THE STUDENT ACADEMIC FREEDOM REGIONAL ADVOCACY PROGRAMME
TOOLKIT

SAFRAP
Student Academic Freedom
Regional Advocacy Program

CONTENTS

INTRODUCTION

"No voice is too soft when that voice speaks for others."
- Jenna Cachola

This Student Academic Freedom Regional Advocacy Programme (SAFRAP) toolkit is the guiding document for capacity building under the SAFRA Program. It is our hope that this toolkit gives you a brief introduction and overview to several topics relevant to the objectives of the SAFRAP and better prepares you to facilitate follow-up meetings and activities with your student unions, associations and organizations. Our goal with this toolkit is to introduce the tools necessary for you to engage the people around you – both the people who agree with you and the people who do not – in a way that promotes positive change.

BACKGROUND

The SAFRA programme was designed to create an inclusive environment within which students can fully participate in the governance and pursuit of inclusive, equitable quality higher and tertiary education. The SAFRAP program involves young people from different student representative bodies in three Southern Africa countries; Swaziland, Zambia and Zimbabwe. The programme intends to build student-consensus, solidarity and agency for immediate action in addressing academic and student welfare challenges.

Through its work, YETT has noted that the freedom of student activism in Southern Africa has been limited by serious challenges which include high tuition fees, a lack of educational funding and college accommodation as well as restrictions to freedom of association and assembly. Student activism is an effective tool for democracy and justice; however, the autonomy of student representation has been compromised by political infiltration, which deters nonaligned students from joining in student activism organizations and discourages student engagement. The SAFRAP recognises the need to reinforce the role of students in pushing for academic freedom. Specifically, the SAFRAP program intends to:

• Create an inclusive culture where students are able to participate in the governance and pursuit of inclusive and equitable quality higher and tertiary education;
• Strengthen engagement in policy advocacy in order to create environments conducive to youth participation in national discourse and ensure youth development; and
• Build the capacity of youth and youth organisations to deliver for national development through training, technical and financial support.

If students who are affected by the challenges are equipped with the necessary skills to understand their rights and have the requisite knowledge to present and communicate the evidence supporting their claims they will be empowered to strengthen policy, advocacy and increase the likelihood of influencing policymakers to accept better policy alternatives.
Because student representative bodies are vehicles to academic influence, the development of influential student advocates and creation of democratic and inclusive institutions will contribute significantly towards deepening democracy; cultivating a culture of new and more progressive academic freedom. Sharing experiences between student leaders in Swaziland, Zambia, Zimbabwe and other SADC countries will build organizational capacities and enhance regional influence in the pursuit of attaining the right to education and academic freedom.

INTRODUCTION

TARGET GROUP

The primary target group for the SAFRA program and this toolkit are young people enrolled in higher tertiary education institutions, aged 18-25 years. The ultimate goal is to improve the quality of tertiary education in Swaziland, Zambia and Zimbabwe.

IMPLEMENTATION

With regards to capacity building, the program intends to directly reach out to a total of 585 young people annually. The project activities include capacity building, sharing experiences through cross pollination of ideas between students, follow up advocacy initiatives and regional summits.

- **Orientation Meetings/Capacity Building Workshops -** Students' leaders are equipped with skills relevant for understanding the Right to Education coupled with leadership skills.
- **Development of Advocacy Materials -** The organizing teams prepare advocacy materials and position papers, which articulate issues, raised by their fellow students for presentation in the various SAFRAP meetings.
- **Follow-up advocacy initiatives -** The oriented student leaders have an opportunity to contribute to nationwide and broader advocacy strategies by using evidence gathered to conduct initiatives in their own contexts and countries.
- **Regional Advocacy meetings -** Regional Summits are organized and convened for student leaders to engage with decision makers in the presentation of policy alternatives that can be incorporated into national and regional strategies.

The capacity building allows student leaders from national associations to build their capacity in skills relevant for understanding the Right to Education coupled with leadership skills that will contribute to young people realizing their capacity to make a difference and boosting their democratic self-esteem. Ultimately, building the capacity of young people to participate in decision making processes and enhancing skills on how to engage in constructive multi-stakeholder dialogue is essential in a region where the political environment is highly polarized. Participants from each country are encouraged to share their experiences in student activism and to build consensus around common challenges inhibiting youth participation and common policy concerns.

A special emphasis on ensuring the participation and inclusion of young women and minority youth is emphasized throughout the meetings and trainings, as these populations are often worse off with regards to participation. Please see the Winning All Hearts chapter of this toolkit to ensure that you are leaving no one behind.

Throughout the project activities strive to promote interface and dialogue between policymakers, student leaders, higher and tertiary education stakeholders and civil society in order to provide entry points for the adoption of policy alternatives and/or the implementation of recommendations.

Meanwhile, representation of youth issues at regional, continental and global advocacy platforms contributes to ensuring that there is prioritization and localization of the Sustainable Development Goals (SDGs) for implementation in the region. In this way, students are provided with opportunities to contribute to building inclusive and equitable quality education, Goal 4; Quality Education, of the

INTRODUCTION

SDGs. YETT and SAFRAP are primarily contributing towards Sustainable Development Goal 4 Indicators 4.3, 4.4, 4.5 and 4.7.

*4.3   By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

*4.4   By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

*4.5   By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

*4.7   By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through educatdfsion for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

   4.a   Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non- violent, inclusive and effective learning environments for all

   4.b   By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

HOW TO USE THIS TOOLKIT

It is our hope that this toolkit provides you with a general introduction to themes which are relevant to maximizing your potential and building the capacity of the students around you. The chapters of this book cover different themes which can be utilized in developing the follow up activities and meetings with different target audiences that contribute to the project's cause. We have included definitions, practical applications, and case studies to illustrate how these tools function in different contexts, as well as space for reflection and exercises which you can utilize in developing and facilitating meetings and forums in your respective contexts.

ACADEMIC FREEDOM

"Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same."
- Ronald Reagan

"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mines, that a child of farm workers can become president of a great nation. "
- Nelson Mandela

"Freedom is never given, it is won."
- A. Phillip Randolph

"By academic freedom I understand the right to search for truth and to publish and teach what one holds to be true. This right implies also duty: one must not conceal any part of what one has recognized to be true. It is evident that any restriction on academic freedom acts in such a way as to hamper the dissemination of knowledge among the people and thereby impedes rational judgment and action."
- Albert Einstein

WHAT IS ACADEMIC FREEDOM?

Academic freedom is the right of students, academics and institutions to pursue knowledge without fear of reprisal.

Academic freedom is your right as a student to discuss, be critical, research, and oppose religious, political, or historical presentations in academia and society without fear for their own or other's safety by doing so.

Academic's and teacher's academic freedom encompasses the right and freedom to teach and discuss, carry out research, disseminate and publish research results, to express their opinion in institutional matter, and to participate in academic bodies.

These academic rights should be exercised without risking censorship or retaliation of any kind. Institutions of higher education and academia are central actors in the promotion of knowledge-based, critical debate in society. Academic freedom and freedom of speech are inextricably linked so that when academic freedom is restricted, so is the freedom of speech. Academic freedom is connected to the right to peacefully assemble and the right to freely associate, including through the formation of organizations and unions. Academic freedom is a guarantor for other human rights.

Universities have a special position in society, as their objective is to support the systematic and independent search for knowledge. Academic freedom is closely related to the autonomy of universities. Autonomy defines the degree of self-governance that universities need in order to be effective in managing their academic work, standards and accountability. Universities should have organizational, financial, staffing and academic autonomy.

ACADEMIC FREEDOM

In many places, students can experience attacks on their academic freedoms and student activists risk their own safety in the pursuit of academic freedom. Students can be expelled from school and unable to complete their degrees. There are reports of students being under surveillance, restricted, harassed and threatened. Some experience unlawful arrests, imprisonment, and torture. Students and academics are often attacked because they are perceived as a threat to those in power. They are pressured by various dominant groups to present and promote specific historical or political viewpoints. Attacks have serious implications; not only for those directly affected but also to the erosion of higher education institutions as a space for critical and knowledge-based debate. It can also affect the number of academics and scholars seeking higher education.

Academic freedom is essential to innovation, and for the development of societies based on knowledge and rationality.

ACADEMIC FREEDOM IN PRACTICE

Academic freedom is both an individual right and a collective responsibility.

The promotion and protection of academic freedom is a significant responsibility. It is your right to seek knowledge and fulfill your potential without fear of backlash. It is your right to speak freely and to engage in critical debate in research, religion, political, and historical presentations within academia and in society at large.

In order to fully exercise and benefit from your right for academic freedom it is critical to work towards strengthening and further developing student organizations and academics within the higher education sector by facilitating dialogue and creating opportunities for students and academics to meet, exchange experiences and learn from each other through participation in different arenas.

It is also important to gather reliable documentation of violations of students and staff's academic rights and freedoms.

As part of exercising this responsibility, students, academics and universities should not let government, corporate or private funding affect research priorities and publishing.

It is critical to exercise and protect the rights of students and academics through the use of non-violent tactics, a tool for change which ensures that democratic societies are established and maintained.

CASE STUDY

The Soweto Uprising took place on June 16th, 1967 when students attending Soweto schools gathered to march in protest as a response to the introduction of Afrikaans as the medium of instruction in local schools.

Up to 10,000 students carried protest signs and sang freedom songs in Soweto on the morning of June 16, 1976. They marched peacefully and unarmed toward Orlando Stadium. Fifty police officers

ACADEMIC FREEDOM

met them on the street; they used tear gas and fired warning shots. Then they began to shoot directly into the crowd. Some students retaliated by pelting stones at the officers. Two students, Hastings Ndlovu and Hector Pieterson died from gunfire.

South African forces and tanks entered Soweto that day. They were instructed to "shoot to kill" for the sake of law and order. By night, eleven more people were killed. The next day, violence spread to West Rand and Johannesburg. At the University of Witwatersrand, police broke up a group of 400 white students marching in solidarity. On June 18th, protesters were jailed, tortured and imprisoned. The shootings at Soweto led to uprisings in urban and rural areas throughout South Africa.

South Africa was a nation that was ruled by the minority white population and Afrikaans was their primary language. The National Party was the political party that represented the white population and dominated the government. The decision to force all students to learn in Afrikaans angered black students and was viewed as another method to oppress the South African black community. Furthermore, black teachers were not necessarily fluent in Afrikaans; as a result, many teachers protested against the language change and were fired. This new policy added to the students' frustration toward the Apartheid government that came into power in 1948.

The Soweto uprising is an example of students fighting for their right to education and the preservation of their academic freedom.[1]

REFLECTION
Where, when and how do you exercise your academic freedom?

