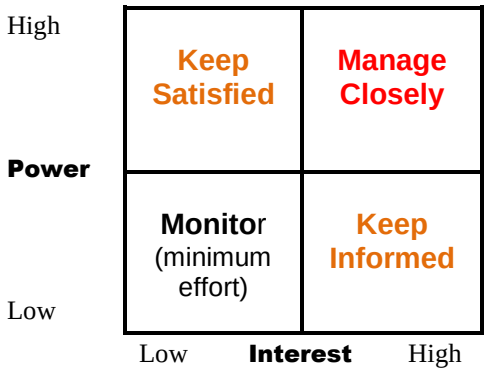
The audiences of the advocacy efforts are the specific target groups, individuals, allies or opponents[14] that are aimed to reach. Allies are the people who are sympathetic to the campaign and are capable of providing social, economic, technical or financial support. Targets and allies are identified after a stakeholder mapping and analysis. Knowing well your audiences in advance will help select the most appropriate messages and most adequate ways to reach them. Another distinction that is useful in the identification of stakeholders is one that distinguishes between the targeted audience, meaning the parties and individuals that can help to address the problem or issue: the **targets of the changes** and the ones who can help in the advocacy (the allies, **agents of changes**). For the identification of the stakeholders, the following steps can be followed:

Table 7: Steps to identify the strategic Audiences (the advocacy stakeholders)

Step1 Identify stakeholders	Step 2 Prioritize stakeholders	Step 3 Understand stakeholders
Identify the target groups, allies, opponents by considering all the people and organizations that are concerned or may have interest in the success (or not) of the Big Push, the ones who have power, have influence or are affected by it. Indicate who the advocacy wants to reach: the targets and who may be able to help in the advocacy	In that regard make an analysis of their possible interest in the Big Push as well as the power they have to influence it. Use the Power/interest Analysis grid for that purpose. The selected stakeholders are the targets of the advocacy (see Power/Interest Grid)	This means knowing how they will most likely react to the initiative and that you understand the best way to engage and communicate with them throughout (see table II.2)

Once the audiences or stakeholders are identified they should be ranked in order of importance and relevance for the advocacy goals in order to avoid scattering of focus. A way to go about it is to use the power and interest grid analysis:

Figure 9: Power/interest grid for stakeholders prioritization



[14] Besides allies, it is also important to identify opponents so that you can be prepared to pair their resistance or, in the best circumstances, to win them over. This is particularly important if those opponents form a potential threat to the achievement of your goals.

- High power interested people are the ones to fully engage with and where the greatest effort should be concentrated.
- High power less interested people should be targeted but not too much to avoid them getting bored by the messages.
- Low power, high interest groups need enough attention to keep them informed as they can help with the advocacy campaigns.
- Low power and low interest groups need to be globally monitored but should not be receiving particular attention.

Table 8: Understanding stakeholders

Examples of Big Push relevant stakeholders	Key question for a better understanding of the stakeholders
• Ministry(ies) of Education • Other Ministries (Finance, Planning, Health, Agriculture, Gender, Labour & Employment, Social Action, etc) • Parliament • Current and New Donors • Education Partners • CSOs • Media • Interest groups (Teachers Unions, Parent groups, Learners groups) • Individuals (including celebrities) • The private sector • The general public	• What financial/emotional interests do they have on Big Push? Are these interests positive or negative? • What do they currently think of EFA? Is their opinion based on good information given through you? • If they aren't very likely to be positive opinions, what will win them over to support the Big Push? • What mostly motivates them? • What information do they want to know? • How do they want to receive this information? What is the best way of getting the message through to them? • Who influences both their opinions on education and their opinions generally? Do some of those influences therefore become important stakeholders?

The best way to get answers to those questions is to talk directly to the stakeholders. This would be already the first step in engaging them in the Big Push.

Step 4: Defining strategies, the tactics (activities), messages and channels for the advocacy
These will be the tactics, methods or set of inter-related activities that will be undertaken to achieve the specific objectives. Following the choice of strategies, the next move is the choice of the **activities or tactics or action steps** for the operationalization of the strategies. Then the key messages and the tools/channels to convey those have to be defined. **Key messages** are the concepts that target audience needs to remember. These messages are audience specific and should be carefully selected and woven through all advocacy and communication materials and activities. The messages should address the issues identified and aim at triggering the desired change or response from the audience or targets of the campaign.

Tools and channels are the means whereby the message will be convened. Decide what tools will be used for sending the desired messages: a flyer, a theatre piece, a report, a radio debate, posters, etc. There are various ways of getting the message across, either by email, letter, petition, meeting, phone or telephone. It can also be through mass media such as publications (newspaper, newsletter, leaflets, etc.), radio and TV programmes and social media such as Facebook, Twitter or You-Tube. See the Communication Plan section for further details.

There should be a logical inter-relationship between objectives, strategies and activities. It is recommended that the strategies, messages and channels are to be prioritised in order of importance to avoid scattering of efforts.

Table 9: Steps to identify the messages and channels of advocacy

Step1 Identify Advocacy Strategies and activities		Step 2 Design the message	Step 3 Define tool/channel
Lobby	**Campaign**		
Identify the **Who**: key individuals or groups that have capacity to influence decision making concerning policy, legislation and funding and how to approach them	Identify strategic campaigns and activities and the most relevant agents of change and build/reinforce the **partnerships, alliances & networks** with them	The key messages can be identified by defining **What** one wants to achieve, **When** and **Why**	This means knowing how they will react to the initiative and understanding the best way to engage and communicate with them throughout (see table 8)

Below are some examples of advocacy strategies.

Examples of strategies

- Lobbying
- Public interest litigation
- Campaigning
- Community mobilisation
- Use of mass media
- Organizing or participating in stakeholder meetings or forums

Following the selection of the most appropriate strategies, the advocacy activities must be chosen.

Typical advocacy activities

- Campaign launch-public event: national, regional/district/school level
- Formation of a coalition, network or alliance on a specific issue
- Formation of a pressure or lobby group
- Using the media –print, electronic, social media, press releases
- Lobby meetings with targets-donors, parliamentarians, government officials (ministry of finance, ministry of economic affairs, …)
- Stakeholder meetings
- One to one meetings
- Community or public rallies-school level/ district level/national level
- Budget/policy analysis and expenditure tracking
- Joint sector reviews-big push annual reviews
- Commemorating international events/days: EFA global Action week in April, Day of the African Child, Teacher Day, Human rights Day, Literacy Days, Women's Day, Fathers' Day, Youth Day, Labour Day, etc.
- Launching publications
- Hosting talk shows-radio or television
- Mass demonstrations or marching
- Petitions, collecting signatures, etc.

The chosen Advocacy strategies and activities need to be aligned with the nature of pressure needed or resistance met by the advocacy goals and objectives. More resistance will likely demand more drastic measures.

Step 5: Developing an action/work plan and budget for the Advocacy Plan

This involves coming up with a matrix of objectives, strategies, targets, activities, allies/partners, resources, budget, responsible people, delivery date, outcomes and success indicators. For the content development see the directives given in the section of the Acceleration Plan. For the specific format of an Advocacy Plan Matrix, please see annex for an example.

