

Advocacy Toolkit





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Introduction

Advocacy is about using one's voice and agency to advocate, campaign, or lobby for certain outcomes. Policy advocacy is advocacy that expressly aims to influence a change in policy or institutional practice. Specifically applied to GCE, policy advocacy aims to:

- Ensure that GCE is identified by policy decision makers as a priority.
- Ensure that GCE gets onto and/or stays on their agenda.
- GCE is addressed through development of a policy, changing of an institutional practice, or allocation of resources.
- Ensure that GCE policy is implemented through formulation of laws and budgets for its operationalisation (or that allocated resources get spent).

For the purposes of this toolkit, policy refers to “a set of rules, commitments, standards or courses of action, authorised by government or non-state institutions, to achieve certain goals. In addition to commitments explicitly described as ‘policy’, policy can refer to laws, strategies, programmes, plans, budgets, standards, and other written and verbal commitments”¹ by governmental or non-state institutions.

In advocacy work, tools are essential. There is a plethora of tools available in the public domain for planning, doing, tracking and reporting on advocacy. This toolkit is a curation and signposting of a range of tools GCE advocates might find useful. It focuses specifically on policy advocacy. Tools for efforts that seeks to influence systemic change beyond policy and institutional practice are outside the scope of this resource.

The toolkit is divided into three sections: planning tools, implementation tools and monitoring, evaluation and reporting tools.



¹. Trócaire, *Citizen Monitoring and Advocacy Framework* (2019), p. 6

PLANNING TOOLS



Tool 1.1

The ten advocacy questions²

This tool is helpful in the brainstorming phase of planning when getting the main ideas on paper. Answering these questions will highlight any knowledge, capacity or access gaps that need to be addressed before defining your advocacy strategy and plan of action. You may also start to understand the level of difficulty or risk involved in your advocacy plan.

THE TEN ADVOCACY QUESTIONS

1. What do we want?
2. Who can make it happen? (or who can influence the change we want?)
3. What do they need to hear?
4. Who do they need to hear it from?
5. How can we get them to hear it?
6. What do we have/need to get or develop?
7. Are there any risks involved?
8. If yes, how will we manage them?
9. How will we begin?
10. How do we tell if it's working?



Tips and Guidance:

- ✓ It is recommended to use this tool in a group brainstorming activity, involving those responsible for shaping or making strategic decisions and those who will be implementing the activities of the advocacy strategy.
- ✓ Do not underestimate the time that may be required to work through these questions! Depending on how complex the policy change process is or how much information is already at hand, this exercise could take anywhere between one hour and one day. A half-day session with blocks of time addressing a few questions at a time is recommended.
- ✓ The tool can also be used for shorter, quick-fire, brainstorming exercises of 60 minutes. It is important to document the answers to the questions, even if they are not the final ones. This documentation represents the building blocks of what will become your advocacy strategy.

² Adapted from "Nine Questions", a strategy planning tool for advocacy campaigns", adapted from Jim Shultz of the Democracy Centre.

Tool 1.2

The advocacy cycle (Key phases of the advocacy process)

This tool maps out the key phases involved in what is known as the “advocacy cycle”. Similar to a project management cycle, advocacy processes have their own cycle consisting of planning, implementing the plan, tracking and assessing impact, and adapting strategies or plans based on the results of tracking and assessing impact. This visual planning pathway tool, designed by IDEA member, Trócaire, is the central element of its [Step-by-Step Guide to Developing your Advocacy Strategy](#). The Guide has an accompanying [Tools Booklet](#) that contains specific tools to assist the completion of most steps in the planning process. Both resources are especially useful when carrying out strategic advocacy towards a specific policy objective that involves a complex or drawn-out change process.



There are five main phases in the advocacy cycle and the first three correspond to planning.

Phase 1, knowing what you want to change; phase 2, selecting the best influencing strategy; phase 3, devising an action plan; phase 4, the implementation of the action plan, and phase 5, tracking and assessing the impact of your efforts and adapting your strategy or plan based on the results, i.e. monitoring and evaluating your efforts.

Each phase involves a series of steps and specific outputs. For example, the steps involved in phase 1 are defining the problem and researching and analysing the problem and possible solutions. The main output for this phase is a document stating the agreed aims, objectives and milestones of your advocacy plan. The steps in phase 2 are understanding the change process and assessing your capacity to influence the decisions in that change process. The main output from this stage is a document that includes your key advocacy messages, your advocacy targets (decision-makers or decision-influencers) and your influencing strategies. The content of the documents from both phases makes up the core components of your advocacy strategy.

Phase three involves translating your advocacy strategy into a plan with activities, timelines, responsibilities, budget and coordination mechanism.



Tips and Guidance:

- ✓ The foundation of a good advocacy strategy is being really clear on what change you are seeking to influence and how you intend on influencing it. In other words, phases 1 and 2 of the advocacy cycle are the most important phases in the whole cycle.
- ✓ Two further tools that can be useful during phase one of the planning process to identify, research and analyse the problem is an **Issue Prioritisation tool**³, and a **Problem and Solution Tree Analysis tool**⁴.
- ✓ Once you have identified your advocacy objective(s), there is a need to **gather accurate, reliable, timely and sufficient evidence** (facts and information) that will support your advocacy objectives. One of the best ways to get other people to support a course of action is to show them the evidence of why it is in their interest or the interest of others to do so. The amount of evidence you need to gather depends on whom you are trying to influence. For more guidance on gathering evidence and information to support your advocacy messages, see pp. 21-25 of [SCIAF's Advocacy Manual \(2018\)](#).
- ✓ For an advocacy strategy template and an activities & timeline template, see Tools 1 and 10, respectively, of the [Trócaire Tools for Developing your Advocacy Strategy \(2018\)](#).

³ p.4 of the Trócaire Tools for Developing your Advocacy Strategy.

⁴ p. 6, idem.

Tool 1.3

Understanding the change process

There are several tools to assist you in understanding the process involved in achieving the policy change they are seeking to influence. The tool presented draws on content from [The Pressure Group Mini-Guide #3: Identifying the Best Influencing Strategy](#) (2014).

At the core of understanding policy change processes is understanding that all policy change processes involve chains of decision-making by certain stakeholders of various lengths and complexity. There are stages to policy development and implementation which begin with policymakers first deciding that the issue you are advocating on is a problem or a priority to be dealt with. Then, they need to decide that the problem/priority merits putting on the political agenda, and then they must decide or persuade others to commit to developing a policy on it or allocating resources to it or changing institutional practice around it. Therefore, at the outset of analysing the change process, the following questions are useful:

Is the issue already 'on the agenda'?