Can you think of a time when your academic freedom has been threatened? How did you react to this threat? What channels are available to you to address threats and violations to your academic rights and freedom?

How can my organization work towards ensuring the right to academic freedom?

EXERCISE
As a group list your rights as they relate to academic freedom. Develop a 'constitution' that will guide your efforts in creating an inclusive culture where all students are able to participate in the governance and pursuit of inclusive and equitable quality higher and tertiary education.

---

[1] World Savvy. (2018). Case Study: South Africa Apartheid - Soweto Uprising. [online] Available at: https://static1.squarespace.com/static/541b08ace4b03814779bda86/t/5a0f2851e4966b768be5bebd/1510942801 678/SPPS_Soweto.pdf [Accessed 2 Sep. 2018]

LEADERSHIP SKILLS

"Leaders must be close enough to relate to others, but far enough ahead to motivate them."
- John C. Maxwell

"Leadership is practiced not so much in words as in attitude and in actions."
- Harold S. Geneen

"A true Leader is one who remains committed to a higher purpose that most others do not see yet."
- Tony Elumelu

WHAT ARE STUDENT ACTIVIST LEADERSHIP SKILLS?

Student Activist is a term that can be used for students, student programs or initiatives that advocate for social, economic, political and environmental change in their context. Leadership skills are the acquired or developed skills that one has to be able to influence people towards a certain goal.

Student activist leadership skills encompass the ability to articulate policies, act diplomatically and attain and utilize effective non-violent means to highlight issues concerning students. It is the ability to raise awareness and make changes for a cause; as an individual or part of a group, for the better of the community. Student activist leadership skills allow you to exercise your right to academic freedom.

The skills one develops as a student activist and leader will contribute towards implementing activities for students and youths who want to contribute and help develop their communities. It is the ability to lead and show direction through mobilization and education, where leaders go about directing and shaping the way that they believe is necessary to achieve their goals. Individuals that have a vision of leading peaceful campaigns and creating unions that address how students can achieve their goals acquire leadership skills as a tool to bring people together for the welfare of all.

The theory of positive change holds that if students who are affected by challenges are equipped with necessary skills to understand their rights and have requisite knowledge to disseminate their issues diplomatically and strategically, it increases the likelihood of the acceptance of policy alternatives by policy makers and lasting positive change.

STUDENT ACTIVIST LEADERSHIP SKILLS IN PRACTICE

As a student activist with leadership skills, you have the potential to affect positive change at various levels of engagement by introducing your ideas, motives, vision and mission.

Student activist leadership skills are actions or involvements in movements to get something changed or achieved. Using the skills in practice can be done through mobilizing youth by engaging them in meetings, participating in or leading peaceful engagements.

An example of where students are able to use their skills in advocating for a cause can be at the student representative council (SRC). Here, you can make decisions within a formal forum. This is possible through student meetings, led by a legitimate leader who is elected by students to

represent issues concerning their welfare. Student activist leaders can attend key leadership seminars, workshops and meetings to build strategic partnerships in order to strengthen their skills and ensure the achievement of their goals. For instance, by using your leadership skills as a student advocate you can influence the student representative at your Student Representative Council by using the different measures explained here within. Student leaders are able to influence national discourse, and address issues through their representative organizations and unions. Servant leadership is crucial in effecting change and leading fellow students. As a student leader you are there to serve, and not be served.

In your leadership journey make use of the matrix above to establish how you can be more effective and work smarter as you strike a balance between your studies and your activism. Note that life-work balance should be prioritized and always keep your mental health in check.

CASE STUDY

In 2016 Zimbabwean students, led by student spokespersons and activists, contested the policy of having to pay school fees while on attachment or work-related learning. Without the strong and unified voices of student leaders and activists, this issue would not have been brought to light.

"Students contest high fees whilst on attachment"

Financially-burdened higher education students in Zimbabwe are contesting an age-old practice compelling them to pay full student fees while on attachment or work-related learning. The students say the custom is not only unfair but unjustified considering that students on attachment do not use college facilities or attend lectures.

Their objections come against the backdrop of charges against government officials accused of abusing the Zimbabwe Manpower Development Fund (ZIMDEF), part of which is intended to fund the expenses of students on work related learning.

LEADERSHIP SKILLS

Many students are struggling to meet the cost of higher education owing to challenging economic circumstances and there are reports of massive dropouts as students fail to raise the fees required by most institutions of higher learning.

Students believe the fees must be reduced in line with #FundOurFuture, a global campaign striving to ensure the provision of free and accessible education.

Unused services

Zivai Mhetu, former spokesperson for the Zimbabwe National Students Union (ZINASU), said the union is unhappy that when on attachment, students are being made to pay for unused services such as technology, wi-fi, sports, practicals, examinations, tuition and assessment – all of which are computed in the composite fees structure.

Mhetu said the union was proposing that students pay registration fees only. "And if a student is assessed, then they should pay assessment and registration fees only. All these other amounts being charged are unjustifiable," he said.

"Tertiary education is now the preserve of the elite. That's why we are advocating for government to bring back grants or the cadetship programme if it is serious about furthering education."

Struggling institutions

At the same time, universities and colleges, handicapped from years of underfunding from central government, which have caused huge accommodation and facilities' deficits, rely heavily on student fees for their survival.

Mhetu told University World News that besides registering their displeasure at the attachment policy through a public media campaign, the organization has engaged the leadership of universities and colleges by lodging a verbal objection with the University of Zimbabwe.

"We are doing it one step at a time… The moment we succeed there [at the University of Zimbabwe], we are going to take it up with other administrations. If we make a breakthrough at the University of Zimbabwe, we know our chances of succeeding with other institutions of higher learning are high because many of them take their cue from the university."

Ultimately, the Ministry of Higher and Tertiary Education, Science and Technology changed their policy so that higher and tertiary education students on industrial attachment/teaching practice were only required to pay 60% of tuition fees, illustrating that strong student voices can influence change.[2]

---

[2] Mukeredzi, T. (2016). Students contest high fees whilst on attachment - University World News. [online] Universityworldnews.com. Available at:
http://www.universityworldnews.com/article.php?story=20161117062457464 [Accessed 4 Sep. 2018].

LEADERSHIP SKILLS

REFLECTION

Why was it necessary for students in the above case study to contest high fees? How do you believe you could instigate or inspire the necessary changes as a student activist leader? Identify the leadership skills in the case study that you believe are necessary.

EXERCISE

What are important leadership skills to have as a student activist and why? Write down how you will go about using those skills towards a cause you are passionate about and explain why that will work.

COMMUNITY ORGANIZING

"Never doubt that a small group of thoughtful and committed citizens can change the world: indeed, it's the only thing that ever has."
- Margaret Mead

"Thought without practice is empty; Action without thought is blind"
-Kwame Nkrumah

"Alone we can do so little; together we can do so much."
- Helen Keller

WHAT IS COMMUNITY ORGANIZING?

Community organizing is the work of bringing people together to take action around their common concerns to overcome social injustice. Community organizers reach out and listen, connect and motivate people to build their collective power.

Community organizing allows for the mutually beneficial exchange of knowledge and resources in a context of collaboration and reciprocity. Community leaders accept responsibility for enabling others to achieve purpose in the face of uncertainty. Leadership that enables people to turn the resources they have into the power to make the desired change is critical to successfully bringing people together to instigate change.

COMMUNITY ORGANIZING IN PRACTICE

If you care about an issue and think other people care about it too, you can mobilize the people around you to work towards highlighting, advocating for and creating positive change. As a community organizer it is your responsibility to gather people together to address a specific issue that you believe the people in your community care about. It necessitates getting involved in your local community, building relationships, and mobilizing others to action; either fighting a power structure, creating plans for community development or other another impactful action.

The community organizing process involves identifying what people care strongly about in a community through 1-on-1 conversations, building relationships and networks that are strong enough to support a potentially long struggle for change, developing community leaders and mobilizing people to take collective action to achieve sustainable and significant social change.
Who are your people? Relationship building is critical to having a strong foundation in community organizing. Organizing is not about solving a community's problems or advocating on its behalf, it is about enabling the people with the problem to mobilize their own resources to solve it (and keep it solved).

Once you've answered "who are my people?" it's time to begin building relationships. It's important to find time to articulate a shared vision for change and to create clear road maps towards instigating change while being inclusive and taking into account other people's culture and values. Last but not least, respecting the individual and the knowledge they have about the community is imperative to the success of building sustainable relationships that are beneficial to your cause.

COMMUNITY ORGANIZING

Although our intentions may be the best, sometimes our attempt to support community development can do more harm than good. In order to ensure your community-engaged experience has a sustainable and positive impact on the community, it is important to incorporate critical reflection throughout your work. You want to think of why you want to get involved in a particular issue before you decide on what you want to do.

Always keep in mind the reasons why you are doing what you are doing. Ideally, your work should have sustainable results and stem from specific, concrete, significant goals. No matter the kind of project you work on, there should be a benefit to the community. Asset Based Community Development (ABCD) is a model for sustainable community development that encourages us to learn about the assets the community already has and to use those strengths to the community's advantage. Identify the assets individuals, other organizations and actors can bring to the table.