Step 6: Developing the Monitoring and Evaluation Plan

The M&E Plan for the advocacy follows the same principles as the M&E Plan for the Acceleration Plan. As stated before, monitoring should be an ongoing process that creates opportunities to address obstacles and to re-strategize or reprioritize planned activities and re-allocate resources to ensure more impact. It also involves documenting the success stories and challenges to inform future campaigns or actions.

Step 7: Defining the Institutional and Implementation Arrangements

The Advocacy to be successful, it needs to be integrated in the organizational structure of the Ministry of Education. For further guidance on how to go about it, see Module 5: Developing the Institutional and Implementation Arrangements.

III. Resources and Partnerships Mobilization Plan

1. INTRODUCTION

The purpose of this section is to guide countries in formulating a resources and partnership mobilisation plan that will help mobilise the support and means for implementing the EFA Big Push Framework.

The 2012 EFA Global Monitoring Report indicates that there is currently **an annual financing gap of 38 billion US dollars** to achieve the goals for basic education and quality lower secondary education and to reach the most marginalized. In addition, the development aid architecture has been gradually changing during the past years, showing both a reduction in the global funding from traditional partners and a further decrease in allocation to education. This downward trend requires the development of alternative and diversified funding strategies. If a country does not have the internal resources to fund and implement the Big Push, it is imperative to adequately prepare for resources mobilization.

Why a Resources and Partnerships Mobilization Plan?

The success of an EFA Acceleration Plan will hinge on finding ways and means to finance and implement it[15]. The resources and partnership mobilisation plan is the tool that will help direct and manage the efforts made to identify the complementary resources for the Big Push.

Given the current trend of declining aid, it is becoming more and more essential to move from dependence on grants to building own constituencies based on the mobilization of local support through other strategies. In addition, in an environment of increasingly reduced resources for education, greater effectiveness and resources mobilization planning needs to become part and parcel of any Ministry of Education (MoE) management system. Although most countries cannot entirely rely on internal resources to finance education, few countries have however, a comprehensive resources mobilisation strategy in place. As a result, interventions tend to be donor driven instead of leaning on the strategic choices and programmes, undermining thereby national priorities.

2. OBJECTIVES AND OUTCOMES

Overall objective

To equip participants with the knowledge and skills that will assist countries to elaborate and implement an effective "Big Push" resources mobilization plan.

Specific objectives

- To get a common understanding of the concept of Resources and Partnerships Mobilization
- To elucidate the key steps involved in developing Resources and Partnerships Mobilization Plans (RPMP)
- To improve the understanding on how to go about stakeholder engagement and motivation during the resources mobilization process

[15] Sources:
http://www.hsph.harvard.edu/ihsg/publications/pdf/No-31-1.PDF
http://www.cmd-kenya.org/index.php/resource-mobilization-strategy
http://women.telecentre.org/wp-content/uploads/Resource-Mobilisation-Guide.pdf
http://www.idrc.ca/EN/Programs/Donor_Partnerships/Documents/Donor-Partnership-guide.pdf

- To guide participants on how to design national RPMP for EFA Acceleration frameworks based on country status and capacity

Expected Outcomes
It is anticipated that with this guide:

- Country and partner representatives will have acquired knowledge and skills to engage in national Resources and Partnerships Mobilization Plans for the EFA acceleration
- Participants shall have developed Resources and Partnerships Mobilization Plans that will garner national support for EFA Acceleration Frameworks in the selected countries
- Mobilization of stakeholders, resources and partnerships for EFA acceleration at country level will increase
- Country RPMP will lead to improvements in EFA status

3. GUIDING PRINCIPLES

In order to be effective, the EFA Big Push Resources and Partnerships Mobilization Plan needs to be closely aligned with the Acceleration, Advocacy and Communication plan. If the Big Push is well-managed and conveys its key messages effectively and continuously to its target audiences, it will be more successful in raising resources, and this, in turn, will contribute to its success. Hence, the four strategic plans must go hand in hand.

Specifically, five key principles should guide the development of a Resources and Partnerships Mobilization Plan:

- Diversification of the donors and partners is important to reduce dependency and increase flexibility;
- Building on institutional comparative advantage: mobilization of the right institution for the right type of job increases efficiency of resources and success prospects;
- Strategies need to be practical, efficient and sustainable. This will improve cost effectiveness and gain the support and confidence of donors and key partners;
- Value driven: engage with partners and donors that share the same values. Avoid engaging with individuals or organizations whose practice or values may go against the ones pursued by the Big Push;
- Strong governance and management: transparency and accountability of used resources as well as sound management secures further commitment and confidence of partners;
- Nurturing partnerships and alliances is key as it will ensure continuous commitment;
- Monitor for results.

4. DEFINING AND UNDERSTANDING RESOURCES AND PARTNERSHIPS MOBILIZATION

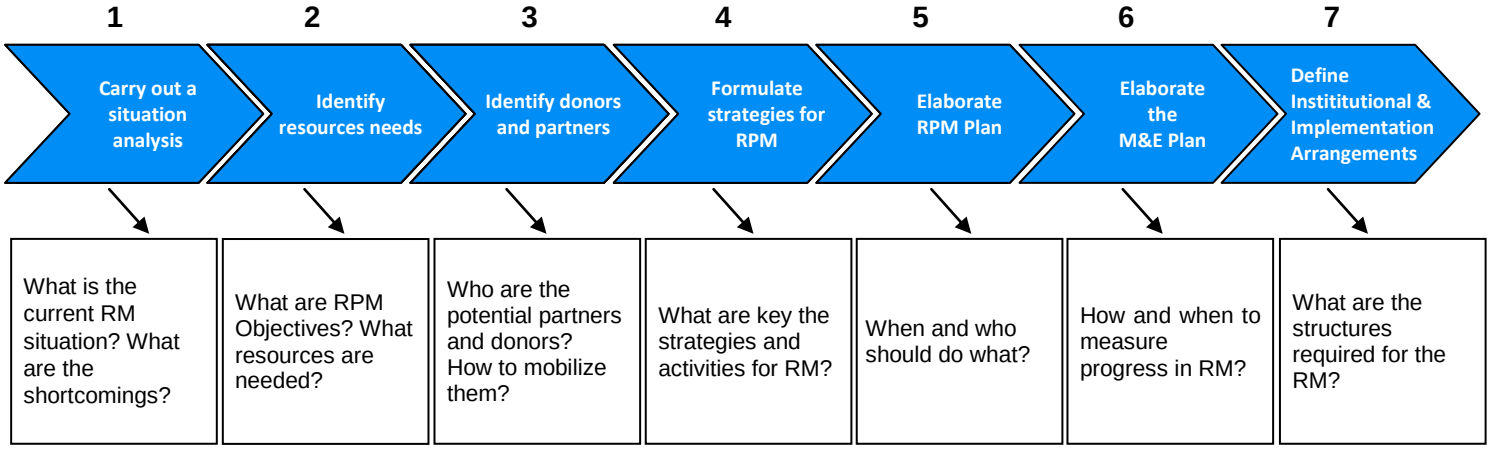
Often the term “resources mobilization“ is equated with fund raising but fund raising is only one of the targets or outcomes of resources mobilization efforts. **Resources and partnerships mobilization** is a management process that involves understanding the organization or intervention needs, assess the gaps, identify people who share the same values and can be mobilized to fill those gaps and taking the steps to manage that relationship. Resources mobilization is thus a process that involves four core areas:

- Understanding, defining and communicating all dimensions of the need.
- Informing, motivating, and facilitating giving or engagement.