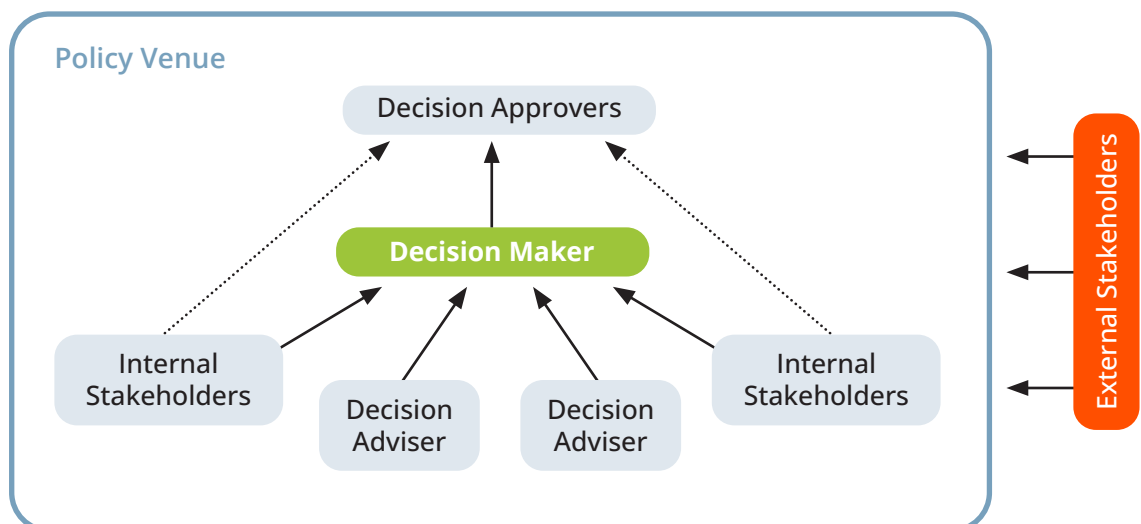
- Has the responsible institution already committed to doing something about it?
- Is there a 'live' political process? If so, is it active and happening or has it stalled?

If the issue is not on the agenda:

- How will you put it on the agenda?
- What kind of process can you create?

Regardless of the phase of the change process, it is imperative to seek to find out where, when and how the required policy decisions are made and by whom:

- Where is the decision made?
- Who makes the decision?
- Who influences the decision?
- Who approves the decision?
- How is the decision made?
- When is the decision made?
- What (factors) influence the decision?



In terms of who makes the required policy decision, it is important to understand that there may be more than one decision-maker. There may be a key figure in the process who may not have sole authority for making the decision but is responsible for the decision and will be the gatekeeper for any changes. It is also key to bear in mind that in some policy decision-making processes, there could be decision-influencers (or advisers) and decision-approvers. The above diagram is useful in understanding the different stakeholders involved.



Tips and Guidance:

- ✓ Understanding the change process is a critical step in developing an advocacy strategy. Common pitfalls are choosing unrealistic objectives and ineffective influencing strategies due to a lack of analysis of key parts of the change process involved.
- ✓ Therefore, it is strongly recommended to allocate sufficient time to complete this exercise, take a collective approach and involve those with the most knowledge about the change process.
- ✓ Depending on how complex the policy change process is or how much information is already at hand, this exercise could take an estimated one to seven hours, spread out over more than one session and factoring in time that may be required for further research and consultation with external expertise.

Tool 1.4

Stakeholder analysis for selection of advocacy targets

There are different ways to conduct a stakeholder analysis. It can range from a “kitchen-sink” exercise that identifies and analyses all stakeholders across the public sector, the private sector and civil society related to achievement of your advocacy objective to a more targeted exercise that focuses on a group of key stakeholders. To identify advocacy targets for your advocacy strategy, the latter approach is recommended. This is only possible once you have already defined your advocacy objective (desired change you wish to influence) and the relevant decision-makers involved.

The following three-stage process is offered to enable identification of the advocacy targets of your advocacy strategy:⁵

1. Identify all the key stakeholders
2. Analyse the stakeholders
3. Select your target audiences (advocacy targets)



⁵ Adapted from a tool in Trócaire's Tools for Developing your Advocacy Strategy, Pp.16-18



STAGE 1: Identify all the key stakeholders

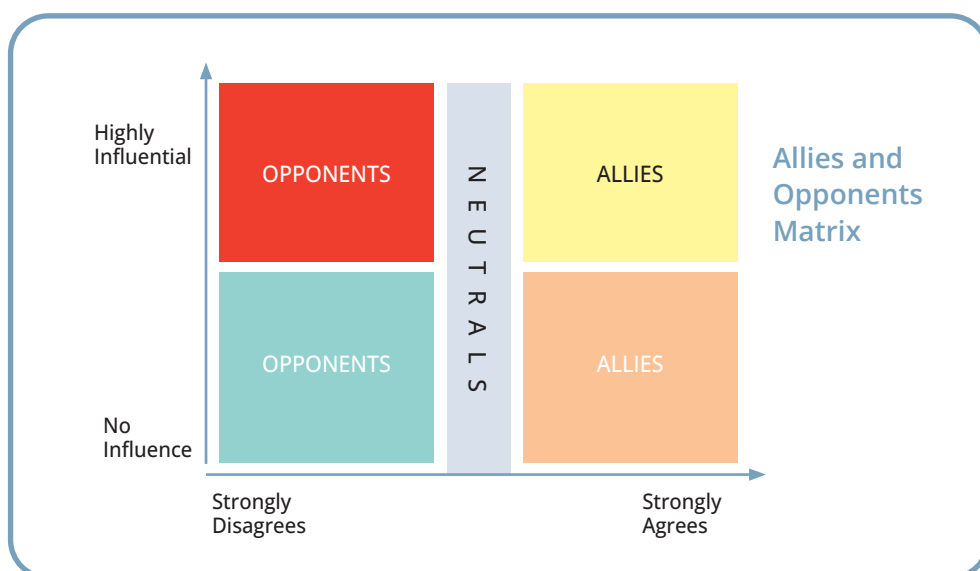
Step 1: Brainstorm all the key stakeholders in the policy change process, being as specific as possible.

Step 2: Divide into 3 categories - Decision-makers, decision-influencers, those who would like to influence the decision (but might not have any/a lot of influence).



STAGE 2: Analyse the stakeholders

Step 1: Draw an Allies and Opponents Matrix of four equal sized quadrants, with opponents on the left, allies on the right and a space for neutrals in the middle (see diagram below).



Step 2: Write all the decision-makers and decision-influencers identified on sticky notes or cards.

Step 3: Using the sticky notes or cards, place the decision-makers and decision-influencers on the matrix according to their level of influence and their position vis-à-vis the policy change you seek. If you are not sure where a stakeholder should go, make your best guess, or keep a separate sheet for “do not know” and follow up on this later.