Now that you have your people, your problem, and your goal, it's time for you to get to work. You can use Theory of Change statements to understand how your strategy will work. A Theory of Change statement can be formulated like this, If we do [TACTICS] then [STRATEGIC GOAL or CHANGE] because [REASON]. From that statement you can develop a plan of action. The action plan must involve tactics and timeline. Your tactics should aim to be the most effective way to reach your goal. It should contain measurable progress; plans for attracting new members to participate in achieving the goal and plans for developing the leadership potential within your student body. In order for your strategy to be effective, you must be able to motivate people and encourage commitment. Tick your boxes in the community organizing framework below to ensure that you leave no stone unturned.
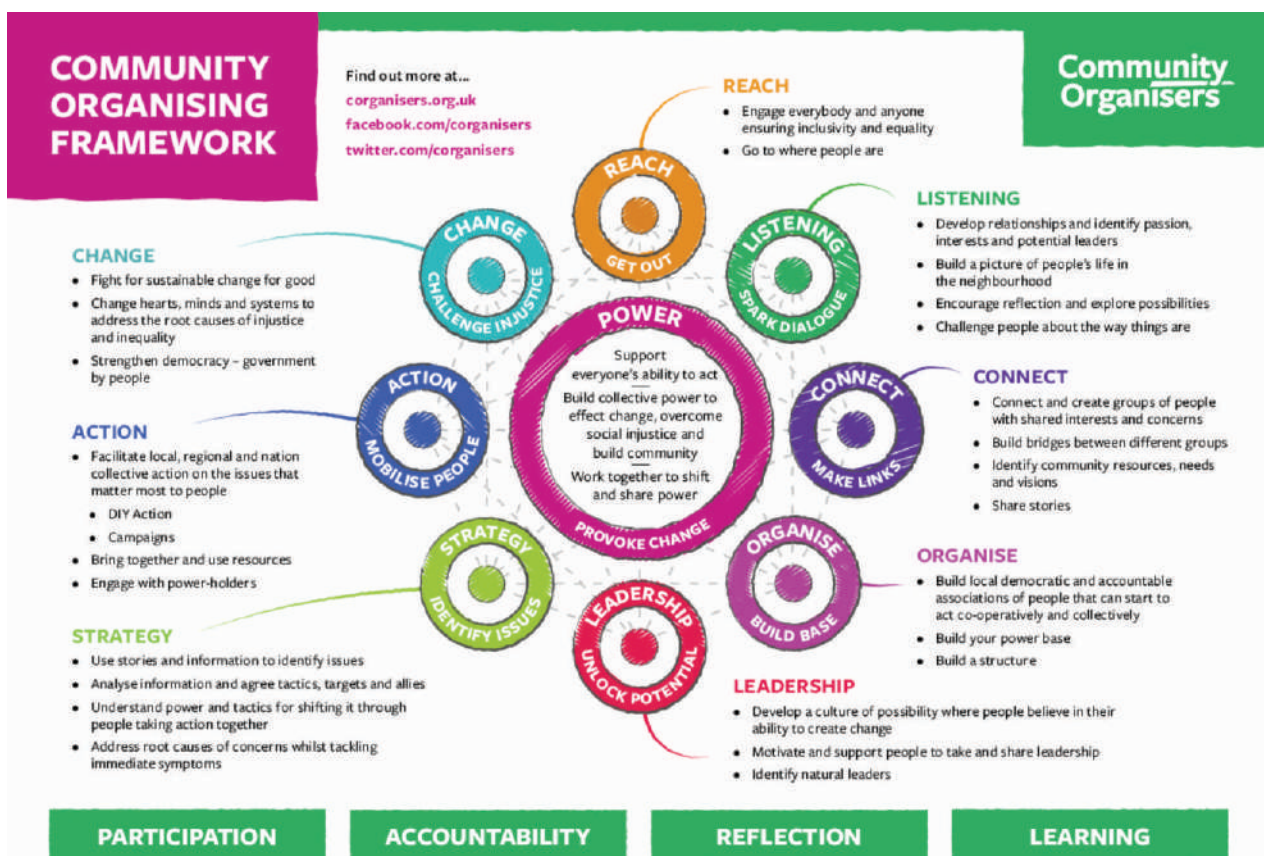
COMMUNITY ORGANIZING

CASE STUDY

#FeesMustFall is a student-led protest movement that began in mid-October 2015 in South Africa. The goals of the movement were to stop increases in student fees as well as to increase government funding of universities. The movements were started and led by the SRC and Jewish Students Union leader of the University of Witwatersrand of 2015, Shaeera Kalla. Protests started at the University of Witwatersrand and spread to the University of Cape Town and Rhodes University before rapidly spreading to other universities across the country. Student leaders mobilized the community around them to fight against the injustice of fee hikes.

The #FeesMustFall campaign is the largest student protest in South Africa since the Soweto uprising of 1976. While in 1976 students protested against a brutal regime which forced them to learn in Afrikaans, in this case, roughly four decades later, university students organized and demanded zero increase in university fees proposed in 2016.

Historically, University fees have been used to exclude the economically marginalized, weighing heavily mostly on the Black African students. Given South Africa's rich endowment with significant mineral wealth the idea of free university education is not far-fetched. However, who caters for the operational and other pertinent costs that universities must attend to for them to function as expected? This question suggests a growing tension between the State and its citizens, and the increasing burden on the part of the State to provide for the needs of its citizens equitably. The structural inequalities existing in South African society continue to remain significant barriers that alienate students across race and gender lines. In a post-apartheid South Africa, the state of affairs, especially over access to education for all was deemed unacceptable and, in response students organized to underscore that the South African Constitution propagates inclusivity, not exclusion. No one race or gender is more privileged than the other. Education, therefore, should be made accessible to all from kindergarten to tertiary without discrimination.

The #FeesMustFall campaign has made an indelible mark in South Africa as far as advocacy is concerned. The organizing of university students around the issue of fees transcended political affiliations, race, gender, economic status and every other divide that weakens collective efforts such as this campaign. Every student joined the campaign and committed to its cause. This is a critical lesson to be learned by all, and more so the civil society fraternity that struggles to organize itself around a common issue. The student demonstrated the ability to organize themselves and challenge the state around an issue they shared in common. They mobilized each other through a variety of methods such as social media platforms, campaigning and advocating.

The students remind us that it takes courage and the ability to mobilize a large group of people to challenge the State until it listens to citizens' voices. It serves as an example of the power of community organizing.[3]

---

[3] NGO Pulse. (2015). #FeesMustFall Campaign: Lessons for Civil Society. [online] Available at: http://www.ngopulse.org/press-release/fees-must-fall-campaign-lessons-civil-society [Accessed 3 Sep. 2018].

COMMUNITY ORGANIZING

REFLECTION

What values do you share with the student communities that you belong to? What experiences have had the greatest impact on this community in the past? What challenges has it faced?

What change does your student community hope for and why? Do your organizational goals align with this?

EXERCISE

As a group, facilitate a dialogue about the group's vision for the surrounding community and note down;
• The dreams you have for the community
• What success would look like in your context
• How things should be
• What people and conditions would look like if things were consistent with that picture

Review the multiple vision statements.

Choose one or several vision statements with particular power to communicate, and consider whether they are: 1) concise, 2) positive, 3) acceptable, 4) a clear expression of why the group has come together. Choose visions to work towards that are embraced by the group.

RESEARCH PROTOCOL

"Research is to see what everybody else has seen, and to think what nobody else has thought."
- Albert Szent-Gyorgyi

"If we knew what it was we were doing, it would not be called research, would it?"
- Albert Einstein

"Never be afraid to raise your voice for honesty and truth and compassion against injustice and lying and greed. If people all over the world would do this, it would change the earth"
- William Faulkner

WHAT IS RESEARCH PROTOCOL?
A research protocol is carefully structured written plan outlining the research steps necessary to reach a conclusion. The protocol should contain a detailed presentation outline on how the research is going to be carried out. As a student, you might have many things that you are passionate about. Having a thorough plan on how to further investigate or contribute to knowledge on issues that you are passionate about, or that you want to change, will allow you to go a long way.

Effective advocacy should be based on solid evidence; not on beliefs, not on ideology but on facts and figures that underpin approaches that support people's claims. And no matter what kind of evidence is used, it is important to present the full picture. You may put emphasis on specific facts to favour the outcome you are trying to achieve, however, to be considered transparent and reliable, you should show both sides of the coin. A lot of people, companies, and organisations who are involved in advocacy only present evidence that they want you to see. You should try to be as politically neutral, transparent and comprehensive as possible, so that the people you are trying to influence can make an informed decision. Conducting research strengthens chances of influencing policy change, reform or adoption.

Evidence-based advocacy uses verified, concrete information as proof to trigger change. Data is gathered, organised and analysed to produce clear and accessible information which can influence leaders and decision makers.

RESEARCH PROTOCOL IN PRACTICE
Evidence refers to a result or output of a research process. Individuals and organisations seeking to transform society and to sustain gains over time use evidence to justify the course they are taking. The social transformation intended by evidence-based change advocates is one which should ensure the rights of students.

Two types of research are commonly employed to generate evidence for change advocacy. These are basic social science research and applied research. Basic social science research seeks to identify fundamental factors behind broad categories of social phenomena. Applied research seeks to investigate more specific situations or events, and is often more concerned with the effects of various policies. The type of research to be used as evidence to influence policy will always depend on the type of problem and/or issue the change advocates are seeking to address.

RESEARCH PROTOCOL

Both basic social science and applied research use various methods and techniques to collect, analyse and interpret information. These can be categorized as qualitative and quantitative methods. Quantitative methods involve the analysis of specific measured variables; this contributes to an understanding of the magnitude or importance of a particular research question. Qualitative methods allow for descriptive analysis of a problem using logic and persuasive argument rather than numbers. This method seeks to explain relationships between variables and responds to the why questions in research.

A research protocol should be carefully written and consists of several elements:

Title: The title should be informative so that it clearly communicates what the project is about and what it aims to discover.

Background: This section should contain an abstract of the study, which explains previous research on the topic and outlines existing knowledge gaps. You can explain your motives for the research and research problems in this section of the protocol.

Research question: The purpose or objective of your research is written here. For instance, your purpose may be to outline the steps necessary for progress in the tertiary education sector. The objectives are specific questions that one should be able to find the answers to in the research you will be conducting.

Aims and hypotheses: Describes what the research intends to accomplish. This should be written clearly and concisely.

Methodology: The methodology section includes detailed information on the process of how you will carry out your research. There are two significant data collection methods used in research; qualitative and quantitative research methods.

Qualitative methods include various forms of systematic collection, processing and analysis of material from conversation, observation or written text. Qualitative research methods can be used to systematize and provide insight into human expressions, either linguistic expressions (in writing or speech) or action expressions (behavior). One example of a qualitative method is using focus group discussions to gather data.

Quantitative research methods relate to quantifiable data that are systematized using different types of statistical method. However, figures and statistics are not self-explanatory, so interpretation is also a key element in quantitative research.

---

[4] The Power of Evidence in Advocacy (2007). [Available online] https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/251.pdf

RESEARCH PROTOCOL

Data collection: In this part of the protocol it is necessary to describe the procedures for data collection as well as how you intend on presenting the data collected. Explain what methods you will be utilizing in order to collect data.

Data analysis: In this section you outline how you will critically analyze the data that has been collected in your research study. You can outline previous studies and compare statistics where applicable.

Time schedule: The protocol must contain a realistic progress plan which allocates the time that will be spent on the different phases.

Limitations to the research procedures: Informed consent should be provided in this section if necessary. Sometimes there are limitations that challenge your ability to conduct the research. Highlighting the limitations helps to give a clear understanding of the research. Ethical considerations when planning research are significant when the study entails the use of or information on persons, a group or society.

Dissemination plan: How will the results be published? It may for instance be disseminated through oral presentations at one or more special conferences or events. Research is often published in journals, collected by universities and other institutions and used as a tool to inform policy and decision-making.