- Engaging and involving donors and partners as stakeholders and investors.
- Maintaining with them relationships based on shared values.

5. STEPS FOR DEVELOPING RESOURCES AND PARTNERSHIPS MOBILIZATION PLAN

Figure 10: Steps for designing the Resources and Partnerships Mobilization Plan



Step 1: Analyzing the situation

This stage is meant to align the resources and partnerships mobilization effort with the Acceleration Plan and to assess the readiness to embark on the resources mobilization plan. It means also knowing the national context including legal and tax structures, as well as kind of fundraising activity that could be successful in each specific context. It is also meant to get a better understanding on the MoE readiness to undertake RPM actions.

Example of issues to take into account during the situation analysis

- The legal situation in your country may allow or restrict certain types of activities for your type of organization. Be familiar with any special permission that is required for your fundraising activities
- Tax consequences may affect how your organization reports the income and should be a consideration for selecting the appropriate activity
- Tax relief for individual or corporate donations may be an incentive for giving
- Successful fundraising efforts of other civil society organizations may be replicated. On the other hand, creating innovative and fresh ideas may also inspire people to contribute
- Building on local cultural and religious practices and traditions may help to attract a certain audience

Carrying out a SWOT[16] analysis may help for a better understanding of the situation:
The SWOT will enable the identification of the **Internal Factors** that are within the control of MoE and will contribute or hinder resources mobilization efforts. They coincide with the Strengths and Weaknesses. The **External Factors** are those beyond the control of the MoE and that may also support or hamper resources mobilization and correspond to the Opportunities and Threats.

[16] Strenghts, Weaknesses, Opportunities and Threats Analysis

SWOT elements

- **Strengths:** attributes/factors internal to the organization, which it can manage or control, that support or aid in the fulfilment of its mission
- **Weaknesses:** attributes/factors internal to the organization, which it can manage or control, that act as hindrances to the fulfilment of its mission
- **Opportunities:** conditions external to the organization, which it cannot control, that may contribute to the achievement of the organization's mission
- **Threats:** conditions external to the organization, which it cannot control, that may hinder the achievement of the organization's mission It is thereby important to look both at internal as external factors

Table 10: Internal and external factors that impact on resources mobilization

Internal factors	External factors
• RM structures and systems • Credibility and public confidence • Leadership engagement • Governance and accountability systems	• Funders' priorities and changing trends • Demand for your organization's services • Technological innovations related to your area of work • Legislative and regulatory changes • Competing priorities for funding or support • Prevailing political, social and economic conditions

The bellow SWOT grid helps in the elaboration of situation analysis.

Table 11: The SWOT Grid

INTERNAL	**Strengths** Resources mobilisation capacity: - RM systems and structure - RM History - RM Plans - RM Methods - Past and current sources of funding - RM priority (high) - RM engagement of organization's leaders	**Opportunities** Near future RM possibilities: - Aid trends - Political situation - Economic situation - High public interest in the Big Push - Untapped stakeholders	EXTERNAL
	Weakness Resources mobilisation capacity: - RM systems and structures - RM History - RM Plans - RM Methods - Past and current sources of funding - RM priority (low) - RM engagement of organization's leaders	**Threats** Possible near future threats for RM - Aid trends - Political situation - Economic situation - Low public interest in the Big Push - Untapped stakeholders	

Step 2: Determining Resources Mobilization Needs

Before approaching donors or partners, the resources needs have to be identified. This will help define the targets for resources mobilization and the type of resources required. This exercise should build upon the one completed during the elaboration of the Acceleration Plan process by adding to each identified activity and respective resource gap, the prospective donor to be approached as well indicating the timeframe when that specific resource would be needed (see table 4).

Table 12: Resources Needs Statement

Outputs	Activities	Resources		Resource Gaps	Potential Donor/Partner	Timeframe		
		Available	Required			Y1	Y2	Y3
Output 1	Activity 1.1							
	Activity 1.2							
	Activity 1.3							
Output 2	Activity 2.1							
	Activity 2.2							
	Etc.							

Step 3: Identifying the Resources Mobilization Environment

For most Ministries of Education, external resources came usually from willing donors rather than having a systematic and planned approach for the identification of the means for the implementation of the foreseen strategic plans. In order to reduce dependence and ensure flexibility, it is important to diversify as much as possible the base of the partners and donors.

The first stage of the RM planning process is the donor/partners research and mapping. This list should include the potential donors and partners that have a high motivation and incentive to support. This will enable focusing on the ones that will likely to join and support.

When talking about donors and partners a broad definition needs to be taken. For the Big Push, Partners are not necessarily only outside the Government. The Ministry of Finances and the Tax authorities are also very important partners to consider for additional allocation from the state budget. Another overlooked partnership is the one with other line ministries. Health, Agriculture, Social Affairs, Labor, Youth Ministries are key players whose engagement will add on the pool of resources available for the Big Push. Other types of key players are the education NGOs and private sector that can contribute to both to the finance as the implementation of acceleration interventions. As stated before, involving those stakeholders in the early phases of the elaboration of the Acceleration Plan will facilitate their engagement.

Another issue to be taken into account is the different type of resources to mobilize. Often, when talking about resources mobilization, it is assumed that it is mostly about funds mobilization. There are however different kinds of possible and desired support that needs to be considered.

Increased advocacy is being done being done by several institutions and VIPs on the need of using the revenues of the natural resources for internal financing development.[17]

Table 13: Type of partners and donations

Type of Partners audiences	Kinds of support
• **Individuals** and associations of individuals (trustees, volunteers, staff visitors, vendors and suppliers, members of social clubs such as Rotary and Lions Club, first time, repeat and long term donors) • **NGOs** and intermediate NGOs (who fund communities for certain services) • **Communities** which can include special interest groups such as faith based organizations • **Companies** which include national and multinational companies, small and medium businesses, banks, shops and restaurants • **Foundations, trusts/philanthropic organisations:** international grant making agencies and national trusts and foundations • **Statutory or Government**- national or local Government, other Ministries, bilateral and multilateral funding • **Earned Income** through fee for trainings, consultancies, charge for services	• Money • Labour, time and expertise • Goods or in kind donations • Infrastructures • Voice especially in advocacy initiatives • Influence • Information

[17] See http://efareport.wordpress.com/2013/05/07/turning-the-resource-curse-into-a-blessing-for-education/ and *Africa Progress Report 2013 : Equity in extractives: Stewarding natural resources for all* and *The 2013 Resource Governance Index*, Revenue Watch Institute

After the mapping of the donors or partners audiences, the next step is assessing their ability to give and their willingness to give to your cause. In other words: their potential for giving. The Power/Interest Analysis Grid (Figure 8) is a useful tool in that regard. This will once again compel focusing, thereby reducing wastage of efforts. While the Power/Interest Grid allow us to identify the key partners that we want mobilize, the following table allows us to determine whether we should diversify our partners pool.