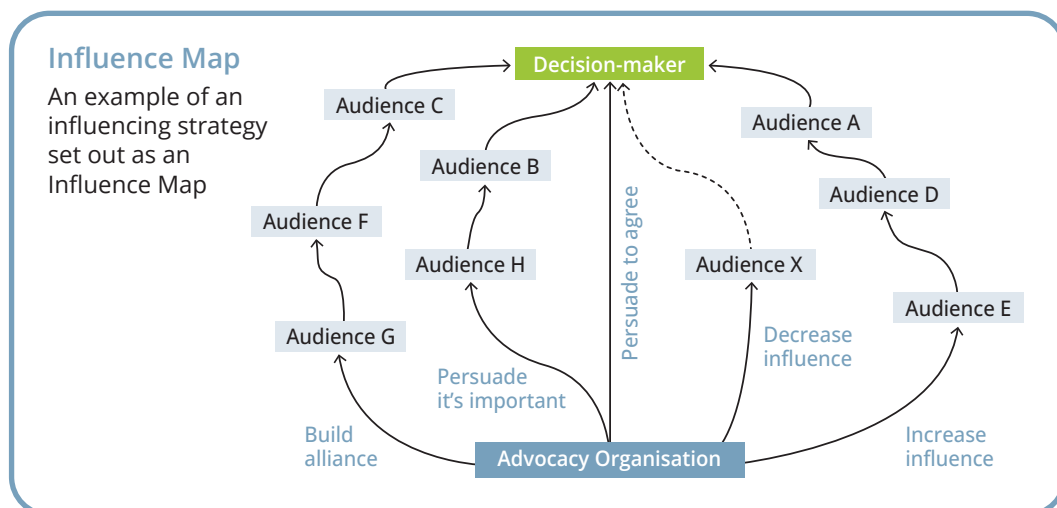
The positioning of the stakeholders in the four quadrants in the matrix will inform what approaches you should take with the stakeholder you choose to engage with.

- High influence and disagree: try to **persuade them your objective is important** or seek to **decrease their influence**.
- High influence and agree: try to **persuade them to take action**.
- Low influence and disagree: **keep an eye on them**.
- Low influence and agree: try to **increase their influence**.

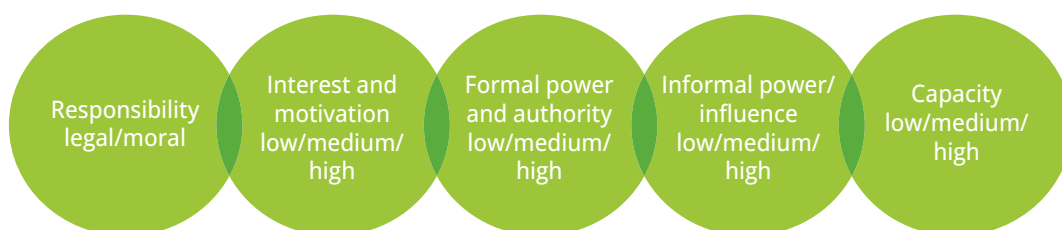


STAGE 3: Select your target audiences (advocacy targets)

Step 1: Take each primary decision-maker and build an **Influence Map**⁶ around them by mapping which decision-influencers influence the decision-maker and each other, as illustrated below.



Step 2: One further step that can be helpful in identifying definitive advocacy targets of your advocacy strategy is first assessing their **capacity, motivation, power and opportunities** to make the decisions you want them to make.



Opportunities: Is there a live political or legislative process around the issue? What is the political climate like? Any important “openings” or “windows of opportunity”?

Step 3: Based on results of steps 1 and 2, choose your target audiences (advocacy targets) and decide which approaches to take with them.



Tips and Guidance:

- ✓ It is recommended that the stakeholder analysis is carried out collectively by the group of people with the most knowledge about the key stakeholders of the policy change process.
- ✓ As part of this exercise, you may wish to draw up a map of the networks you are currently involved in and superimpose it onto the Influence Map.
- ✓ Do not underestimate the time that may be required to complete this analysis! Depending on how complex the policy change process is or how much information is already at hand, this exercise could take anywhere between one and four hours.

⁶ Source: The Pressure Group Mini-Guide #4: Stakeholder Analysis (2014)

Tool
1.5

Assessing your capacity to influence change

It is essential to take into account your own capacity – your skills, expertise, access, resources and limitations – when deciding on the scope of your advocacy strategy. The following guidance and tool are a summary of what appears in Trócaire’s Step by Step Guide and Tools Booklet for Developing your Advocacy Strategy on this topic.

When assessing your capacity in relation to the ambition of your advocacy strategy, at a minimum you should consider the following areas:

- **Human Resources** – how much of people’s time can be allocated to implementing the advocacy strategy?
- **Knowledge and Skills** – do you have all the knowledge and skills necessary to implement the advocacy strategy?
- **Financial Resources** – do you have funds to cover any costs associated with implementing the strategy? E.g. design and printing of advocacy materials, venue hire and speaker fees for advocacy events, contracting expert support, transport costs, etc.
- **Information Resources** – what research and evidence do you have or have access to that supports your analysis and arguments? How credible is it? Any gaps here?
- **Reputation and Relationships** – how is your organisation/coalition/alliance perceived by those you wish to influence? Do you have access to key stakeholders?
- **Power** – What power do you have? What power of others within your networks can you potentially draw on?

To have a clearer picture of your current capacity vis-à-vis capacity gaps, you may wish to summarise the answers to each question above on sticky notes and place them in the two upper quadrants of SWOT matrix (see below).

Strengths	Weaknesses (Gaps)
Opportunities	Threats



The next step would be to assess what opportunities there are to potentially bridge capacity gaps and put the answers on sticky notes to be placed in the Opportunities quadrant. E.g. Can you pool resources with other stakeholders that have common goals? Can you grow your power by creating or joining an alliance to lobby and campaign together towards the same goal?



Tips and Guidance:

- ✓ For more information and guidance, see pp. 15-16 of Trócaire's Step by Step Guide for Developing your Advocacy Strategy and pp. 13-14 of the accompanying Tools Booklet.
- ✓ Time recommended for this exercise is one to two and a half hours.
- ✓ The threats quadrant can be addressed in the next recommended exercise of a risk analysis. See the next tool (Tool 1.6).

Tool 1.6

Risk analysis

It is recommended to analyse any risks involved in your advocacy strategy. The following tool, adapted from a tool in the [Tearfund Advocacy Toolkit \(2015\)](#) (pp.146-7), can support advocates to identify risks and put in place measures to manage and mitigate them.

Guidance: Using the following three-step process, populate the table below:

Threat/obstacle	Likelihood 3-high 2-medium 1-low	Impact 3-high 2-medium 1-low	Level of risk	How we will mitigate the risk
<i>Write a description of the threat</i>				



STEP 1: Identify threats

The first step is to identify potential threats, challenges, dangers or obstacles to the success of your advocacy plan. This can be done by working through a checklist with specific headings, deliberately trying to spot areas of vulnerability in relation to specific relationships, systems, structures, etc. or consulting with people who may have insights and different perspectives.



Potential types of threats for GCE advocates include:

Reputational	Loss of credibility, lack of legitimacy, compromising of messages, reliance on incorrect information, etc.
Relationships	There is always a risk that advocacy work can damage relationships with stakeholders who do not agree with your policy position, or if your message is misinterpreted or your engagement approach is not tactful enough.
People	Illness, intimidation, harassment of people involved in the advocacy work.
Political	Changes of/in government, public opinion, government policy, key decision-makers leaving office, etc.
Operational	External disruption to plans, loss of access to finances, failure to secure access to decision-makers, etc. Cost over-runs, jobs taking too long, diversion of focus because of an emergency or competing priorities.
Procedural	Lack of accountability, poor governance, inability to seize opportunities.
Technical	Technical inability to accommodate advances in technology, technical or technological failure, etc.