Always keep in mind the population that you have plans to use in your research, or whom you have already used in your pursuit of knowledge. There are three things that should always be taken into consideration; the possibility of harm, privacy and self-determination. It is important to give a clear description of how the data will be disseminated and stored. Additionally, maintaining confidentiality, for the safety of the researchers as well as the subject person or group is vital in ensuring the security of your research subjects.

Reference list: A reference list over all the used references in your research should be included here, that is book authors, journals, etc.

Appendices: Any documents used in the collection of data, such as consent forms, surveys, interview outlines, etc. should be attached to your research protocol.
It is imperative to observe research ethics as you conduct your research and to follow the ethical guidelines of your institution, organization or research sponsor.

REFLECTION
Think of something that you are passionate about knowing more about, and that could potentially affect change in your community. Identify how the results of that research could influence change.

RESEARCH PROTOCOL

EXERCISE

Think of something you have a passion about doing research on. Create a mini research proposal that clearly showcases your interest of study. Use the above detailed explanation of how to create a research protocol to create your plan.

ADVOCACY AND LOBBYING

"If you think you're too small to have an impact, go to bed with a mosquito."
- Anita Roddick

"The consciousness-raising, the advocacy, the passion, and the youth of your movement is critical."
– Hilary Clinton

"Having influence is not about elevating self, but about lifting others."
- Sheri Dew

WHAT IS ADVOCACY AND LOBBYING?

Advocacy relies on a set of activities aimed to change public opinion or to get public support. Advocacy is attempting to cause political action using methods such as civil education and public campaigns to influence decision-makers.

Advocacy is:
• An action directed at changing the policies, positions or programs of any type of institution.
• Speaking up, drawing a community's attention to an important issue, and directing decision-makers toward a solution.
• Consists of different strategies aimed at the organizational, local, provincial, national and international levels[5].

The word 'advocacy' literally means 'to plead the cause of another' (Chambers English Dictionary). It is derived from the legal sector, and in some countries, lawyers are called advocates. Social justice organizations have adopted the term to refer to work that involves influencing those with power to address the causes of injustice or inequality.

Lobbying is influencing the government and its leaders. Direct lobbying is communicating your views to a constituent of government who may be instrumental in developing legislation. Grassroots lobbying is trying to influence the public to express a particular view to their legislators about a specific legislative proposal. To be considered grassroots lobbying, the communication must refer to specific legislation, it must reflect a view on the legislation and it must encourage the recipient of the communication to take action with respect to the legislation.

ADVOCACY AND LOBBYING IN PRACTICE

Advocacy and lobbying are tools used to influence the operational or policy environment on issues that matter for people in your surrounding community. It starts with community mobilization (sometimes a small group) of people who share concerns about a specific problem and are willing to devote time, their expertise and resources available to reach the desired change. Advocacy and lobbying are tools that can help your organization achieve its political goals, whatever they may be. Advocacy and lobbying activities carried out by students should add value, ensuring that both the general public and public authorities understand and support their cause, in order to gain strength and credibility.

---

[5] LSU - The National Council of Swedish Youth Organisations. (without year). Youth Rights on the Agenda! A tool kit for practical advocacy. Stockholm, Sweden, p.6.

ADVOCACY AND LOBBYING

Advocacy is drawing attention to an important issue and directing decision-makers towards solutions; working towards influencing decision-making at all levels, mobilizing members of the community to include the wider community and developing accountability and transparency of local governments and public services/institutions.

Advocacy can be divided in three types of activities: representation, mobilization and empowerment.

Well-planned advocacy is especially important when beneficiaries are unable to represent themselves or when one person is in charge of representing the whole group of people. The person chosen to do so must be capable of properly expressing interests of those on whose behalf it advocates. In this regard it is important to ensure that the basic principles of advocacy (ethics and legitimacy) are satisfied. When representing some group of people, it is important that users/beneficiaries are sharing information with advocates. Advocates are presenting the information received, and the advocates are contacting those persons who are in the focus of advocacy efforts.

Mobilization in fact means nothing more than the inclusion of others in your activities in a way that they are encouraged to support your struggle, and then take actions towards fulfillment of common goals. The mobilization is actually expanding the base of support, extending from those which are directly affected by the problems to convincing others that this issue is important for them as well.

To mobilize others is important for several reasons; the number of people who advocate is important, especially if all the people are advocating for a common thing and working with others reduces risk, especially if the issue one is advocating for is controversial. You can achieve social change by raising public awareness which changes public opinion even if the same change does not occur within the government and state system, but central to this end is the ability to influence and motivate others into action. In this process it is expected that users will share information with advocates. Advocates will mobilize other people and/or support organizations. Advocates are ones who are mobilizing other individuals and organizations to join the advocacy action.

Representation and mobilization allow people to discover how they can be active as political figures. Advocacy helps people to find simple ways that can influence the policy and practice at the same time. Also, in the process advocates are collecting information on the current states and positions of the government, local government and other stakeholders. These processes encourage people to challenge the traditional roles of government and society, and to convince them that they have both responsibility and rights in the society. All three activities can take place at the same time, and in most circumstances, these activities are intertwined.

Advocacy is a process designed to affect social change. The process of change can sometimes be time consuming, requires sacrifices, patience, involvement, and often giving one hundred percent, teamwork both within your organization and team work with partner and coalition organizations, communication and openness. Advocacy consists of a series of activities undertaken with the aim of changing policies, practices and attitudes. People who are engaged in advocacy and seeking to influence the changes in society need to accept the risk that change they are advocating for can come much later, or even that nothing has changed.

ADVOCACY AND LOBBYING

Advocacy often involves specific lobbying of decision makers. Lobbying is a complex and sensitive task, one must approach very well prepared. To lobby is to carry out activities that influence decision makers, both political and at all other levels. Lobbying is a targeted activity primarily consists of a direct appeal towards decision-making persons.

Advocacy and lobbying strategies include activities such as publishing articles in newspapers, promoting stories about how an individual or group has benefited from an organization or action, the distribution of promotional materials and policy briefs with the intent to influence, and mounting campaigns which serve to represent, mobilize and empower others.

In order to launch a successful advocacy campaign one must:
1. Begin by clarifying your goals
2. Match strategy to environment and strengths
3. Select winning tactics
4. Define what a win would look like in your context
5. Define potential obstacles to your goal.

Start with Values: be prepared to share your story. What are the life experiences that brought you to a cause? What issues are you the most passionate about? Why are you compelled to advocate for these issues?

Listen and Learn: the best advocates are great listeners. What don't you know that others could teach you? Who can help you broaden your thinking? Who in your community is touched by the issue that you are working on? We have found that before choosing your goals, it is best to go on a listening tour.

Craft a Vision: the only way you can be sure that you are headed toward the right destination is to get your plan down on paper. How will the world be better is you are successful in your campaign? Crucial to a successful advocacy campaign is ensuring that you have the right strategies behind change. Key examples of strategies include:

1. **Elite Negotiations:** Advocates work to influence people who already hold power. By tapping into the interests of public officials, this approach secures change through trading and compromise.
   Success Factors: An urgent public problem, of interest to policymakers, easily understood and credible options to act on, incentives for legislators to make change.
   Elite Negotiations: Fastest, but hardest to protect in the long term.
   Practical applications of elite negotiations include; lobbying, power mapping, negotiation, policy analysis, bill drafting, coalition building, media relations and campaign donations.

2. **Social Movements:** A large number of people build their power to secure change by organizing around common goals. By operating outside of the existing system, this approach can change the status quo in profound ways.
   Success Factors: A clear call to action, compelling spokesperson who can dramatize the injustice, well-organized supporters and advocates.
   Social Movements: Most visible but most dependent on political windows and incentives.

ADVOCACY AND LOBBYING

Practical application of social movements include; grassroots organizing, training spokespersons, marches, boycotts, sit-ins and occupations, storytelling, petition drives and door knocking.

3.   **Expert Communities:** Trusted people with knowledge on a particular subject change the public debate by reaching consensus. By translating consensus into advice on solutions, they influence policy and practice.

Success Factors: A well-defined but complex public policy problem, expert agreement on the problem, causes and possible solutions, policymaker interest in expert guidance.

Expert Communities: Elites can ignore the results.

Practical applications of expert communities include; research studies and reports, legal action, conferences, public debates, advisory groups, policy proposals, letters to the Editor and legislative testimony.

4.   **Emergent Networks:** People use trial and error to discover solutions to a problem. By testing and refining their approach over time, they develop proof prints for widespread change.

Success Factors: Well-defined areas of innovative practice related to the problem, incentives for innovators to join together, policymaker interest in translating practice into policy.

Emergent Networks: Opportunities to scale are limited

Practical applications of emergent networks include; experimentation, field visits, peer networking, the distribution of toolkits, newsletters, trainings, sharing success stories, and launching social media campaigns.

Remember, a policy win doesn't mean that your mission has been accomplished, continued advocacy is crucial to long term positive change and success.

CASE STUDY

The following case study outlines how, in Senegal, the Coalition des Organisations en Synergie pour la Défense de l'Education Publique (COSYDEP) advocated the Ministry of Education to eliminate the 'Security Quota System', a harmful teacher recruitment method. The abolition of undemocratic teacher recruitment in Senegal led to an increased teacher recruitment level, through official, competitive processes, and improved teacher training provisions.

Coalition des Organisations en Synergie pour la Défense de l'Education Publique (COSYDEP) was set up in 2007 by a group of NGOs, trade unions and grassroots organizations, aspiring to achieve the Education For All Goals by 2015. The aim was to unite civil society stakeholders working on education to reflect, consult, and strategize in order to promote quality public, free, inclusive and accessible education and advocate for transparent and effective management of the education sector.

Gaining legal identity in 2009, COSYDEP has become a credible representative of civil society in Senegal working to influence the Ministry of Education and other decision-makers, holding them to account on their plans and budgets. COSYDEP received CSEF funding from 2009, which supported the coalition to carry out advocacy, monitor commitments on education and engage effectively in dialogue with the government, working towards enhanced policies on education, especially for girls.

ADVOCACY AND LOBBYING

What did the coalition do?

Teacher recruitment should be based on merit and on the needs arising from the education system. However, in 1995 the 'Security Quota System' (quota sécuritaire) was introduced, as an alternative teacher recruitment process, operating in parallel with the formal competitive employment structures. Through the Security Quota System teachers were directly employed by the central services of the Ministry of Education, instead of following the formal entry procedures. This method was subject to politics and relationships within the government, and jobs were often handed out as political favors. The Security Quota System therefore produced teachers that lacked appropriate training and experience through undemocratic recruitment processes. Additionally, there was a lack of accountability mechanisms for supervision, and the system was therefore allowed to go on for more than a decade. It was a disaster for a country where barely half of the population aged between 15 and 24 could read or write.