Table 14: Partners and resource needs mapping table

Financial Support	**Technical Support**	**Technological support**
• Partner A • Partner B • Partner C	• Partner B (labour) • Partner D (expertise)	• Partner E
Goods and donations	**Infrastructures**	**Influence/Voice**
• Partner F		

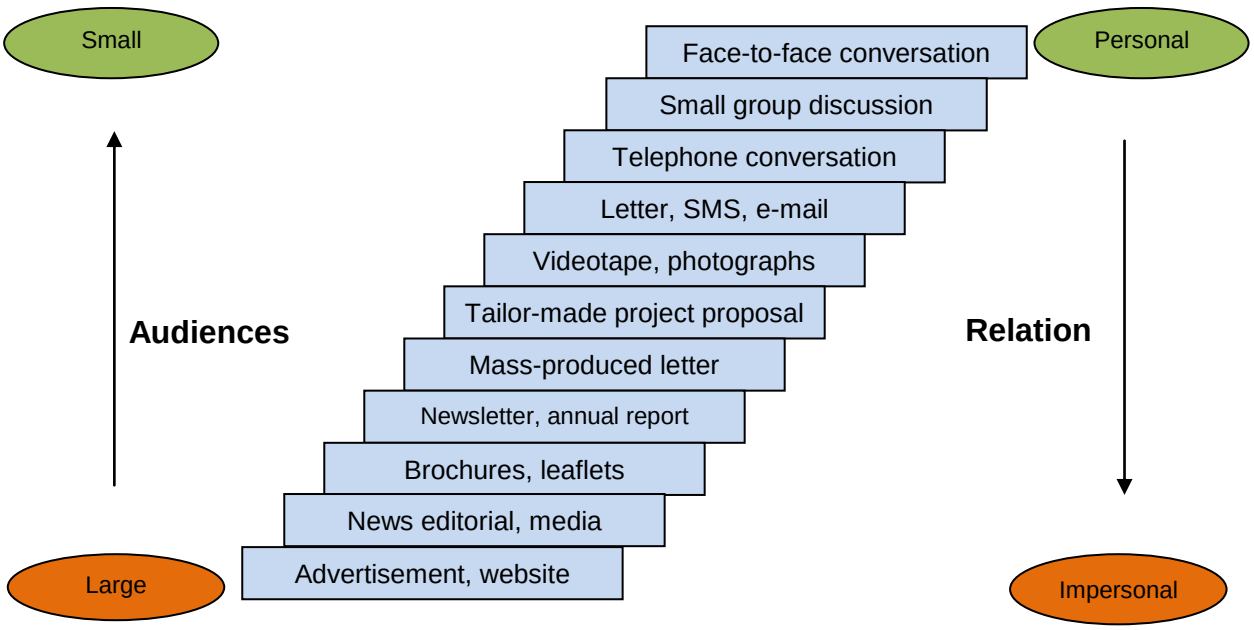
By indicating the type of support one is likely to receive from a certain partner, it will be possible to identify gaps in resources needs provision and hence develop actions to diversify partnerships through the mobilization of specific partners that will fulfill a certain type of need.

Step 4: Formulating the strategies for Prospecting and Communicating with Potential Donors/Contributors[18]

Knowing the donor and partner audiences, what specific areas they are concerned with and why, will help to prepare how to better approach them.

When dealing with first-time donors/contributors, their engagement needs to be pursued through awareness raising. They can be approached through direct mailing of information material on the Big Push, or by inviting them for a meeting or event, or simply going to see them.

Figure 11: Communication Strategies to Reach External Partners[19]



The more personal is the approach, the more effective will be the communication.

[18] For more information on strategies to mobilize different type of donations see Venture For Funding Guide
[19] Adapted from the Uganda Network of AIDS Service Organizations (UNASO), Resources Mobilization Guide

Several guides on resources mobilization agree that donations are given rather to people donors identify themselves with and not merely to a cause. In the case of the Big Push, the Ministry of Education is the institution requesting support. The leadership by the Minister of Education or even higher level patronage (by for instance the President or King) can be decisive for the leverage of the mobilization, in particular for large corporations and banks. For more methods of mobilization see section on advocacy strategies in chapter II.

Existing donors or partners are to be nurtured and the relations with them to be strengthened during the entire duration of the Big Push. **"**Traditional partners" include the education bilateral and multilateral partners, the Education CSOs and the foundations and philanthropists that are already supporting education programmes. The best way to mobilize their support should be by involving them from the early process of the development of the Big Push.
For more information on how to approach donors or partners see the *Guide to Resources Mobilization Planning for Partners of the Telecentre Women: Digital Literacy Campaign by Vivien Chiam* (*Published by Telecentre.org Foundation, Philippines, 2011).*
To keep donors and partners engaged and motivated to continue with their support, the relationship needs to be cultivated throughout the entire duration of the Big Push. They need to be assured on a regular basis that their contribution is well used and yielding results. In addition their contribution needs to be acknowledged publically and accountability mechanisms need also to be agreed upon and carried out. To make sure that the engagement of donors and partners is done regularly and systematically, it is best done to include the communication with the partners in the Communication Plan (Chapter IV). The RM strategies will flow from the donor or partner profile.

Step 5: Elaborating the Resources Mobilization Plan
The RM Plan is actually the summary of the previous steps, included in a chart and indicating whereby the responsible persons to undertake a specific RM action. It is important to allocate resources for the Resources and Partnerships Mobilization Plan implementation.

Step 6: Monitoring and Evaluating the Resources Mobilization
The need and importance of monitoring has already been made explicit in Chapter I. In order to see if the Resources mobilization strategies and plans are working, a Monitoring and Evaluation Plan (M&E) needs to be developed. The RM M&E Plan will look mostly to the levels of mobilized support enabling to asses regularly if the mobilization strategies are effective. While the principles for M&E are the same as for the Acceleration Plan, the elements of the RM M&E Plan are centered on the following elements[20]:

- Determining **what needs to be monitored**: what are the expected results of the RM, meaning quantifying and qualifying the level of resources to be mobilized. In that regard the performance indicators have to be determined including the baselines and targets
- The timeframe for the monitoring and evaluation moments need to be determined: **When to do the monitoring?**
- How it should be monitored and by whom? This includes the methods for collecting the information, the means of verifications, the responsible persons. **How and who should monitor**?
- Ensuring that the monitoring is carried out and that the results are communicated internally and externally. The internal communication is mostly meant to assess whether RM are on track and do adjust the RM Plan on a timely manner. The external communication is essential to maintain the interest and guarantee continued or even increased support of the constituents.

[20] Venture Funding Guidelines

Step 7: Defining the Institutional and Implementation Arrangements

Similarly to the other plans, the institutional set-up to carry out and monitor the Resources and Partnerships Mobilization Plan needs to be defined. This will reduce the risk of having a plan but not human and material infrastructures to take it to, a good end.