STEP 2: Estimate impact, likelihood and level of risk

Calculate the likelihood (3- high, 2- medium, 1- low) of each threat or obstacle taking place and assess what impact (3- high, 2- medium, 1- low) it would have on implementation of the advocacy strategy. Multiple the likelihood rating by the impact rating to get a numerical value that represents the level of risk each threat or obstacle presents. It is also useful to work out how much it would cost to set things right if a threat were to occur, in terms of both finances and relationships. This provides estimated costs for each risk.



STEP 3: Identify measures to mitigate and manage risks

Identify how each risk is to be managed or mitigated. Risks can be managed in several ways:

- **By using existing resources** - Improvements in existing methods and responsibilities, improvements to accountability and internal controls, etc.
- **By contingency planning** - This involves deciding to accept a risk but devising a plan to minimise its effects if it happens. The plan allows for immediate action in the event of the risk occurring.
- **By investing in new resources** - This involves deciding whether to use resources to counter the risk or even insuring against the risk.

Tool 1.7

Developing effective advocacy messages

Advocacy messages are at the core of advocacy work. It is via advocacy messages that advocates make the case for the change they want to bring about and seek to compel stakeholders to take action towards that change. Advocacy messages aim to **inform, persuade and move stakeholders to action**. The following guidance on developing effective advocacy messages is adapted from [SCIAF's Advocacy Manual \(2018\)](#) (pp.34-35).

When preparing your message, it is recommended to follow this order:



Appeal to the **HEART**:
Why should they care? Communicate the need and what needs to change.



Appeal to the **HEAD**:
What can change? Use inspiring examples and ideas on what is possible.



Appeal to the **HANDS**:
What can they do? What are you asking from your target audience?

Checklist:

1. Is your message clear, simple, short and punchy?
2. Is it understandable to someone unfamiliar with the issue (jargon-free)?
3. Does your message summarise the change you want to bring about?
4. Does it include the reasons why the change is important (what problem is it solving)?
5. Does it include practical and reasonable actions you want the audience to take?
6. Is your message evidence-based (including real life stories, statistics and facts)?
7. Is your message personal (does it show why you care)?
8. Is your message tailored to your target audience (language and context)?



Top Tip: Killer Facts

Consider using killer facts in your advocacy messages, if appropriate. Oxfam's Duncan Green describes killer facts as: "those punchy, memorable, headline-grabbing statistics that cut through the technicalities to fire people up about changing the world". They are called 'killer facts' because if they are effective, they kill the opposition's argument. Some 'killer facts' can have more influence than well-researched reports. Examples:

- "A child dies every four seconds from preventable causes".
- "There are two bullets for every person on the planet".

Oxfam, *Creating Killer Facts and Graphics* (2019)

Tailoring your message

Once you have drafted your key messages, you will have to tailor them according to the different audiences you are seeking to influence. Think about who you need to draft messages for. A full briefing document is useful for you and your team and can be used for those who are really interested and involved.

For other audiences, a quick-fire message that can be delivered or read in less than one minute may be needed. These should include:

- What the problem is and how it can be changed.
- What you want from the person you're speaking to. It could just be a chance to meet and discuss in more detail.

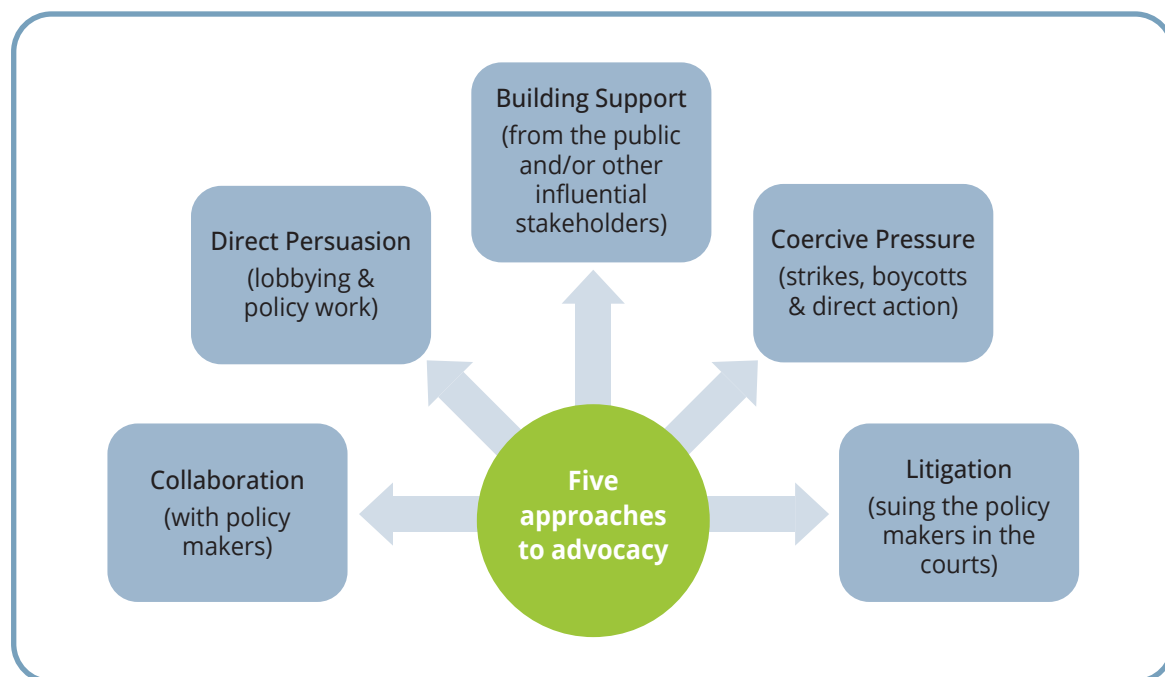
In adapting messages for your specific audiences, find ways to link the interests of the people you want to influence with your advocacy issue.

For further tips, see the Ten Golden Rules for Developing Effective Advocacy Messages.⁷

Tool 1.8

Choosing tactics and methods

Advocacy can be done in many ways, ranging from quiet and friendly 'insider' approaches to loud and confrontational 'outsider' approaches. Ian Chandler, of the Pressure Group, summarises these approaches into five broad categories, in his [Mini-Guide #1: Advocacy & Campaigning](#) (2014).



In the context of GCE advocacy in Ireland and internationally, the most common approaches used are **collaboration**, **direct persuasion** and **building support**.

Below is a list of different advocacy tactics and methods that fit within these three approaches:

- **Political meetings**– arrange meetings with your identified advocacy targets to discuss and seek support for your GCE policy recommendations. See Tool 2.5 on preparing for lobby meetings and see [The Pressure Group Mini-Guide #6: Lobbying](#) for more guidance.