COSYDEP took a strong position against the Security Quota System, and during CSEF it worked with members and teacher unions to carry out research and studies unveiling its serious consequences on the education system. The results were shared broadly through newsletters, videos and in the media, to create awareness among the general public and make the Security Quota debate a key public issue. During Global Action Week, COSYDEP organized a bus travelling through various districts to spread information in local schools and communities, and carried out mass-mobilization activities through its members. The coalition also put constant pressure on the Ministry of Education and other decision makers through facilitating policy debates, lobbying and writing letters to the president, demanding the abolition of the Security Quota System.

What was the impact of the coalition's work?

As a result of COSYDEP's active advocacy and lobbying efforts, the government was forced to take action and in 2010 the Minister of Education confirmed the elimination of the Security Quota System. This resulted in increased teacher recruitment levels, through official, competitive processes, and improved teacher training provisions. Systems of non-professional teachers were officially abolished.

In order to hold the government accountable for these commitments, COSYDEP put in place monitoring mechanisms, taking advantage of its broad-based presence across regions all over the country. Regular feedback from members on the ground ensures that the Security Quota System has in fact been eradicated. The entire process has instigated organizational restructuring within the Ministry of Education leading to a new Training and Communication Directorate and teacher training centers in each region of the country.[6]

---

[6] Civil society advocacy: good practice case studies from Africa. (2014). [ebook] London, UK: Civil Society Education Fund, pp.4-5. Available at:
www.campaignforeducation.org/docs/csef/CSEF%20CASE%20STUDY%20LEAFLET_AFRICA_
JUNE2014_FINAL.pdf [Accessed 4 Sep. 2018].

ADVOCACY AND LOBBYING

REFLECTION

Can you think of an instance when an organization (the organization that you belong to or another) has successfully advocated or lobbied for change? What were the factors for success?

What are some of the threats to successful advocacy and lobbying efforts? What can you do to mitigate the likelihood of these threats to impeding you success?

Does policy influencing in your institutional, political and cultural context take place in the same way, or will you have to employ different tactics or strategies to reach your targets and goals?

ACTIVITY

In small groups or plenary, chose an issue that you care about and want to see change. Answer the following key questions to determine the way forward in advocacy and lobbying efforts to influence decision makers and policymakers on the issue.
Key questions are;

- What is the issue at hand?
- Who is involved in the definition of the issue and the analyses?
- How can we mobilize others to participate in advocacy and lobbying efforts?
- Who are your main audience?
- Who can you partner with to build alliances and consensus in reaching your goal?
- Is influencing directly enough or is a more differentiated and phased tactic needed?
- What activities do you plan in order to achieve expected results?

Use these prompts to formulate an action plan that helps you identify what you and your partners see as success in your intervention. Commonly such agreed standards of success are called indicators. Whatever you call them, the action plan should include elements that make it possible to monitor where you are and whether you are successful at what you do.

CAMPAIGN MESSAGING

"Learn the art of the pitch and of messaging"
- Tim Ferris

"Simple is good."
- Jim Henson

"Art, freedom and creativity will change society faster than politics."
- Victor Pinchuk

WHAT IS CAMPAIGN MESSAGE CREATION?

Creating a campaign message will help you bring public awareness to a cause you feel passionate about. It is a communication tool that allows you to motivate, inspire, mobilize and advocate for change.

CAMPAIGN MESSAGING IN PRACTICE

A communication plan is critical to create a successful campaign message. It should first and foremost clearly define the key messages you want to communicate, who you want the messages to reach and strategies for spreading the message.

The message you want to communicate should be consistently visible throughout your campaign. It should be presented in a way that makes it possible for your audience, whether they are students, politicians or media outlets, to be able to understand the message without issue. In order to achieve this, there are a few questions that will help you develop a strong message:
What it is that your campaign is fighting for? Messages should always be positive, inspirational and something you believe will better the cause that you are advocating for.

Identifying the underlying causes for why you want to create a campaign and inspire social change is crucial to carrying out a successful one. Identifying what is at stake will give you inspiration to carry on with the campaign message, as well as help you identify the consequences if the campaign message isn't being heard.

Example: To give you an idea of a campaign, the Youth Empowerment Transformation Trust (YETT) initiated the #ballotbuddies campaign in order to ensure voting participation, among youths who are eligible to vote in Zimbabwe.

What is it that is expected from the targeted audience to do in order to affect change? For instance, if you want to engage youths in voting during an election, you need to find the necessary platforms where you can reach those youths that should hear your message. In the example mentioned above it was important to address youths on why it is important to register to vote and ensure to introduce the message via various platforms.

Instead of focusing on reaching everyone, sometimes, it is better to put effort on those who can contribute to making the change. This can be the board at universities, teachers, clubs for youth participation and those who you believe can influence your target group.

CAMPAIGN MESSAGING

Utilizing different approaches and messaging tactics can be used strategically to approach various audiences successfully. Engaging different audiences will also give you a stronger outcome as well as better your chances on mobilizing funding from various supporters of your message.

Using the media, as well as journalists, to document and write about your campaign will give you access to an effective platform for reaching large populations at once. Slogans, flyers, word of mouth, hashtags and the use of creative platforms are just some avenues that can be used to spread and promote your message and cause.

Creativity goes a long way in ensuring your message being reached to your audience. Some people use a multitude of platforms, as mentioned above. It may also be useful to create an event where there is hype that attracts your audience. In these days of social media, using various apps can also be an advantage as there is opportunity to reach a larger audience. You can create hashtags *#* that will be associated with your campaign and will help you gain followers. Spreading the message through the use of "word of mouth" should never be underestimated. Remember; the only limit to your creativity is you.

CASE STUDY
HeforShe (Heforshe) is a solidarity campaign, initiated by UN Women under the United Nations, for the advancement of gender equality. Its goal is to take action against negative stereotypes and behaviors faced by women by encouraging people to act as agents of change. The campaign message is that gender inequality is an issue that affects people all over the world- socially, economically and politically. It seeks to engage everyone, but especially men, to actively get involved in standing up for gender equality.

Active measures taken for the HeforShe campaign:
On the official website for the campaign http://www.heforshe.org/en, it is possible to register engagement on a global level by counting the number of men and the number of women pledging for the campaign in different countries and regions. The website also includes questions on the specific issues one faces in each country/community that can give an understanding of the underlying causes of the gender inequalities. The campaign introduces messaging which can be used by UN agencies, individuals and civil society, as well as other institutions, through online and other forms of sustained engagement.

The **HeforShe** campaign is an example of successful campaign message – through the use of various platforms, and channels of communication, the **HeforShe** message of gender equality and solidarity has been signed by over 1.3 billion men who are standing up for gender equality.[7]

---

[7] Endvawnow.org. (2012). Virtual Knowledge Center to End Violence Against Women and Girls. Key Elements of the Campaign Message. [online] Available at: http://www.endvawnow.org/en/articles/1238-key-elements-of-the-campaign-message.html [Accessed 4 Sep. 2018].

CAMPAIGN MESSAGING

REFLECTION

What can you take away from the HeforShe case study? How does the HeforShe campaign actively engage people in gender equality?

What do you think are the successful elements of this campaign? Is there anything you would have done differently?

EXERCISE

In a group, come up with a campaign message you are passionate about. Create a plan on how you will go about succeeding in spreading awareness of your message, as well as positive change, using the questions outlined above.

PUBLIC POLICY

"... things are never as complicated as they seem. It is only our arrogance that prompts us to find unnecessarily complicated answers to simple problems."
- Muhammad Yunus

"The one who adapts his policy to the times prospers, and likewise that the one whose policy clashes with the demands of the times does not."
- Niccolo Machiavelli

"The people who have taken oaths and made promises to be leaders and guardians of society, instead have disgraced us. I am challenging you to be the generation that can restore Africa's honor."
- Patrick Awuah

WHAT IS PUBLIC POLICY?

Public policies are the principles, which at times are unwritten, on which social laws are based. Government entities enact laws, make policies, and allocate resources in a society based on public policy. Public policy can also be defined as government actions, from planning to the final outcomes. Government entities or representatives raise topics that are backed up by a system of laws, regulatory measures, and courses of action as well as funding priorities. In order for public policies to function efficiently, they are divided in several levels affecting different populations;
• Local decision making
• Regional decision making
• National decision-making
• Foreign policy

In order to make public policy effective, different political parties represent different sets of values and attitudes at each level. In some countries there are many different political parties, in other countries there are only a few. Countries that have only one party dictating public policy are referred to as single-party, while in other countries several parties work in a coalition to determine policy. These countries are referred to as multi-party democracies. Public policy is the space where public problems are identified and encountered. You can influence public policies by exercising your right to vote, by influencing policymakers to make decisions that favor your ideas, and by creating movements towards social change.

PUBLIC POLICY IN PRACTICE

Everyone is able to contribute in shaping and influencing public policy. The issues that influence public policy making can be of social, economic or political nature; these contribute to shaping public policy decisions. Individuals, corporations, interest groups, and organizations can play a large part in influencing policies. They often collaborate in order to shape the decisions policymakers take. These groups often compete to get the policymakers to act in their favor. The measures taken to effect policy can be through education, advocacy or the mobilization of interest groups.

PUBLIC POLICY

Various groups use different strategies, direct or indirect, to influence policymakers to act in a certain way. Direct strategies can be carried out through parliamentary channels that use spokespersons to shape the public policies. Indirect influence can take place through media outlets and through the mobilization of the population towards a cause. Typical activities include interest groups contacting journalists, publishing press releases, policy briefs, op-eds, holding press conferences, publishing research reports, organizing signature campaigns and other forms of engagement.

Influencing public policy through the various channels mentioned above can be understood as advocating. Informing public policymakers and the general public about various problems is a crucial point. Informing groups about why the problems exist, how to address them, and the funding that is required to make the necessary changes or research on the issues, are ways in which advocacy groups attempt to shape addressed policies.

In Zimbabwe for instance, student unions have tried to redress the challenge of access to affordable and inclusive education with their activities and are in that way contributing to influencing policy changes. Zimbabwean institutions of higher learning have given the students the right to express their views and share policy alternatives through the enactment of student representative councils, which represent the aspirations and challenges of students. Student unions are forums for students to advocate for addressing matters that affect them and influence public and institutional policy.

CASE STUDY
The following case study outlines Swaziland's Education and Training Sector Policy – it gives an example of a public policy which could potentially be influenced by change-makers.