IV. Communication and Dissemination Plan

1. INTRODUCTION

While communication should be a key element of any organization's programme, often its strategic role is insufficiently recognized and hence receives little or no attention. As resources are scarce and countries face competing areas for attention and support, in order to have the continuous interest of society and its important actors in supporting the Big Push for the next 2,5 years, systematic and regular communication on the needs, progress, achievements and challenges of the Initiative are key. This particular Guide, focus specifically on the elaboration of a Communication and Dissemination Plan [21](ComP) at country level for the implementation of the National EFA Acceleration Framework.

Why a Communication and Dissemination Plan?
Besides being an instrument for support for the communication with stakeholders and the organization members is an important management tool as it helps:

- giving day-to-day work a focus,
- set priorities,
- providing a sense of order and control,
- having the leading and the regular staff to support the program,
- protecting against last-minute, ad hoc demands from staff and members, and
- preventing from feeling overwhelmed, offering instead peace of mind.

2. OBJECTIVES AND OUTCOMES

Overall objective
The main goal of the Communication and Dissemination Plan is to raise internal and external awareness of the proposed activities, mobilize engagement and ensure continued support to the Big Push. The objective of these guidelines is to assist countries to develop, establish and maintain systematic, effective and timely mechanisms for internal and external communication and interactions between stakeholders on the national EFA Acceleration Initiative.

Specific Objectives

- To get a common understanding of the concept of communication for the Big Push
- To elucidate the key steps for a Communication Plan
- To improve the understanding on how to engage in effective communication for the Big Push
- To develop coordination mechanisms at all levels and types of communication in relation to the Initiative
- To guide participants on how to design national communication plans for the EFA Acceleration frameworks based on country status and capacity

Expected Outcomes
It is anticipated that with this guide:

- Country and partner representatives will have acquired knowledge and skills to engage in effective communication process during all stages of the development, implementation, monitoring and evaluation of the EFA acceleration
- Participants shall have developed Communication and Dissemination Plans that will gather national support for EFA Acceleration Frameworks in the selected countries

[21] Sources: ***GR****eening business through the* ***E****nterprise* ***E****urope* ***N****etwork*

- Increased number of stakeholders, resources and partnerships mobilized for EFA acceleration at country level

3. GUIDING PRINCIPLES

- Develop the ComP shortly after the Acceleration programme planning and budgeting process has been completed and in conjunction with the formulation of the Advocacy and Resources Mobilization Plans
- Engage experts in Communication in the process of formulation, implementation and monitoring
- Communication is a two-way process. It is not just a matter of messages being passed down: upward and horizontal communications are equally important.
- Consult and engage representatives of the different target audiences (partners)
- The communication processes must be clear and known to all partners
- The Communication Plan should be comprise all levels of the operationalization of the Acceleration Plan
- A Communication Plan is a living and working document and needs to be updated periodically to adjust to eventual audience needs and Acceleration Plan changes
- Monitor and evaluate for results

4. DEFINING AND UNDERSTANDING COMMUNICATION AND DISSEMINATION

Communication includes all written, spoken, and electronic interaction that can be transmitted through media and non-media channels. **Media communication** includes electronic media (television, radio, video, Internet, CD-ROM, booklets, newspapers, etc.). Large audiences can be reached in a short period of time. **Non-media communication** includes face-to face interactions, meetings, exhibitions, conferences, memos, etc., usually reaching a limited audience. Communication can be inwardly directed (internal communication) or targeting external audiences (external communication).

A Communication Plan explains how to convey the right message, from the right communicator, to the right audience, through the right channel, at the right time. It addresses the six basic elements of communications: communicator, message, communication channel, receiver/audience, feedback mechanism, and time frame.

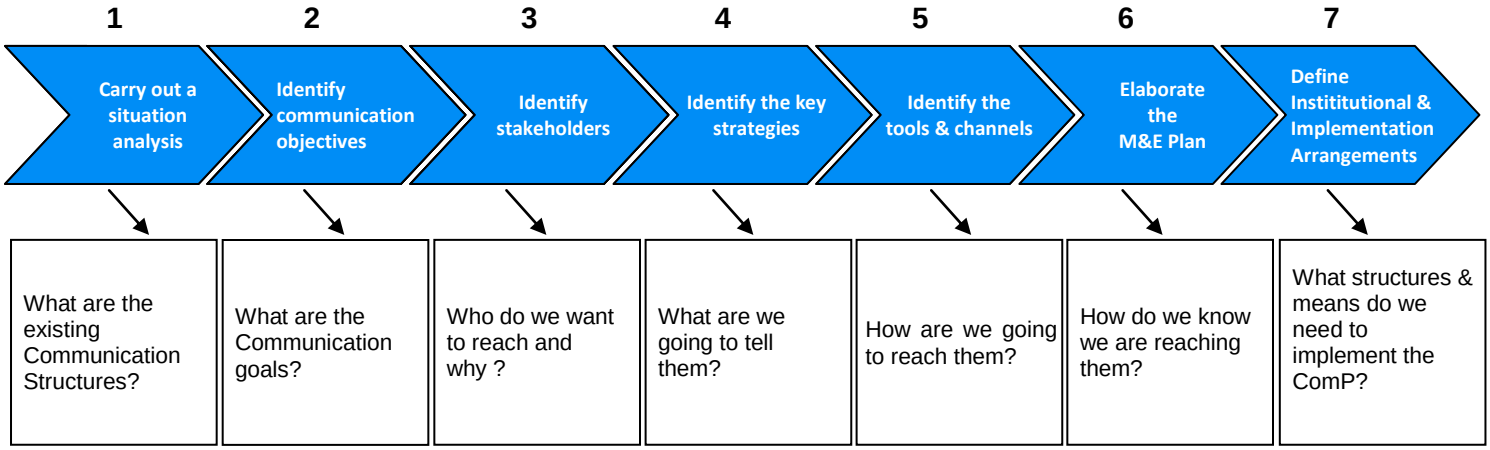
Table 15: Elements of a communication Plan

Key Elements of a Communication Plan
• "Who" : the target audiences • "What" : the objectives of the communication: the key messages that are aimed to be passed on • "When" : timing, it will specify the appropriate time of delivery for each message • "Why" : the desired outcomes • "How" : the communication vehicle and tools (how the message will be delivered) • "By whom" : the sender (determining who will deliver the information and how he or she is chosen) • And how to measure the results of the communication (evaluation)

5. STEPS FOR DEVELOPING AN EFFECTIVE COMMUNICATION & DISSEMINATION PLAN

In order to ensure the quality of the Big Push CP consider getting external support. To reduce costs engage experts that came at no cost (either the Communication expert from the MoE or experts from the Ministry of Communication). Engage both internal and external actors (communication staff, other departments, decision makers and other chief executive staff; interview key stakeholders boards, talk to communication committee members, survey the membership and the media, host focus groups, and query non-members). To be effective, start by establishing a specific committee as communication.