⁷ Hivos, [Open Up Contracting Advocacy Toolkit](#) (2019), pp.43-44

- **Petitions and letter-writing campaigns**– participate in petitions or letter-writing campaigns addressed to advocacy targets that are organised by IDEA or organise your own petition or letter-writing campaign, mobilising local supporters to participate.
- **Policy submissions**– make a written submission to a public consultation, a stakeholder consultation or to advocacy targets at key political moments on a policy or practice relevant to GCE. For example, every year IDEA makes a pre-budget submission to the Minister for Finance and the Minister for Public Expenditure and Reform seeking to influence the allocation of investment to GCE. Another example is the submissions that IDEA formal education working group make to the National Council for Curriculum and Assessment seeking to influence the content of new or updated subjects on the curriculum.
- **Social media campaign** – participate in social media campaigns organised by IDEA or design and launch your own social media campaign. Social media can be used strategically as part of your advocacy strategy to boost visibility and mobilise support for your goals. For more information, see [8 Social Media Advocacy Strategies \[+ Major Platform Tips\]](#). Social media can also be used to engage with advocacy targets, by tagging them in posts that acknowledge and thank them for support provided to your advocacy goal and/or ask them to take action towards your advocacy goal. Social media can also be used as an accountability tool to call out advocacy targets for failure to meet commitments.
- **Public events**– a public event, such as an information evening or a launch of a new advocacy resource, can help to raise awareness and gain support for your GCE policy recommendations. Consider carefully who this event is aimed at, for example, political stakeholders, the media and/or other stakeholders. Use the event to communicate your key advocacy messages.
- **Media engagement**– contact print, audio and audiovisual media outlets (press, radio, podcasts, television) to pitch content related to your advocacy strategy. For more guidance, see pp. 37 of Trócaire’s Step by Step Guide to Developing your Advocacy Strategy.
- **Presentations** – make a presentation to advocacy targets and other stakeholders of your advocacy strategy to boost visibility and garner support for your goals.

Tool 1.9

Advocacy budget

A common pitfall when designing an advocacy strategy is not to factor into your planning the financial and human resources required to implement the strategy. As mentioned under the guidance of Tool 1.5, assessment of existing resources (financial, human and expertise) is a key element of assessing your capacity to influence change. Therefore, it is recommended to estimate the costs of implementing your strategy and document them in a budget.

Below is a list of budget categories to consider when drafting your advocacy strategy budget:

- Staff salaries and benefits
- Supplies, e.g. stationery
- Activities and events (including transport, venue hire, accommodation, catering, online meeting platform subscription, etc.)
- Resource production (design, printing and distribution)
- Communications (telephone calls, postage, internet, subscriptions to communications apps)
- Consulting services (policy research, legal services, etc.)
- Fees (speakers at events, etc.)
- Contingencies

If you are working in coalition or alliance, you should draw up a Memorandum of Understanding detailing how the required resources for implementing the strategy will be shared among the parties. You may also face a situation where new resource needs arise during strategy implementation, thus the recommendation to have a contingency budget item. There should be a mechanism to decide within the coalition how best to meet resource needs as they arise.

For more information on advocacy budgeting, see [Save the Children, Advocacy Matters: Helping Children Change Their World \(2007\)](#), pp. 167-8.



IMPLEMENTATION TOOLS⁸

Tool 2.1

Advocacy messages about the benefits of GCE and why it is so important



There are many sound arguments about the **benefits and positive impacts of GCE and why it is so important in today's world**. However, not all those arguments make for effective advocacy messages. Drawing on Tool 1.7 for crafting effective advocacy messages, the below messages are examples of real advocacy messaging used by IDEA with election candidates in the 2024 elections. These GCE advocacy messages continue to be valid and can be used when engaging with different political stakeholders. However, it is recommended to adapt advocacy messages to each advocacy target according to the guidance provided in Tool 1.7.

- GCE⁹ helps to create more **self-aware, responsible, and civic-minded citizens**.
- GCE helps **fight disinformation and misinformation** by equipping learners with **critical thinking** skills and **media literacy** skills.
- GCE **raises awareness** of the importance of **participatory democracy** and **civic space**.
- GCE builds **knowledge and skills** among citizens related to **sustainable development** and the causes of, and **solutions to climate change**.
- GCE can help individuals and communities understand why certain **climate-related policy measures** are implemented and their likely **beneficial impacts** not just for Ireland but for other parts of the world also.
- GCE cultivates a **deeper understanding** of the causes, challenges and benefits of **international migration** and can be useful in countering trends of isolationism, sectarianism, exceptionalism, and opposition to migration. It thereby **supports and assists official efforts** of the Government to **accommodate international protection applicants** in different communities across Ireland.
- GCE increases the capacities of citizens to better **monitor and implement the Sustainable Development Goals (SDGs)**.
- GCE builds citizen understanding of the **need for multi-level and multi-lateral systems of governance** (i.e. local to global) to address complex local, national, regional and global challenges more effectively.

⁸ Most of the tools under this section are examples of real advocacy tools IDEA used in 2024.

⁹ For purposes of brevity, the initialism GCE is used under the priority advocacy asks. However, in sharing these asks with the relevant advocacy targets, it is better to write Global Citizenship Education in full.

Tool
2.2

Priority advocacy asks at local, national, and EU level

The following advocacy asks are IDEA's current priority advocacy asks for GCE, valid at the time of writing. Advocacy asks are a part of advocacy messaging and thus it is recommended to follow the guidance of Tool 1.7 when crafting advocacy asks. Revisions of advocacy asks are required whenever there is a change in the political context and policy environment.



Local level

We ask local councillors to work in partnership with IDEA members to:

- Facilitate invitations for GCE¹⁰ speakers to address various council structures including the **Public Participation Networks, Local Community Development Committees**, etc.
- Encourage their Local Authority to make **funding/grants available for local GCE actions and activities** throughout each year.
- Encourage their Local Authority to include GCE in its **Community Wellbeing Statement**, and in its **County/City Development Plan**.
- Encourage their Local Authority to develop its **own GCE strategy**.
- Encourage their Local Authority to **host a GCE Week in the Council Buildings each year** and involve the public as fully as possible.



National level

- We ask the Irish Government to meet its commitment to **GCE** and **ESD** in Ireland by prioritising increased investment while instituting a whole-of-government approach.
- In instituting a whole-of-government approach, we ask the Irish Government to make **GCE a strategic priority in its policy agenda**, with a coherent, integrated approach that reaches across relevant departments, and **consolidate coordination mechanisms to enhance cross-departmental coordination of GCE-related policies, and for integration into key institutions and networks**.
- We ask Irish Aid to increase GCE funding to 3% of the Official Development Assistance budget to meet the European benchmark and fulfil the ambition of the Irish Aid GCE Strategy 2021–2025 and subsequent strategies.
- We ask the Department of Education and Youth, Department of Further and Higher Education, Research, Innovation and Science and the Department of Children, Disability and Equality to increase funding allocated for GCE/ESD projects under ESD to 2030.
- We ask the Department of the Taoiseach to create and resource a dedicated funding stream for GCE/ESD projects under the next SDG National Implementation Plan.
- We ask the Department of Environment and Climate to create and resource a dedicated funding streams for GCE/ESD projects under the Climate Action Plan and the National Action Plan Against Racism.

¹⁰. Idem.

