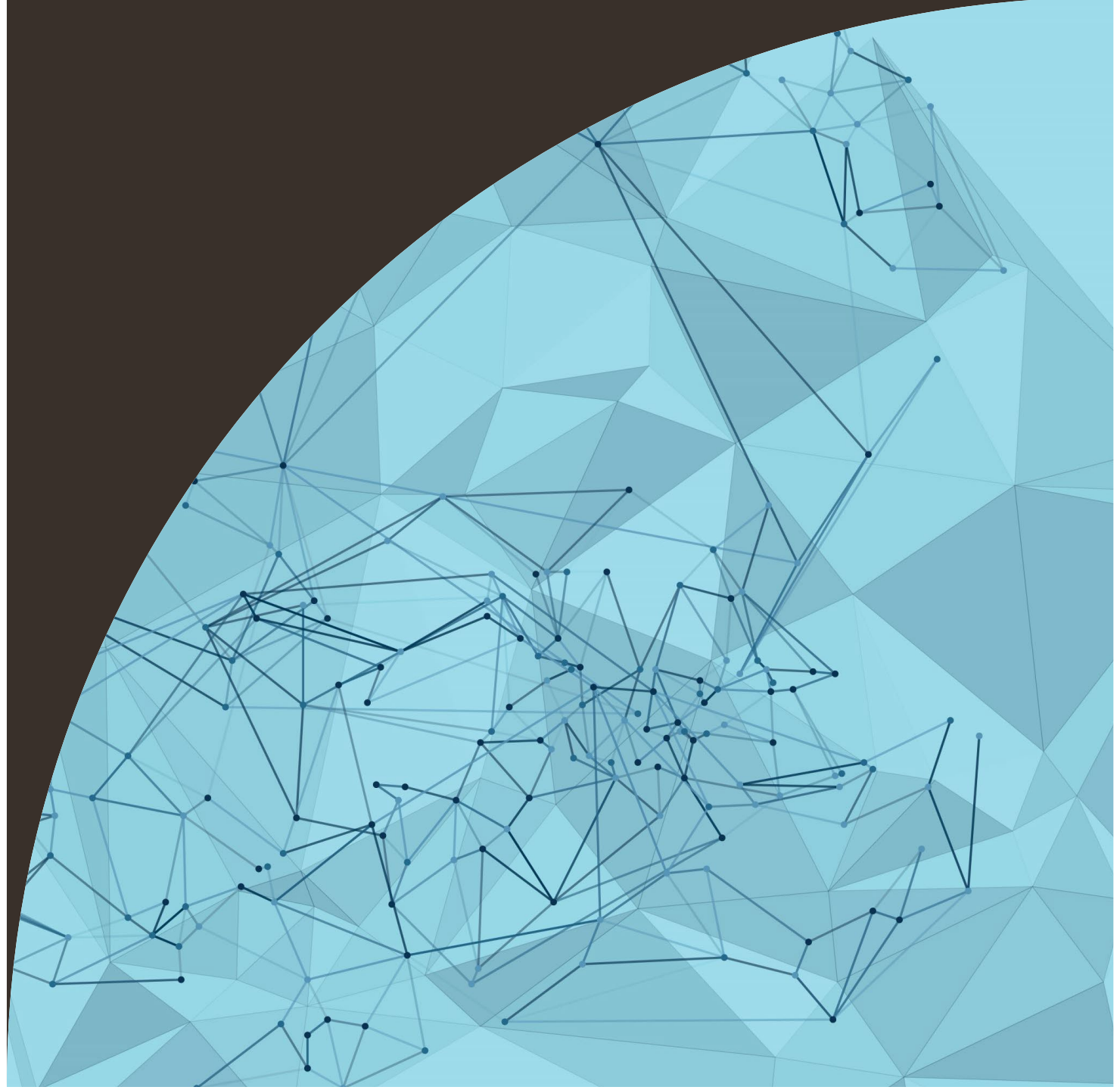


# Using facilitated advocacy to engage teachers in dialogue with other community actors for improved learning outcomes

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# Are Our Children Learning?



*Uwezo*

*Citizen-led assessment --  
nation-wide, regional*

*Village report cards and  
meeting*

*A role for facilitated  
advocacy?*

# Making It Easier to Take Action



*What is facilitated advocacy?*  
(Haylor and Savage 2019)

*Advocacy in Uwezo / community engagement*

*The SDGs*

# What is Facilitated Advocacy?

- Facilitated advocacy is an approach to development initiatives that enables people to engage with each other equitably and to identify desired changes in policy and practice.
- Developed over several years in Asia and Africa, the facilitated advocacy approach grew out of experiences of listening to the voices of people in change processes that place the so-called target group at the centre of development efforts, and that support them to advocate for what they value (Haylor and Savage, 2019)
- The promotion of a facilitated advocacy approach is also in alignment with the Sustainable Development Goals (SDGs) agenda to “leave no one behind”,



# Training in, Piloting and Evaluating the Approach

*Equitable participation*

*Children's, parents', teachers' and local leaders' involvement and participation*

*Consensus-building*

*Most significant change stories (Davies and Dart 2005)*



# Learning from the Pilot and Implications for Uwezo



*Facilitation*

*Advocacy*

*Training*

*Monitoring and evaluation*



## Some key insights

A common theme seemed to be parents' realisation of their own responsibilities for their children's learning, and more broadly, a more widely shared understanding across the community of roles, rights and responsibilities in the learning of the village's children.





# A Role for Facilitated Advocacy in Education

*Centering children, parents, teachers and local leaders in the conversation*

*Nurturing community-grown solutions*

*... so as to ...*

*Influence local and national policy and practice*







## Collective commitments included;

- Addressing issues of teacher and children absenteeism
- *Addressing issues of teacher shortages*
- *Issues of safe drinking water for children at school*
- *Parents checking the children's exercise books and monitoring them at school*
- *Issues of pre-school provision*
- *Attendance of parents-teacher meetings*





## References

Graham Haylor and William Savage 2019 *Facilitated Advocacy for Sustainable Development: An Approach and Its Paradoxes*. Oxford, England and New York, USA: Routledge.

Rick Davies and Jess Dart 2005 *The 'Most Significant Change' Technique - A Guide to Its Use*. Funded by CARE International, United Kingdom; Oxfam Community Aid Abroad, Australia; Learning to Learn, Government of South Australia; Oxfam New Zealand; Christian Aid, United Kingdom; Exchange, United Kingdom; Ibis, Denmark; Mellempfolkeligt Samvirke (MS), Denmark; Lutheran World Relief, United States of America.





# Thank you!

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