Figure 12: Steps for designing the Communication and Dissemination Plan



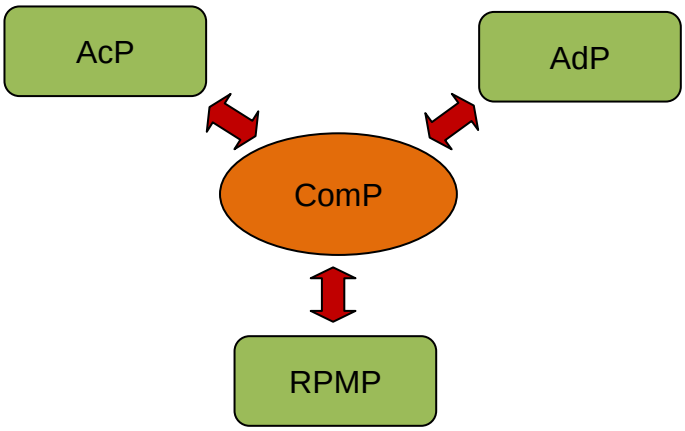
Step 1: Analyzing the situation

Conduct a research-communication assessment and evaluate the current communications. This will assist in getting a better understanding of existing communication modalities, determine the communication challenges and opportunities and the identification of key issues for the Communication Plan. In that regard a similar SWOT analysis as described in Module III for the RPMP can be undertaken.

Step 2: Determining objectives/expected results of Communication Plan

The communication objectives should result from the conducted assessment and linked directly with the Big Push aimed results. It is linked with the Advocacy Plan when the goals for communicating are to mobilize general support for the Big Push. It is linked with the Resources Mobilization Plan when the goal of the communication is to mobilize partners to provide resources. But it is also linked with each M&E plan for internal and external return of the progress assessments. In that sense, the ComP captures all required communication in the Big Push Framework. Schematically:

Figure 13: Big Push Communication



Globally though, possible communication objectives are:

Examples of overall objectives	**Examples of specific objectives**
• Creating awareness • Promoting stakeholder engagement • Imparting knowledge • Projecting an image • Influencing attitudes and beliefs • Promoting changes in behaviours and practices • Stimulating a want/desire	• Staff motivation and commitment, increased teamwork • Centralization of the communication effort, • Continued support by other Government entities • Continued support and engagement by partners • Continued high level political support • Influence on government, media, education partners, parents, and other audiences • Influence specific policy and institutional changes

Step 3: Understanding the stakeholders - Identifying allies & audiences and their role
In communication the key stakeholders are the strategic audiences that the programme wishes to target. The process to identify and get to know the stakeholders is described in paragraph 5, Step 3 of Module II.

Step 4: Defining the strategies to achieve the goals
The communication strategies are formed by specifying the **key messages** targeting each key audience per defined goal or expected result and **the channels** of communication in priority of importance to deliver those messages.
Key Messages (objectives of the communication) are the concepts that you want your audience to remember. These messages are audience specific and should be carefully selected and woven through all communication materials and activities. The key messages can be identified by defining **what** one wants to achieve, **when** and **why**.

Step 5: Identifying the tools and channels
The ***Tools/channels*** to be used for passing the messages need also to be defined according to the profile of the stakeholders.

Examples of communication tools and materials
• Periodic print publications • Online communications • Meeting and conference materials • Media relations and public relations materials • Marketing tools • Theatre piece • Radio or TV debate • Legal and legislative documents • Incoming communications, including reception procedures and voice mail content • Committee and board communiqués • The organisation identity materials (letterhead, logo, and envelopes) • Surveys • Certificates and awards • Annual reports • Press releases • Speeches • Invoices, etc

Once objectives, goals, audiences, and tools have been identified, required budget and timeframe are then drawn.

Step 6: Monitoring progress and evaluating results
Similarly to the other plans, an M&E Plan need to be built into the Communication Plan. See in that regard section on M&E of the Module I on the Acceleration Plan.

Step 7: Defining required institutional and implementation arrangements
A communication plan needs staff and means to be accomplished. Identify the needed support staff, technical expertise, technological (ICTs) means, financial, institutional needs and materials & equipment. Build that into a budget and incorporate that into the Plan.

V. Institutional and Implementation Arrangements

1. GUIDING PRINCIPLES

While the guide provides some suggestions for the designing, establishment and operationalization of the Institutional and Implementation Arrangements, each country has its own specificities that will shape the form and contents of the EFA Acceleration institutional framework. Like in the other Plans, it is believed that the spoon feeding approach is less appropriate than the cookbook's that suggests ingredients and let the countries blend them to cook the dish they desire.

There are however some guiding principles that should be adopted cross countries as they enhance the likelihood of success of the national Big Push.

- Institutional arrangements should be accommodated as much as possible in existing structures to avoid unsustainable and expensive structures
- Structures should be as light as possible to allow swift and flexible functioning
- Institutional Arrangements should be developed as much as possible in a participatory manner and taking a bottom up approach. By the last it is meant that composition, roles, responsibilities and functioning modalities are best developed at each level of the structure.
- For each level an appropriate structure needs to be in place: the structure will only function if the required profile of the members matches the chosen persons; political considerations for nominations need therefore to be complemented to due attention to technical requirements
- Implementation strategies and practices need to be as much as possible attuned to the country practices and capacities so that the process does not prevail above the targeted results
- Coordination at all levels and in particularly at the central level is key for the success, including adequate resourcing of the coordination body
- Regular assessments on functionality of the structure and for anticipation of bottlenecks need to be conducted to ensure timely results

2. DESIGNING THE INSTITUTIONAL AND IMPLEMENTATION ARRANGEMENTS

Objectives

The overall objective of this exercise is to provide guidance and assistance to countries on the establishment of the required institutional and implementation arrangements to effectively implement their acceleration plans for the 2013-2015 period.

The specific objectives are as follows:

- To ensure that at national level there is a common understanding of the need and structures and mechanisms required for a implementation of their EFA acceleration framework based on the goal(s) selected by the country for the remaining period
- To assist countries to develop, agree upon and operationalize the institutional structures and mechanisms that will be necessary for the acceleration framework implementation
- To ensure there is clarity on the engaged structures and persons including respective roles and responsibilities at the country level for implementing the national acceleration plan

Definition

What is the meaning of the term **Institutional Arrangements**?

It refers to organizations or institutions and within them individuals, governmental or nongovernmental, with a recognized role to play in the programme design and implementation and

the mechanisms for coordination among them. It is basically the set of policies, structures and mechanisms that will be elaborated and designated for the design, supervision, implementation, monitoring and evaluation of the EFA Acceleration Framework.

The term incorporates the directives, networks of entities and organizations involved in planning, supporting and/or implementing educational programs and practices. These arrangements include the linkages between and among organizations at the local, state/provincial and national levels, and between governmental and non-governmental entities including local community and business leaders. Institutional arrangements for educational programs commonly include the establishment of a single entity at each level of government responsible for coordinating such activities and maintaining lines of communication and coordination among the involved entities, with the stakeholders and the community.