- We ask the members of the 34th Dáil, and in particular our GCE Champions, to pressure the Government to meet its commitment to **GCE** and **ESD** in Ireland by prioritising increased investment while instituting a whole-of-government approach.
- IDEA members have highlighted concerns about the working conditions of GCE practitioners, noting that many experienced practitioners are being lost to more secure positions outside the GCE sector. Precarious conditions disproportionately affect staff in smaller and specialist GCE organisations. When funding projects from public money, we believe that the relevant government Department should at the very least:
 - (a) Ensure that GCE grantees are adequately resourced so that their employees have, in line with SDG 8, decent and secure work.



European level

We ask the **European Commission President**:

- To **prioritise GCE and ESD on the Commission's political agenda**, in adherence to relevant European Council Conclusions (C/2022/10345, C/2023/1339, C/2022/243/01).
- To **increase EU funding for GCE practitioners** through existing (e.g. DEAR, Erasmus+ and NDICI) and new EU funding instruments.
- To **introduce multi-annual EU financial support for a reinvigorated European network of GCE actors** aimed at promoting and mainstreaming GCE in policy and decision-making across all EU Member States.
- To make EU research funding available for relevant research bodies to work on **closer alignment of GCE and ESD curricula**.

We ask the **European Commissioner for International Partnerships**:

- To **prioritise GCE and ESD** in the International Partnerships portfolio 2024-2029.

Tool
2.3

GCE briefing

This is a real example of a GCE briefing prepared by IDEA for candidates in the 2024 local election, used to demonstrate the structure and content that is typically required for a briefing document. However, each GCE briefing should be tailored to the specific advocacy target and occasion.

1. Introduction

The [Irish Development Education Association \(IDEA\)](#) is the national network for Development Education in Ireland and a leading voice for the sector. Our vision is a world where all people are active global citizens.

What is Development Education/Global Citizenship Education?

IDEA uses Development Education as a term that includes **Global Citizenship Education**, Education for Sustainable Development, and related terms. Our members sometimes use different terms, depending on the nature of their work, or their areas of specialism.

Global Citizenship Education is at the heart of society's response to the challenges we face in our country and the world today. It enables people to understand the world around them and to act to transform it. It empowers them to tackle the root causes of injustice and inequality, globally and locally, towards creating a more just and sustainable future for everyone. Our members focus on strengthening global citizenship, sustainability, democracy and human rights.

Who is in the IDEA network?

We represent over 120 members involved in Global Citizenship Education across the education and community sectors including development NGOs, community and voluntary organisations, educational institutions and networks, trade unions, educators, researchers and activists. In colleges, schools and communities, hundreds of thousands of people explore global citizenship education throughout the island of Ireland each year. At IDEA we work to strengthen global citizenship and achieve the Sustainable Development Goals.

2. Why is Global Citizenship Education important for Local Authorities?

Global Citizenship Education has diverse benefits that are relevant to Local Authorities priorities, including:

- It helps to create more **self-aware, responsible, and civic-minded citizens**.
- It **raises awareness** of the importance of **participatory democracy** and **civic space**.
- It builds **knowledge and skills** among citizens related to **sustainable development** and the causes of, and **solutions to climate change**.
- It can help individuals and communities understand why certain **climate-related policy measures** are implemented and their likely **beneficial impacts** not just for Ireland but for other parts of the world also.

- It cultivates a **deeper understanding** of the causes, challenges and benefits of **international migration** and can be useful in countering trends of isolationism, sectarianism, exceptionalism, and opposition to migration. It thereby **supports and assists official efforts** of the Government to **accommodate international protection applicants** in different communities across Ireland.
- It increases the capacities of citizens to better **monitor and implement the Sustainable Development Goals (SDGs)**.
- It builds citizen understanding of the **need for multi-level and multi-lateral systems of governance** (i.e. local to global) to address complex local, national, regional and global challenges more effectively.

3. What Local Authorities need to do and can do

Although Global Citizenship Education is currently available to hundreds of thousands of children and adults through programmes and projects in formal, informal and non-formal settings around the island of Ireland, there is a **gap in making Global Citizenship Education available to all**. While more and more schools and universities offer Global Citizenship Education opportunities, the **Adult and Community Education** sector are not afforded the same opportunities. Local Authorities can play an important role in bridging this gap.

Global Citizenship Education provides an informed route for individuals and communities to get involved in the **Public Participation Networks** as set out by the 2014 Local Government Reform Act. Moreover, Irish Aid's Global Citizenship Education Strategy 2021-2025 states the intention to expand its support to Local Authorities to encourage the inclusion of **global citizenship themes in City and County Development Plans**, and to build on its work with Public Participation Networks through [Saoilte](#) – a Global Citizenship Education strategic partnership programme for the Adult and Community Education sector in Ireland between Irish Aid and a consortium of organisations, including several IDEA members.

There are a number of ways that local councillors can advance this agenda. They can facilitate invitations for Global Citizenship Education speakers to address various council structures including the **Public Participation Networks, Local Community Development Committees**, etc. They can also encourage their Local Authority to make **funding/grants available for local Global Citizenship Education actions and activities** throughout each year, and to include Global Citizenship Education in its **Community Wellbeing Statement**, and in its **County/City Development Plan**. Local councillors can also encourage their Local Authority to develop its **own Global Citizenship Education strategy** and to **host a Global Citizenship Education Week in the Council Buildings each year** and involve the public as fully as possible.

**Tool
2.4**

Letter to advocacy target

This is a real example of a letter drafted and sent by IDEA to candidates in the 2024 general election, used to demonstrate the structure and content that is typically required for a letter to an advocacy target. However, each communication to an advocacy target should be tailored to the specific advocacy ask, the role of and any previous engagement with the target in question.

Dear Deputy Smith,

I am writing on behalf of IDEA, the Irish Development Education Association, to wish you well with your election campaign and to ask if you would like to join other election candidates from a range of parties and backgrounds by adding your name to our **'Global Citizenship Education Champion' Pledge**.

IDEA is the national network for organisations and individuals working on **Education for Sustainable Development** and **Global Citizenship Education** in Ireland - an area of work, in which Ireland is recognised as a world leader. We are an Irish Aid strategic partner and represent over 100 members, who reached over 360,000 learners last year.

Global Citizenship Education is increasingly urgent in the age of social division, misinformation, mass forced migration, populism and climate breakdown. It fosters peace and cooperation, critical thinking and understanding of the world today and Ireland's place in it. It also advances Ireland's commitment to the Sustainable Development Goals (SDGs), with a focus on SDG Target 4.7.

We wish to invite you to join other candidates in taking a couple of minutes to lend your support to our candidate pledge in advance of the upcoming General Election. Please see below.

Global Citizenship Education Champion Pledge

Mindful of the critical challenges facing our world, including climate change, poverty, inequality, war and conflict, I hereby pledge to become a Global Education Champion. If elected, I commit to championing Global Citizenship Education in pursuit of a fairer and more sustainable future for all, by advocating for increased cross-departmental investment and support for Education for Sustainable Development and Global Citizenship, and its expansion across all sectors—formal, non-formal, and informal.