Swaziland: The Swaziland Education and Training Sector Policy, issued in 2011, UNESCO

Rationale of the policy
The policy aims to provide an equitable and inclusive education system that grants all learners access to high-quality, free and compulsory basic, as well as senior secondary education. This should be followed by the opportunity to continue with lifelong education and training, enhancing personal development and contributing to Swaziland's cultural development, socio-economic growth and global competitiveness. The strategy targets all learners, teachers, employees, managers and other providers of education and training in all public and private, formal and non-formal learning institutions, at all levels of the education system.

Concept of lifelong learning
Lifelong learning implies a seamless learning system with real pathways into other education and training options and equal opportunities for all. The term lifelong learning is linked to adult education. It primarily refers to non-formal and continuing education that provides options for those Swazi citizens who have missed some or all of their formal education.

Main Challenges to Implementation
• HIV and AIDS: information, treatment and support, and non-discriminatory labor practices

PUBLIC POLICY

- Schools as centers of care and support: healthy, protective, and secure learning environments
- Inclusive education: consider needs of all learners regardless of gender, financial state, and disability
- Curriculum development: guidelines for content, materials, teaching and assessment methods
- Education guidance and psychosocial services
- Orphans and vulnerable children: cognitive, emotional and social development as well as protection
- Education for sustainable development: norms and practices to ensure sustainable living

Main targets
- Early childhood care and development: expansion of equitable access, high standards
- Primary education: free/compulsory access, competence-based curricula, textbook policy
- Secondary education: school infrastructure, libraries, enhancing cognitive skills
- Technical and Vocational Education and Training (TVET): establishing the Swaziland Training Authority, initiating and regulating a National TVET Qualifications Framework
- Tertiary and higher education: establishing loan funds, flexible entry level assessment, improving cost efficiency
- Teacher education and training: competency-based teacher education, upgrading student teaching practice, reforming the demand-based financing model for teacher education
- Non-formal and continuing education: developing and regulating a non-formal and continuing education system to facilitate flexible access to relevant education opportunities for disadvantaged, over-aged or challenged learners; aligning non-formal education levels and standards in Swaziland with other countries in the South African Development Community (SADC) region

Particular features of the policy
The lifelong leaning policy in Swaziland foresees the establishment of 'education guidance and psychosocial services' at schools in order to ensure that children survive to adulthood and develop into responsible adults who positively contribute to the socio-economic growth of the country. Especially in the era of AIDS, guidance and support must be considered as central classroom activities. For this reason, all new teachers in training should be required to study guidance and counseling as a compulsory and examinable pre-service training subject, with continuing education for all teachers via in-service programmes throughout their careers. This is to ensure that all teachers are fully and recurrently capacitated on issues of counseling, guidance, health, psychosocial support, life skills, Sexual and Reproductive Health and Rights (SRHR), HIV and AIDS, STI awareness and prevention. Teacher training should also ensure an enabling and protective environment within all schools, using the 'Schools as Centers of Care and Support' framework, supportive structures and dedicated counseling rooms.[8]

---

[8] UNESCO.org. (2018). Swaziland: The Swaziland Education and Training Sector Policy, issued in 2011 | UIL. [online] Available at: http://uil.unesco.org/document/swaziland-swaziland-education-and-training-sector-policy-issued-2011 [Accessed 4 Sep. 2018].

PUBLIC POLICY

REFLECTION
Examine the main policies identified in the case study and consider why they are important policies implement, and why.

Do you support the policies outlined above? If not, how could you go about influencing change?

EXERCISE
Think of policies that you want to implement or shape within your local, national and regional context. Think about how you can influence policymakers to make the necessary changes. Think of the methods you can use and write them down.

POLICY BRIEFS

"The key to successful leadership today is influence, not authority."
– Ken Blanchard

"The moment that we begin to fear the opinions of others and hesitate to tell the truth that is in us, and from motives of policy are silent when we should speak, the divine floods of light and life no longer flow into our souls."
- Elizabeth Cady Stanton

"The one who adapts his policy to the times prospers, and likewise that the one whose policy clashes with the demands of the times does not."
- Niccolo Machiavelli

WHAT IS A POLICY BRIEF?

A policy brief presents a concise summary of information that can help readers understand and likely make decisions about, government policies. Policy briefs may give objective summaries of relevant research, suggest possible policy options, or argue for particular courses of action. Short policy briefs are useful tools for conveying the implications of government policies for policy, practice and action.

POLICY BRIEFS IN PRACTICE

A policy brief is a stand-alone document that is focused on a single topic and is typically no more than 2 to 4 pages long. Before you begin writing a policy brief it is important to define your audience. Ask yourself, who am I writing this brief for? How knowledgeable are they about the topic at hand? And, how open are they to the message that I am trying to portray? How can I reach the readers that I want? What questions need answers? What are the interests and concerns of my readers? And, how can I reach specific readers such as media representatives, decision-makers, etc.? Policy briefs are a way to use the power of persuasion, to describe the urgency of a situation and to speak in terms of benefits and advantages.

When choosing content for policy briefs it is imperative that you stay focused on a single topic, define your purpose clearly, include points that support the aim of the brief, and keep the brief clear and to the point.

A common formula for a brief includes an executive summary, followed by an introduction, a brief description of approach and results and the conclusion followed by implications and recommendations.

The executive summary should open with a short statement which conveys the essence of the brief, provides a clear overview for busy readers and entices readers to go further. It typically appears on cover or top of first page and should be written last.

The introduction of the brief should highlight why the issue matters and explain the significance or urgency of the issue, as well as describe the research objectives, give a brief overview of findings and conclusions and hook the interest of the reader.

POLICY BRIEFS

The section of the brief which outlines the approaches and results should provide a summary of the facts, describe the issue within its context, and briefly describe the research and analysis. This section of the brief should not be overly technical but it should highlight benefits and opportunities. Describing the research approach explains how the study was conducted, relates to who conducted the study, describes relevant background information and identifies the methods used to collect data. When describing the results of the study the aim is to answer the question: what did we learn? It is important to make content easy to follow by moving from general information into more specific results, from which the conclusion will be based.

The conclusion of the brief is the section which explains what the findings and results mean. This is the section in which data can be interpreted and concrete conclusions can be presented. It is important to express ideas using strong assertions ensuring that ideas are balanced and defendable.

The implications and recommendations section flows from the information given in the conclusion. Implications are what could happen, while recommendations are what you believe should happen, based on the previously outlined information. Both implications and recommendations should be supported by evidence. Implications allow you to outline what the study concludes will be the consequences of the research. Implications are less direct than recommendations. They provide an avenue for a softer approach but still can be persuasive. Recommendations are a call to action. They describe clearly what should happen next, stated as precise steps. It's important to ensure that the recommendations that you are making are relevant, credible and feasible.

CASE STUDY

Below is an excerpt from the Executive Summary of a policy brief generated by the Student and Academics International Fund of Norway, outlining the outcomes of a program working towards the Rights of LGBTQI+ Youth and non-discrimination in Southern Africa.

EXECUTIVE SUMMARY

The aim of this assignment has been to document and evaluate the outcomes of the SAIH Programme – The Rights of LGBTI Youth and non-discrimination in Southern Africa. The evaluation has reviewed the work of 5 partners across 3 countries in the region, namely Gender Dynamix (GDX) and Gays and Lesbians Memory in Action (GALA) in South Africa; TransBantu (TDX) in Zambia; and Gays and Lesbians of Zimbabwe and Sexual Rights Centre (GALZ) and Sexual Rights Centre (SRC) in Zimbabwe. All 5 have been evaluated with regards to their results achieved in the period 2010-2014. The evaluation involved interactions with all five partner organizations, their target communities, and review of a selection of the literature generated by the 5 organizations over the 5-year period. In addition to evaluating the results achieved, the evaluation's objective was to assess the relevance of the programme to the human rights situation of LGBTI youth in the region. The request was also to develop a set of recommendations for both SAIH and its programme partners.

The evaluation showed that overall; the programme has been successful in implementing planned activities, with the exception of one organization.

POLICY BRIEFS

The findings were that;

I.   Given the intolerance and discrimination that LGBTI youth in the region experience, the programme is definitely relevant. The programme has helped bring young, black LGBTI persons to the fore, thereby dismissing myths that LGBTI persons are not African. The programme has also facilitated the dissemination of information on sexuality in general and on sexual orientation and gender identity issues in particular.

II.   The programme has in particular contributed to empower LGBTI youth. The programme has given the LGBTI youth insight in their rights and identity, leading to enhanced self-esteem and better confidence. This has in turn enabled the LGBTI-youth to become important and active change-agents, advocating for LGBTI rights.

III.   The programme structure has been flexible and empowering for the partner organizations. Given the particular sensitivities and additional challenges that come with working in the area of LGBTI rights in Southern Africa, it has been necessary for the partners to design and shape their programmes according to their individual contexts. The programme was sufficiently flexible for the partners to do this.

Several recommendations have been made. The main recommendation stems from the need that has been identified for SAIH to facilitate further coordination among its partners in Southern Africa, both within and beyond this programme. In our view, there is much to gain from facilitating further collaboration across the LGBTI and other human rights organizations in this region. The main purpose of this is to ensure that LGBTI rights become integrated into the work of all of SAIH's partners in the region, and thus are promoted as inseparable from all human rights.[9]

REFLECTION
How can the production of policy briefs potentially help your organization?

To which audience could you potentially present your policy brief in hopes of affecting positive change? What are the challenges and opportunities that exist in approaching these audiences?

[9] SAIH – Norwegian Students' and Academics' International Assistance Fund (2015). Evaluation of the Rights of LGBTI Youth and non-discrimination in Southern Africa. [online] Oslo, Norway: SAIH – Norwegian Students' and Academics' International Assistance Fund, p.4. Available at: https://saih.no/assets/docs/Hele-rapporten-fra-ILPI-her.pdf [Accessed 4 Sep. 2018].

POLICY BRIEFS

EXERCISE

Draft an outline of policy brief with the intent to influence policy and made recommendations based on a current state of affairs.

Use the following questions to begin thinking about your policy brief's purpose, audience, and contribution.

1. What problem does your brief address?
2. Who is the audience? Why is the problem important to them? What do you know about the audience (e.g., technical knowledge, political or organizational culture or constraints, exposure to the issue, potential openness to the message)?
3. What other policy or issue briefs already exist? How will your brief differ (e.g., different information, perspective, aim, or audience)?

Once you've identified you policy brief's purpose, audience and contribution, you can begin outlining policy brief content by answering these questions;

1. What is the aim of the policy brief? Write one or two sentences from which the rest of the brief will follow.
2. What is the best way to engage your readers?
3. What background information does the audience need?
4. What data are most important to include for your audience? How will you present the data so it best conveys its message (e.g., in text, bar graph, line graph)?
5. What are the policy options (if appropriate to your topic/aim)?
6. What recommendations will you make?