Policies and directives

Policies and directives play a key role in the implementation of institutional Arrangements. They formalize and provide the political legitimacy for the implementation of the Acceleration Programme and provide legal direction for the process. The advantages of clear policies are:

- Demonstrated commitment and lead by the government
- Foundations for legislation, regulations and plans
- Basis for sound organization and allocation of responsibilities
- Optimum utilization of resources
- Demonstrated competence

Regarding the implementation of policies one has to:

- Ensure the sustainability of the policy
- Ensure the policy is institutionalized: it has to be integrated into the country's and Ministry of Education current normative, regulatory and legislative framework
- Ensure there is role clarity and linkages: assignments of functions and responsibilities among ministries and other organizations need to be accepted by all parties involved and formalized through legislation and implementing regulations that carry the force of law (e.g., Education Act and EFA Acceleration Plan separate or integrated into national educational plans)

Structures

What are the structures in the context of the Institutional Arrangements implementation?

They refer to a range of entities that exist at the national, provincial and local levels and are the pillars of implementation of national education and will be responsible for the EFA Acceleration Framework.

a) ***Composition: the organic and hierarchic structure***:

The Acceleration Plan structure is composed by different bodies with different roles and responsibilities. It should ideally start at the highest level to reflect the level of political commitment of the country winding down to lower levels of implementation at local or community level. Concretely a structure should encompass the following layers:

- National patron (President, Prime Minister, Minister of Education)
- Executive Chair (Minister of Education)
- Coordination Committee: other relevant ministers, MoE partners representative, NGOs representative, private sector representative, other social partners representative, etc.
- Executive Director (High level MoE Official, e.g. Secretary General)
- National Implementation Committee (lead by the Executive Director)
    - Advocacy and Communication committee

  - EFA Acceleration Plan Committee
  - Resources mobilization Committee
- Provincial Implementation Committee (lead also at the highest level possible)
- District Implementation Committee (lead also at the highest level possible)

Ideally the implementation committees should also reflect the nature and diversity of engaged stakeholders and involve both governmental as Non-governmental partners and include technical and financial partners when relevant. The leadership of the committees should however be taken by members of the Ministry that already fulfill leading roles in planning, monitoring and evaluation who will report both upstream as downstream. In order to make it functional and viable, the committees should be as small as possible. In case a layer at community level is added, representatives of traditional authorities should also be involved for socio-cultural legitimacy purposes.

While the join coordination structures are needed to ensure an ownership and full commitment by the multiplicity of stakeholders each organization may be best served by setting up an internal structure for coordination. Meaning that at the MoE level, an internal structure will serve the purpose of having internal coherence and oversight on the implementation of the Plan. For that purpose specific internal committees may be considered. The same goes for engaged financial and technical partners.

b) Mandate

For each level of the structure, Terms of References need to be defined and agreed upon, where membership, roles and responsibilities including reporting and accountability mechanisms are clearly laid out

c) Modus Operandi

The work plan of the implementation structure needs to be developed. It should be as simple as possible, where type and nature of coordination actions, frequency of meetings, participants and timeframe are laid out. The plan needs to reflect also required resources, both human as financial and will then be (partially) incorporated in the internal component of the Communication Plan.
Without adequate people assigned for the coordination and implementation, the Big Push is doomed to failure. Often new tasks are just added to the already heavy burden that key staff fulfill in the Ministries of Education. While the EFA Acceleration Plan is an onset of the existing Education Plan, the Big Push coordination and implementation will require additional time and resources.

Education for All

BIG PUSH GUIDELINES

ANNEXES

ANNEX 1 : EDUCATION FOR ALL GOALS

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2

Ensuring that 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5

Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6

Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

ANNEX 2: INTERVENTION PRIORITIZATION MATRIX

EFA Goal:

Specific Areas of Intervention	Impact	Equity (Beneficiaries)	Proven impact	Ranking of intervention	Priority Specific Areas of Intervention
Strategic Area of Intervention 1:					
	M= Sp= St= AE= Total= M+SpSt+AE:4=	G= M= DG= Total= G+M+DG:3=		**I+E:2 =**	
Strategic Area of Intervention 2:					
Strategic Area of Intervention 3:					
Etc…					

Strategic Area of intervention
Access
Quality
Institutional Development

Specific Areas of Intervention (examples):
Policy formulation
Classroom expansion
Teacher force expansion
Expansion of female teacher force
Teacher Training
Curriculum development/adaptation
Teaching and learning materials development

Impact (*possible values)*:

Magnitude:	High = 3	Medium = 2	Low = 1
Speed:	High = 3	Medium = 2	Low = 1
Sustainability:	High = 3	Medium = 2	Low = 1
Adverse effects:	High = 1	Medium = 2	Low = 3

Equity *(possible values)*:

Gender:	High = 3	Medium = 2	Low = 1
Minorities:	High = 3	Medium = 2	Low = 1
Disadvantaged groups:	High = 3	Medium = 2	Low = 1

Proven impact: internal or external experiences

ANNEX 3: BOTTLENECK ANALYSIS MATRIX

EFA Goal:

Specific area of Intervention (Outcomes)	Bottleneck (category)	Impact when removing the bottleneck	Feasibility removal of bottleneck between 2013-2015	Ranking of Bottlenecks	Priority bottleneck to be tackled
Strategic Area of Intervention 1:					
Strategic Area of Intervention 2:					
Strategic Area of Intervention 3:					

Bottleneck categories
Policy & planning
Budgeting & financing
Service delivery (supply side)
Service utilization (demand-side)
Cross-cutting

Impact removal botteleneck (*possible values):*
High (3) Medium (2) Low (1)
High (3) Medium (2) Low (1)
High (3) Medium (2) Low (1)
High (3) Medium (2) Low (1)
High (3) Medium (2) Low (1)

Other criteria
Evidence based High (3) Medium (2) Low (1)
Efficiency High (3) Medium (2) Low (1)
Relevance High (3) Medium (2) Low (1)
Political Sustenance High (3) Medium (2) Low (1)

Feasibility (*possible values*):
Governance practices* High (3) Medium (2) Low (1)
Internal Capacity High (3) Medium (2) Low (1)
Finance availability High (3) Medium (2) Low (1)
Other factors High (3) Medium (2) Low (1)

* Governance Practices (structures, rules, mechanisms)

ANNEX 4: SOLUTIONS MATRIX

EFA Goal:

Specific Area of Intervention(Outcomes)	Prioritized bottlenecks	Identified Bottleneck Solutions	Impact of solution	Feasibility of solution	Ranking bottleneck solution	Priority Solutions (Ouputs)
Strategic Area of Intervention 1:						
						1.1
						1.2
						1.3
						1.4
Strategic Area of Intervention 2:						
						1.5
						1.6
Strategic Area of Intervention 3:						
						1.7
						1.8
						1.9

ANNEX 5: RESOURCES PLAN MATRIX

Outcomes	Resource Type	Role or item	Value *(Number /Amount)*	Responsibility or Purpose	Skills or Specification	Period of time						Availability	
						2013		2014		2015			
						S1	S2	S1	S2	S1	S2	Available	To mobilise/ To assign
Outcome 1:	Output 1.1												
	Human	Coordination	1										
		Implementation											
		Monitoring											
	Technical	Experts											
		Seminars/meetings											
		Training											
	Material	Software											
		Computers											
		Textbooks											
	Institutional												
	Financial												
Outcome 2:	Output 2.1:												
	Human												
	Technical												
	Material												
	Institutional												
	Financial												