Upon confirmation of your support, we will then publicise your name and support on our social media networks, our website, and among our members. With your permission, we would add a profile photo of you to this. Thank you for taking the time to consider this invitation to be an advocate and champion for Education for Sustainable Development and Global Citizenship. We would appreciate it if you could encourage other candidates in your party to sign this pledge also.

We reiterate our well wishes for you in the upcoming election and hope to connect with you soon.

I'm happy to give you a call or reply by email to respond to any questions you may have, or if you have any requests for further information.

Sincerely,

**Tool
2.5**

Preparing for a lobby meeting

The following Top Tips for preparing for a lobby meeting are adapted from a checklist in [Alzheimer Society of Ireland, Engaging the Voice of People with Dementia: A Practical Guide to Successful Advocacy \(2015\)](#)

- ✓ **Plan ahead**– it is vital to be prepared. Be clear about what you want to achieve and research the background, views and stance of whom you are meeting. Bring copies of advocacy materials for the advocacy target(s) and an extra copy for their staff.
- ✓ **Keep the group small**– don't invite too many people to attend the meeting as this can dilute the message.
- ✓ **Decide in advance who will cover which topics** so that everyone gets a chance to speak.
- ✓ **Relax and listen**– remain relaxed, friendly and be conscious of your body language. Let your interlocutor(s) express their point of view and ask open-ended questions to engage them.
- ✓ **Have a clear message and be brief**– keep your message simple and get to the point quickly. Remain focused on two things– (1) what is the issue; and (2) what do you want them to do about it. If you are planning to give them a written brief, keep it short.
- ✓ **Base the advocacy message on fact and on personal experience**– highlight the background facts and share a personal story or a case study example.
- ✓ **Follow-up**– send a follow-up email or letter to thank them for their time. Remain in contact with their office and invite them to local events and send them information/stories that they might be interested in.

For more in-depth guidance on steps to take before, during and after a lobby meeting, see [The Pressure Group Mini-Guide #6: Lobbying](#).



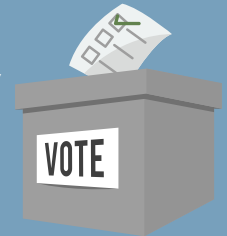
Tool 2.6

GCE Champion election pledge

This is a real example of an election pledge drafted and sent by IDEA to candidates during the 2024 general election campaign, used to demonstrate the structure and content that can be adopted when drafting an election pledge.

Global Citizenship Education Champion Pledge

Mindful of the critical challenges facing our world, including climate change, poverty, inequality, war and conflict, I hereby pledge to become a Global Citizenship Education Champion. If elected, I commit to championing Global Citizenship Education in pursuit of a fairer and more sustainable future for all, by advocating for increased cross-departmental investment and support for Education for Sustainable Development and Global Citizenship, and its expansion across all sectors—formal, non-formal, and informal.



Tool 2.7

Example of an Election Manifesto

This is a real example of an election manifesto drafted and published by IDEA during the 2024 general election campaign, used to demonstrate the structure and content that can be adopted when drafting an election manifesto.

Ireland in a Changed and Turbulent World: A Manifesto for a Society Ready to Overcome Local and Global Challenges

In a world of rapid change and mounting crises, Ireland must prioritise equipping its citizens with the education, values, and skills necessary to overcome both local and global challenges. From climate breakdown and deepening inequality to the spread of disinformation, discrimination, and the rise of racism - this new era presents unprecedented issues that demand informed and engaged collective responses. Ireland's commitment to Global Citizenship Education (which includes Education for Sustainable Development) plays a crucial role in fostering the knowledge, skills, attitudes and values needed to navigate today's interconnected world.

By embracing these educational frameworks, in line with our commitment to achieving Sustainable Development Goal Target 4.7, we affirm our dedication to justice, peace, democracy, human rights, partnership, global solidarity, and environmental stewardship.

Our efforts are already having a real [impact](#), such as improving school curricula and teacher education and reaching [at least 362,000 learners across Ireland in 2023](#) alone. However, the scope and urgency of today's crises call for renewed dedication and focus. Ireland must strengthen its commitment to Global

Citizenship Education as we navigate complex, interconnected challenges at home and abroad, while approaching critical climate tipping points. **This requires increased investment, strategic prioritisation, and a whole-of-government approach.**

Only by championing Global Citizenship Education and taking decisive action can we ensure that Ireland and its people are prepared to meet the pressing challenges of our time, fostering a more sustainable and fairer society in a turbulent world.

In the next Programme for Government, Ireland must significantly increase our investment in Global Citizenship Education and Education for Sustainable Development while instituting a whole-of-government approach.



MONITORING AND EVALUATION TOOLS



Tool 3.1

Tracking and assessing impact of advocacy

Monitoring and evaluating the results and impact of advocacy strategies can be a difficult task, as advocacy is often a long-term activity and policy change processes are often slow, incremental, unpredictable and not linear. Furthermore, policy change may be the result of not only advocacy efforts, but also other influencing factors; and advocacy results are normally achieved by alliances or coalitions made up of different stakeholders (e.g. civil society organisations (CSOs), activists, politicians). Hence it can be more difficult to attribute policy change or milestones along the way to any individual organisation or even a coalition of organisations.

However, having a clear, coherent strategy will help you monitor, evaluate and report. Moreover, developing a tool to track and assess the impact of your advocacy efforts is strongly recommended to attempt to identify where your advocacy efforts could be contributing to achieving your advocacy objective (the desired policy change). Using a framework or pre-determined categories of progress or success can be helpful for both tracking and reporting on advocacy results. See suggested success categories below:

Success categories - “Advocacy wins” (milestones in the process)

- Maintaining the status quo (prevent backsliding)
- Shaping the debate
- Setting the agenda
- Increasing the knowledge of the targeted decision-makers/decision-influencers
- Increasing the capacity of decision-makers/decision-influencers
- Decision-maker or decision-influencer shows support for the desired change
- Decision-maker or decision-influencer shows commitment towards taking action
- Decision-maker or decision-influencer takes action towards the desired change
- A key decision in the chain of decisions needed was taken

The below example of a tool for tracking advocacy activities, successes and learning is adapted from tool 15 in Trócaire’s Tools for Developing your Advocacy Strategy (2018), pp. 34-35.

Tracking Advocacy Activities, Successes & Learning

Tracking Progress towards... insert the advocacy objective(s) you are working towards. Insert link to advocacy plan guiding this/these advocacy objective(s)

Part 1: Tracking Advocacy Activities fill in part 1 as activities are undertaken.

Activity start and end dates (WHEN)	Advocacy activity description (WHAT AND TOWARDS WHOM)	Desired result of advocacy activity (WHY)	Actual result of advocacy activity or other relevant notes (WHAT WAS ACHIEVED)
Record the date the activity started on and the date the activity was completed (this might be the same date the activity was started on).	Briefly note: - the activity; - the advocacy target/ stakeholder targeted by this activity.	Write here why you undertook this activity; i.e. what result were you aiming to achieve with this activity and its relevance towards achieving the overall advocacy objective(s) of your plan.	Write here the result you achieved if any. For example, document here any response from the advocacy target stakeholders.

Insert as many rows as needed.