BUILDING A MOVEMENT

"To be part of building a movement, you have to keep moving."
- Jacqueline Novogratz

"The secret of change is to focus all of your energy, not on fighting the old, but on building the new."
- Socrates

"There is no power for change greater than a community discovering what it cares about."
- Margaret J. Wheatley

WHAT A MOVEMENT?

A movement is a type of group action. It is when a group of individuals or organizations with a shared purpose create change together. There are large, sometimes informal, groupings of individuals or organizations which focus on specific political or social issues. In other words, they carry out, resist, or undo a social change. They provide a way of social change from the bottom up within nations and societies.

Using a combination of strategies, including advocacy, media reach, legal actions, protests and research and more, movements can bring about social change. Movements can change the world by getting laws passed and enforced, advancing social, political and economic justice for marginalized groups and ultimately, changing culture and how people behave.

MOVEMENT BUILDING IN PRACTICE

In order to build a sustainable movement towards lasting change certain steps must be taken and established.

The first step is in identifying an issue or cause to work towards changing and to work towards better understanding and sharing information with stakeholders about the cause, and why it matters. This step can be seen as making visible the invisible. While issues that movements are built around are not invisible to those living with the effects, this stage is meant for raising general awareness about the problem.

The second stage is in building relationships. This is when different individuals, stakeholders, groups or organizations that are working on the same issue begin to work together. Often social movements fall apart at this stage because groups fail to reach enough consensuses on ideology or action in order to come together under the unified front that is often crucial for success.

The third stage of building a sustainable movement is to build up an infrastructure that supports that movement or push for change. When groups begin to create formal and informal, but stable, networks that help people engage in their communities; facilitate communication and capacity to get the word out and coordinate messages. See Exercise 1.

The fourth and imperative stage of building a movement around a cause is the catalyst; the event that serves as a flash point to mobilize the masses around the issue. With well-known social

BUILDING A MOVEMENT

movements, there is usually one defining moment that comes to mind when we think about them. Sometimes the catalyst is planned by the group itself, but other times mobilization occurs in response to an action inflicted against members of the movement.

Finally, the key to lasting and sustainable change is sustained action; this depends on the aforementioned steps 1-4 already having been established. When there is true public awareness about the issue, groups have united under a common front and built a stable infrastructure for communication, and there has been a mobilizing event that has led to mass mobilization, social movements can truly have potential for making change.

CASE STUDY

The Me Too movement (or #MeToo movement), with a large variety of local and international alternative names, is a movement against sexual harassment and sexual assault. The movement began to spread virally in October 2017 as a hashtag on social media in an attempt to demonstrate the widespread prevalence of sexual assault and harassment, especially in the workplace. It followed sexual-abuse allegations against Harvey Weinstein, a famous American film producer. Tarana Burke, an American social activist and community organizer, began using the phrase "Me Too" as early as 2006, and the phrase was later popularized by American actress Alyssa Milano on Twitter in 2017. Milano encouraged victims of sexual harassment to tweet about it and "give people a sense of the magnitude of the problem". A number of high-profile posts and responses from American celebrities Gwyneth Paltrow, Ashley Judd, Jennifer Lawrence, and Uma Thurman, among others, soon followed.

Within days, millions of women – and some men – used Twitter, Facebook and Instagram to disclose the harassment and abuse they have faced in their own lives. They included celebrities and public figures such as Björk and Olympic gymnasts, as well as ordinary people who felt empowered to finally speak out. The story moved beyond any one man; it became a conversation about men's behavior towards women and the imbalance of power at the top.

The groundbreaking anti-sexual assault and women's empowerment movement #MeToo upended the public conversation about women's issues around the world, and elevated the global consciousness surrounding the obstacles women encounter in their daily lives, both personal and professional.

REFLECTION

How can social movement's best disrupt the system and upend the status quo?

What are the most strategic channels of engagement or avenues that you can use to address issues central to your well-being and context as a student?

Can you identify individuals, groups or organizations that have similar goals to yours?

How can you best engage with them to build a movement around an issue or cause?

BUILDING A MOVEMENT

EXERCISE

Exercise One – TAKING STOCK
Adapted from the 'We Rise' Movement Building Toolkit
PART I: 'Taking Stock' – Map the work that you do using the prompts below – does your group fit under RISING, BUILDING, STANDING or SHAKING and why?

RISING UP
Is your group just starting out?
Have you found common ground and built trust?
Are you creating safe spaces to break silences, challenge stigma and discover power within?
Or do you need to regroup or rise up again?

BUILDING UP
Are you starting to build your group and thinking about what you can do together?
Do you want to understand more about how power dynamics affect your context and lives as students?
Are you dealing with issues of difference, conflict and solidarity?
Are you thinking about issues of risk, security and well-being as you organize?

STANDING UP
Do you need help defining your agenda - the change or solutions you want?
Are you ready and organized for action – speaking out, making demands, resisting injustice?
Do you have strong allies?
Are you clear what tactics will serve you best and have you prepared for backlash?

SHAKING UP
Are you positioning yourselves to impact decisions, policies, institutions and cultural norms?
Are you building resilient and student led movement leadership?
Do you have strategies and allies both inside and outside the decision-making processes?
Are you integrating strategies for protection and resilience into all you do?

Once groups have defined which stage they best fit in (see above), they will define their strategic setting; CONTEXT, ISSUES, TIMING, RISKS & OPPORTUNITIES, PLAYERS, CAPACITY using the prompts below.

CONTEXT: Every context is different and it is critical to know as much as you can about your own. Who are the decision makers and powerful players in your context? What are the dominant social norms which impact you?
What other social conditions or historical events shape today's realities and ways of thinking?

BUILDING A MOVEMENT

What is the level of fear and repression?
What is the role of the media?
What is the degree of citizen participation and social movement strength and activity?

ISSUES: As you think about what issues you want to tackle, it is important to think about which are the most important to you, which will activate broad support, which you have the capacity to impact and which level of risk and conflict you are ready to confront. Organizing issues that challenge structures of power more directly – such as challenging extractive projects or challenges to the status quo – can bring more backlash and conflict. There is a need to be prepared and well organized with protection strategies in place.

TIMING: Taking stock of your current moment means doing a scan of what is happening in your context and assessing the implications for you.
What issues, opportunities and challenges are arising now?
How are you prepared and positioned to use their spotlight to act strategically in relationship to them?

RISKS AND OPPORTUNITIES: Making change is often a combination of preparation and strategic use of opportunity.
Do you see any openings or "cracks in the armor" of the status quo you can mobilize and take advantage of to advance your agenda?
Sometimes a crisis or other change creates openings as business as usual is interrupted. You should know who your opponents are and what the political obstacles may be. All challenges to power will generate conflict so it's important to map out risks and potential backlash and plan accordingly.

PLAYERS: Organizing at its heart is about people – those with whom you are building, your allies, your strategic partners and the broader community. Time on fostering and growing these relationships is vital.
Is your constituency or membership very connected and committed?
Do you have focused and trusted leadership?
Do you have allies inside and outside the formal institutions or media that you are seeking to influence or win over?

CAPACITY: Knowing your capacity informs your strategic choices.
How broad or deep and active is your constituency?
What is your experience, skill and preparation for action and negotiation?
Do you have a clear agenda and responsible leadership?
Do you have clear decision making and communications capacity?
Do you have needed resources?

Exercise Two – NAMING THE CURRENT POLITICAL MOMENT
Adapted from the 'We Rise' Movement Building Toolkit

BUILDING A MOVEMENT

This exercise uses a timeline process but focuses on the current political situation in a given country -- sometimes called naming the moment or a "conjunctural" analysis. The purpose of this exercise is to analyze the current political moment of a country at a national level and identify key forces, pro and cons, that are affecting student's rights and movements.

STUDENT ORGANIZATIONS
1. What is current shape of student's rights organizations and other organizing and social movements in your country? Which are strongest?
2. What are 2–3 important allies?
3. What 2-3 major forces are undermining student's rights and/or other forms of justice in your context? Local, regional, global?

STATE/GOVERNMENT
1. What 3-4 policies and laws are currently in place that most affect students and other key constituencies - both pro and con?
2. What allies in government at any level might you have on these different issues?

ECONOMIC/PRIVATE SECTOR
1. What 2-3 current economic forces are most affecting student's economic situation and well-being either positively or negatively?
2. What forces or economic interests are impacting students?
3. Are there economic alternatives or organizing that is helping (e.g. collectives or organizations)?

CULTURE AND MEDIA:
1. How are your constituency and its concerns presented in the media?
2. How are beliefs and social norms being used to support and/or undermine you?
3. What story or messages are you communicating and how?

OVERALL MOMENT AND CONTEXT:1. What does this analysis of the current moment tell you about what's happening in your country that is relevant for your efforts?
What opportunities does this analysis present for organizing for student rights and movements?

WINNING ALL HEARTS

"The equal right of all citizens to health, education, work, food, security, culture, science, and wellbeing … in addition to those which emerge from our dreams of justice and equality for all inhabitants of our world - is what I wish for all."
- Fidel Castro
"We don't turn back. We leave no one behind. We pull each other up."
- Barack Obama
"Diversity is being invited to the party. Inclusion is being asked to dance."
- Verna Myers

WHAT IS WINNING ALL HEARTS?
Winning all hearts is ensuring the inclusion of all people; even those who are exposed to unfair treatment and discrimination. The ultimate goal is to create an inclusive environment and culture where all students are invited to actively participate in the governance and search of an inclusive and equitable quality higher and tertiary education. No one should be left behind.

Reasons for exclusion can differ from geographical location, gender, sexual orientation, ethnicity, disability and many more. To be excluded in society and other levels of society can exempt you from participating in democratic processes.

By winning all hearts we want you to ensure inclusion in the process of mobilizing activists for social change; it is important to ensure equal opportunity for all to contribute to and benefit from social change initiatives, regardless of perceived differences.

WINNING ALL HEARTS IN PRACTICE
The goal is to advocate for minority groups to have an opportunity to participate and influence decisions at all levels. For instance, in Zimbabwe, patriarchal gender dynamics hinder women and girls from actively participating in decision making processes. The challenge is to influence the dynamics to advocate for equality for all, and to ensure the inclusion of women and girls when mobilizing people for a cause.

Those who are regarded as minorities in higher education might not have access or opportunity to participate in the decision making that affects their lives and opportunities. It is our job, as active and aware student activists, to ensure that information is equally allocated in order to make the necessary changes. In that case, the main goal is to promote inclusion of the minority groups of students in higher education to introduce the necessary information, allowing them to participate in governance and for their voices to be heard.

CASE STUDY
"Aiming for inclusion: a case study of motivations for involvement in mental health-care governance by ethnic minority users."