ANNEX 6: EFA ACCELERATION IMPLEMENTATION MATRIX

EFA Goal:

Outcomes	Key activities	Timeframe						Responsible Party	Partners	Budget		Indicators *(Incl. baseline & target)*	Risks & Assumptions
		2013		2014		2015				Available	To mobilize		
OUTCOME 1:	**Output 1.1:**												
	Act 1.1.1:												
	Act 1.1.2:												
	Output 1.2:												
	Act 1.2.1:												
	Act 1.2.2:												
	Act 1.2.3:												
OUTCOME 2:	**Output 2.1:**												
	Act 2.1.1:												
	Act 2.1.2												
	Act 2.1.3:												
	Output 2.2:												
	Act 2.2.1:												
	Act 2.2.2:												
OUTCOME 3:	**Output 3.1:**												
	Act 3.1.1:												
	Act 3.1.2:												
	Output 3.2:												
	Act 3.2.1:												
	Act 3.2.2:												
	Output 3.3:												
	Act 3.3.1:												

ANNEX 7: MONITORING & EVALUATION MATRIX

Expected Results (Outcomes and Outputs)	Indicators (Incl. Time frame, Baselines & targets)	Means of Verification	Collection methods (Incl. Timeframe & frequency)	Responsibilities (Institution specific responsibility)	Risks & Assumptions
OUTCOME 1:					
Output 1.1:	**Indicators:** **Baseline:** **Timeframe:** Year 1	Politiques, stratégies et recommandations législatives & documents Documents publiés ou approuvés officiellement par le Gouvernement Politique officielle du Gouvernement et documents législatifs	**Type:** Quarterly, annual progress reports & final report for regular project management reporting system **Timeframe / Frequency:** Year 1 – Year 3/semester and annual report, final evaluation.		Risk: Weak understanding and low priority given by stakeholders to ways to overcome barriers hindering cultural and creative industries development Assumption: Government will take into account and adopt the recommendations and will consider the legal & policy draft for adoption.
Output 1.2:	**Indicators:** **Baseline:** **Timeframe:** Year		**Type:** **Timeframe / Frequency:**		Risk: Assumption:
OUTCOME 2:					
Output 2.1:	**Indicators:** **Baseline:** **Timeframe:** Year		**Type:** **Timeframe / Frequency:**		Risk: Assumption:
Output 2.2:	**Indicators:** **Baseline:** **Timeframe:** Year		**Type:** **Timeframe / Frequency:**		Risk: Assumption:
OUTCOME 3:					
Output 3.1:	**Indicators:** **Baseline:** **Timeframe:** Year		**Type:** **Timeframe / Frequency:**		Risk: Assumption:

ANNEX 8: KEY QUESTIONS FOR AN ADVOCACY ACTION

Nr	Key questions	Key responses
1	What do we want to reach?	Goals or objectives of the advocacy action
2	Who can give us or withhold us what we want?	Target audiences or stakeholders: define allies and opponents
3	What do they need to hear to give us what we want?	Key messages to reach each target audience
4	Who do they need to hear it from	Messengers for each target audience
5	How can we get them to hear the messages?	The tools and channels to deliver the messages
6	What resources do we have?	Mapping existing resources and assets to deliver the messages through the chosen means
7	What else do we need?	Identifying gaps in resources to deliver the messages
8	How to begin the advocacy?	Defining process for the formulation and launching of the advocacy plan
9	How do we know it is working?	Formulating and implementing the M&E Plan

ANNEX 9: ADVOCACY AND MOBILIZATION MATRIX

EFA Goal Outcome	Advocacy Objective	Audiences	Advocacy Strategy	Advocacy Indicator	Time 2013		Tool &Channel	Messenger	Resources & Assets	
					Q3	Q4			Available	Gap
Outcome 1										
Outcome 2										

ANNEX 10: GUIDE RM SWOT[22] ANALYSIS

Issues	Key questions
Resources Mobilization History	• What are the Ministry of Education's Resources mobilization strengths and weaknesses? • What opportunities does the Ministry see in the near future? • What possible threats could be looming on the horizon? • Is there a shift in terms of funding interests? • Is the economic crisis affecting the Ministry in a way? • Is there a negative political situation in the country?
Resources Mobilization Priorities	• Where do RM priorities fall in relation to the strategic plans? • Fund targets: What are the financial goals? What is the annual cost of the current operations and programs? • Resources mobilization methods: How effective are these methods in achieving the Resources mobilization target? • Fund Sources: What are the past and current fund sources? • What other fund sources can be tapped or are unexplored?
RM Structures and mechanisms	• Does the Ministry have a RM Strategy? • Is there full-time staff devoted to resources mobilization? • What resources mobilization systems are in place within the organization? - Donation receiving and processing systems - Donation acknowledgements - Donor /Stakeholder profiles or records/reports/tracking - Prospect research procedures and records • Does the resources mobilization unit have: - An allotted budget every year? - Necessary equipment (computer, software, etc.)? - The support of the senior management, staff? • How effective were they in achieving the resources mobilization target? • Are resources mobilization campaigns/activities planned in advance? Or are they done randomly? • Is resources mobilization mission or donor driven? What are the roles of the leaders and staff in relation to resources mobilization? Do high level officials share the responsibility of networking, prospecting partners and raising money?
Donors & Partners identification	• Who are the current donors? • What are the current practices in building stakeholder partnerships? • What stakeholder groups are largely untapped? • What other opportunities for giving can be presented to the stakeholders?
Marketing and Communications	• Program track record: What are the successes that can be communicated to the public? • Positioning opportunities: How can the Ministry position itself in order to meet the needs of potential donors?

[22] From Resource Mobilization: A Practical Guide for Research and Community-Based Organizations, 2nd edition, 2009, Venture for Fund Raising

ANNEX 11: NEEDS STATEMENT MATRIX

Outputs	Activities	Resources		Resource Gaps	Potential Donor/Partner	Timeframe		
		Available	Required			Y1	Y2	Y3
Outcome 1:								
Output 1.1	Activity 1.1.1							
	Activity 1.1.2							
	Activity 1.1.3							
Output 1.2	Activity 1.2.1							
	Activity 1.2.2							
	Etc.							
Outcome 2:								
Output 2.1.	Activity 2.1.1							
	Activity 2.1.2							
	Etc.							
Output 2.2	Activity 2.2.1							
	Activity 2.2.2							
	Activity 2.2.3							
	Etc.							
Outcome 3: Etc…								

ANNEX 12: RESOURCES MOBILIZATION MATRIX

Outputs	Indicators	Activities	Targeted Partners	Period			Resource inputs	Responsible entity	Remarks
				Y1	Y2	Y3			
Outcome 1:									
Output 1.1									
Output 2.1									
Outcome 2:									
Outcome 3:									

Adapted from: Resource Mobilization and Implementation Plan, RCM, 2009, Kenya

ANNEX 13: COMMUNICATION PLAN MATRIX

Objective	Title/event, tool, action	Activity	Target audience	Partner responsible/involved	Deadline	Status
	Big Push logo					
	Web site					
	Press release, etc.					
	Report					

United Nations
Educational, Scientific and
Cultural Organization

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