A qualitative case study approach was employed to investigate the involvement of minority north-eastern users in mental health-care governance at CAPS Pedro Pellegrino in Rio de Janeiro, Brazil. Semi-structured interviews with minority Northeasterners (n = 12) and institutional stakeholders (n

= 26) were complemented by participant observation of user assembly and user movement meetings.

Minority Northeasterners express both individual and collective motivations for involvement in mental health-care governance. Individual motivations include the desire to increase social interaction, acquire meaningful social roles and overcome the stigma attached to mental illness. Collective motivations include the intent to improve the responsiveness of mental health care and achieve social justice for people with mental problems. Taken together, these motivations demonstrate a strong aspiration by users to promote their social inclusion and the inclusion of others who also experience marginalization. Results also reveal that the involvement of long-term participants is driven mostly by collective goals while early-stage participants focus predominantly in dealing with individual concerns. This is at odds with the mutual incentives theory, which postulates that collective motivations prevail over individual motivations in explaining user involvement.

Groups historically excluded from decision-making processes may identify social inclusion as the core goal of their involvement. Initiatives aiming to increase user participation in health-care governance must address the range of motivations driving the involvement of users, instead of focusing solely on issues related to health-care management and provision.[10]

REFLECTION
Think of a time you felt excluded or of a group you feel is marginalized. How did that make you feel? Why do you believe that there should be equality for all? How does equality for all contribute to a better society?

EXERCISE
In small groups identify minorities within your student body and pinpoint three strategies towards ensuring their inclusion. Present the results.

---

[10] de Freitas, C. (2015). Aiming for inclusion: a case study of motivations for involvement in mental health-care governance by ethnic minority users. [online] US National Library of Medicine National Institutes of Health. Available at: https://www.ncbi.nlm.nih.gov/pubmed/23710941 [Accessed 4 Sep. 2018].

CONTACT US
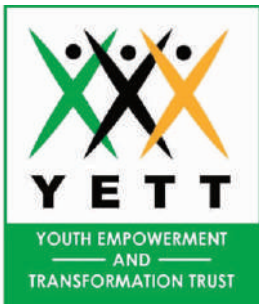
The Youth Empowerment and Transformation Trust (YETT)

📍 7 Capri Road
Highlands
Harare, Zimbabwe

📞 +263 0242496889

✉ info@yetzw.net & yetprogramme@gmail.com

🖑 www.safrap.wordpress.com

🐦 @YetTrust
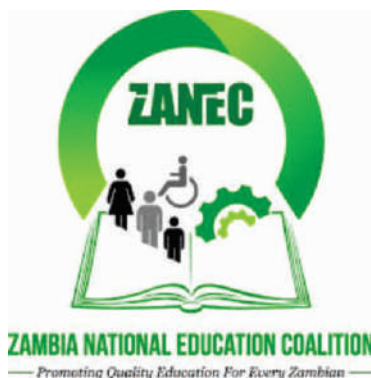
The Zambian National Education Coalition (ZANEC)

📍 Baptist Fellowship Building
Plot 3061/2 Cnr Makishi Road & Great East Road
Lusaka, Zambia

📞 +260 211 226 422/+260 211 226 490/+260 976 198 152

✉ zanec@zamtel.zm

🖑 www.zanec.org.zm

🐦 @ZANEC_Official

Swaziland Youth Empowerment Organization (LUVATSI)

📍 Catholic Centre- Caritas Opposite Cathedral Sandlane Street
Manzini, Swaziland

📞 +268 2505 6372/+268 7817 5448

✉ Email: luvatsisyea@yahoo.com/vilakatisizwe@gmail.com

🖑 Website: www.luvatsi.org

🐦 Twitter: @LuvatsiYouth

**You can find more resources and up to date information at
www.safrap.wordpress.com**

REFERENCES

Academic Freedom. (2017). Oslo, Norway: SAIH: Norwegian Students' and Academics' International Assistance Fund, pp.1-3. Available at: https://saih.no/english/ [Accessed 28 Aug. 2018].

ALA - Office for Library Advocacy (2016). Develop your Campaign's Message. ALA. [online] Chicago, IL: ALA - Office for Library Advocacy. Available at: http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/advleg/advocacyuniversity/advclearinghouse/05-developing%20your%20campaigns%20messages.pdf [Accessed 4 Sep. 2018].

Bakketeig, L. and Magnus, P. (2002). Hva er en forskningsprotokoll og hvorfor er den nødvendig?. [Online Article] https://tidsskriftet.no/2002/10/tema-forskningsmetoder/hva-er-en-forskningsprotokoll-og-hvorfor-er-den-nodvendig, Tidsskr Nor Legeforen 2002. Oslo, Norway.

Cairney, P. (2018). 12 Things to Know About Studying Public Policy. [Blog] Politics and Public Policy. Available at: https://paulcairney.wordpress.com/2015/10/29/12-things-to-know-about-studying-public-policy/ [Accessed 4 Sep. 2018].

Civil society advocacy: good practice case studies from Africa. (2014). [ebook] London, UK: Civil Society Education Fund, pp.4-5. Available at: http://www.campaignforeducation.org/docs/csef/CSEF%20CASE%20STUDY%20LEAFLET_AFRICA_JUNE2014_FINAL.pdf [Accessed 4 Sep. 2018].

Clark, J., Majied, I. and Tomas, M. (2017). Pathways to Engagement Handbook; How to Take Action With Community. 1st ed. [ebook] Ithaca, NY: Engaged Cornell, pp.7-12. Available at: https://engaged.cornell.edu/wp-content/uploads/2017/03/PathwaysToEngagementHandbook-Fall-2017-09272017.pdf [Accessed 4 Sep. 2018].

COD - Center for Society Orientation. (2013). Advocacy and Lobbying. [online] Available at: http://www.cod.rs/en/what-we-do/advocacy-and-lobbying/ [Accessed 3 Sep. 2018].
Community Organisers. (2018). What is Community Organising?. [online] Available at: https://www.corganisers.org.uk/what-community-organising [Accessed 4 Sep. 2018].

Community Tool Box. Ctb.ku.edu. (2018). Developing Strategic and Action Plans. [online] Available at: https://ctb.ku.edu/en/developing-strategic-and-action-plans [Accessed 3 Sep. 2018].

de Freitas, C. (2015). Aiming for inclusion: a case study of motivations for involvement in mental health-care governance by ethnic minority users. [online] US National Library of Medicine National Institutes of Health. Available at: https://www.ncbi.nlm.nih.gov/pubmed/23710941 [Accessed 4 Sep. 2018].

Donovan, C. and Witchger, F. (2005). Student Activist Handbook. 1st ed. [ebook] Notre Dame, Indiana: University of Notre Dame. Available at: https://international.nd.edu/assets/74392/ [Accessed 30 Aug. 2018].

Endvawnow.org. (2012). Virtual Knowledge Center to End Violence Against Women and Girls. Key Elements of the Campaign Message. [online] Available at: http://www.endvawnow.org/en/articles/1238-key-elements-of-the-campaign-message.html [Accessed 4 Sep. 2018].

Env-net.org. (2018). Organising a campaign | EnvNet. [online] Available at: http://www.env-net.org/csos-activism/csos-role/advocating-environmental-justice/organising-a-campaign/ [Accessed 3 Sep. 2018].

Etikkom. (2018). Kvalitative og kvantitative forskningsmetoder – likheter og forskjeller - Etikkom. [online] Available at: https://www.etikkom.no/forskningsetiske-retningslinjer/Medisin-og-helse/Kvalitativ-forskning/1-Kvalitative-og-kvantitative-forskningsmetoder--likheter-og-forskjeller/ [Accessed 31 Aug. 2018].

REFERENCES

International Development Research Center (IDRC). How to Write a Policy Brief. (2018). [online] Available at: https://www.idrc.ca/sites/default/files/idrcpolicybrieftoolkit.pdf.

Kilpatrick, D. (2000). Definitions of Public Policy and the Law. South Carolina: Medical University of South Carolina.

LSU - The National Council of Swedish Youth Organisations. (without year). Youth Rights on the Agenda! A tool kit for practical advocacy.
Stockholm, Sweden.

Mukeredzi, T. (2016). Students contest high fees whilst on attachment - University World News. [online] Universityworldnews.com. Available at: http://www.universityworldnews.com/article.php?story=20161117062457464 [Accessed 4 Sep. 2018].

NGO Pulse. (2015). #FeesMustFall Campaign: Lessons for Civil Society. [online] Available at: http://www.ngopulse.org/press-release/fees-must-fall-campaign-lessons-civil-society [Accessed 3 Sep. 2018].

SAIH - Norwegian Students' and Academics' International Assistance Fund (2015). Evaluation of the Rights of LGBTI Youth and non-discrimination in Southern Africa. [online] Oslo, Norway: SAIH - Norwegian Students' and Academics' International Assistance Fund, p.4. Available at: https://saih.no/assets/docs/Hele-rapporten-fra-ILPI-her.pdf [Accessed 4 Sep. 2018].

Techinical Assistance for Civil Society Organizations. www.tacso.org. (2016). Advocacy and lobbying. [online] Available at: http://www.tacso.org/Content/Read/63 [Accessed 2 Sep. 2018].

The Writing Center. (2016). Policy Briefs - The Writing Center. [online] Available at: https://writingcenter.unc.edu/policy-briefs/ [Accessed 30 Aug. 2018].

The Power of Evidence in Advocacy (2007). [Available online] https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/251.pdf

Tonja M. Woods, M. (2018). Academic Freedom Should Be Redefined: Point and Counterpoint. [online] PubMed Central (PMC). Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5221829/ [Accessed 29 Aug. 2018].

UNESCO.org. (2018). Swaziland: The Swaziland Education and Training Sector Policy, issued in 2011 | UIL. [online] Available at: http://uil.unesco.org/document/swaziland-swaziland-education-and-training-sector-policy-issued-2011 [Accessed 4 Sep. 2018].

Who.int. (2016). WHO | Recommended format for a Research Protocol. [online] Available at: http://www.who.int/rpc/research_ethics/format_rp/en/ [Accessed 4 Sep. 2018].

World Savvy. (2018). Case Study: South Africa Apartheid - Soweto Uprising. [online] Available at: https://static1.squarespace.com/static/541b08ace4b03814779bda86/t/5a0f2851e4966b768be5bebd/1510942801678/SPPS_Soweto.pdf [Accessed 2 Sep. 2018].

Zerbe, L. (2018). WCHPC - Writing Policy Briefs. [online] Johns Hopkins Bloomberg School of Public Health. Available at: https://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/index.html [Accessed 30 Aug. 2018].