Part 2: Analysing Advocacy Successes - to fill in part 2, reflect at periodic intervals on what successes, if any, were achieved from all the advocacy activities undertaken in the period under review. Use the below success categories to guide the reflection.

1: Shaping the debate	2: Advocacy target has increased knowledge of the problem and the proposed changes	3: Advocacy target expresses their support for proposed changes	4: Advocacy target has taken action to bring about change	5a: Change in or effective implementation of policy, law or practice	5b: Status quo maintained (worse situation prevented)	Comment here on any other success achieved that does not fit under the previous categories
<i>If any or some activities contributed to this category, describe that success. Please include evidence and other relevant details.</i> <i>If there was no success under this category leave the box blank.</i>	<i>If any or some activities contributed to this category, describe that success. Please include evidence and other relevant details.</i> <i>If there was no success under this category leave the box blank.</i>	<i>If any or some activities contributed to this category, describe that expression of support, including details of which advocacy target and any other evidence or relevant details.</i> <i>If there was no success under this category leave the box blank.</i>	<i>If any or some activities contributed to this category, describe the action/s, including details of which advocacy target stakeholders and any other evidence available and other relevant details.</i> <i>If there was no success under this category leave the box blank.</i>	<i>If any or some activities contributed to this category, describe that success, including any details on the advocacy target involved and any other relevant details.</i> <i>If there was no success under this category leave the box blank.</i>	<i>If any or some activities contributed to this category, describe that success, including any details on the advocacy target involved and any other relevant details.</i> <i>If there was no success under this category leave the box blank.</i>	

Insert as many rows as needed.

Part 3: Lessons: (to be filled in whenever lessons arise) Document any lessons derived from periodic review and reflection of advocacy activities and successes using the following sub-headings: 1a. What worked well? 1b. What were the success factors (both internal and external)? 2a. What didn't work well? 2b. Why? 3. What did we learn from this?

Adjustment to advocacy plan (if relevant): 4. Based on these lessons, what adjustments do we need to make to our advocacy strategy/plan going forward? Summarise any adjustments made to the advocacy strategy after review and reflection session. Include date of adjustments.

**Tool
3.2**

Checklist for avoiding common pitfalls in reporting on advocacy work

A common feature of reports on advocacy progress and impact is that they focus on activities achieved and not results achieved. Most do not include an analysis of why something worked or did not work. Below is a checklist for you to use when reporting to help ensure this and other common pitfalls are avoided.

- Have you prefaced the report with a summary of the background situation in brief, what you are trying to achieve and why?
- Beyond listing activities (meetings, events, policy papers, etc.), have you explained the strategic/tactical significance and the outcomes of those activities and the learning from those outcomes? In other words, does your report cover what worked, what didn't, and what you learned from it?
- Have you included important process outcomes in your report? E.g. empowered advocates, alliances built, network strengthened, collaboration with a new ally, consensus reached, increased trust among stakeholders, better relationship between advocates and advocacy targets.
- Have you articulated clear "advocacy wins" (if any) in your report? These correspond to important milestones (expected and unexpected) in the change process you are seeking to influence.
- Have you provided evidence to back up what you claim to have achieved?
- Have you correctly articulated your success in terms of how you have contributed towards the advocacy objective, rather than attributing the desired changes solely to your actions?
- Have you included photos, videos or quotes from involved stakeholders in reports to bring the process to life for readers and inspire them?



Annex: Key challenges facing GCE advocacy and mitigation approaches

An analysis of GCE advocacy internationally presents **a mixed picture in terms of attempts to advance this important universal educational agenda**. The inclusion of Target 4.7, incorporating GCE, within SDG 4 (Inclusive Education) of the global SDG policy framework gives GCE huge legitimacy at global level and reflects the persistent efforts of progressive governments, international institutions and CSOs to actively promote GCE in international policy development. The EU-funded Bridge 47 project (2018-2021) also highlighted the willingness and ability of GCE experts and practitioners from across Europe to collaborate on advancing the GCE agenda at a regional level, and beyond.

On the other hand, there are many **challenges facing those who advocate for the mainstreaming of GCE across the globe**. Their advocacy efforts are hampered by complex challenges, which are **practical, conceptual** and **political** in nature. The below table summarises the practical and conceptual ones and some approaches to mitigate them.

Challenge	Mitigation Approach
Practical Challenges: Capacity and resources	
Some CSOs working on GCE lack advocacy resources and do not have dedicated advocacy staff within their organisations . This is particularly true of smaller IDEA members.	IDEA can and does carry out advocacy on their behalf and inform them when specific advocacy actions need to be taken as part of a specific GCE campaign.
Some smaller organisations working on GCE also lack advocacy experience and require considerable capacity strengthening in this area .	IDEA can help to coordinate advocacy capacity-strengthening opportunities for members and help them to develop their abilities to engage in effective GCE advocacy going forward.
Many larger CSOs involved in GCE advocacy specialise in narrower thematic subject areas (e.g. <i>youth, community development, peace, etc</i>). As a result, their advocacy efforts tend to largely focus on their area of specialty . Their GCE advocacy tends to be additional and complementary to their “primary” thematically focused advocacy. This can present a practical challenge for many CSOs, even for larger organisations with greater advocacy capacities. The requirement to simultaneously engage in advocacy related to GCE and to their primary area of specialty places considerable demand on their existing advocacy resources.	Several IDEA members have asked for assistance in integrating GCE advocacy into their regular advocacy. Others have called for a specific GCE advocacy briefing document which they can use alongside their primary advocacy activities. IDEA can support members in both these aspects. See Tool 2.3: GCE briefing.

Institutional responsibility for GCE is expanding at government level, **new targets for GCE advocacy are emerging and a lack of familiarity with them can lead to practical difficulties for GCE advocates.** In Ireland, CSOs who became involved in GCE advocacy through Development Education have well-established relations with the Department of Foreign Affairs (DFA) and Irish Aid and tend to be familiar with the policy entry points and funding opportunities available. However, several other government departments have begun to assume some responsibility for GCE – including the Department of Education and Youth, the Department of Further and Higher Education, Research Innovation & Science, the Department of Environment and Climate and the Department of Children, Disability and Equality. Many CSOs have **yet to familiarise themselves with the relevant decision-makers, policy entry points and funding instruments** relating to these departments.

The policy landscape and political stakeholder mapping provided in this Guide can help mitigate this challenge. In addition, a GCE sectoral platform like IDEA can play a role in making important connections between its members and these other departments, supported, if possible, by the DFA/Irish Aid. Furthermore, advocacy capacity-strengthening workshops offered by IDEA can enable members to better engage with these departments, their key decision-makers, policy frameworks and main advocacy entry points.

Conceptual Challenge: Non-Uniform Terminology

GCE is often used as an umbrella term which encompasses multiple fields such as Intercultural Education, Education for Sustainability, Human Rights Education, Global Youth Work and Transformative Education. The terms Global Education, Global Learning, Global Justice Education, Critical Global Education or Development Education are all also used as catch-all terms which incorporate Intercultural Education, Education for Sustainability and Human Rights Education. Since the adoption of Agenda 2030, Education for Sustainable Development has become a term that can fall under this umbrella or is used in conjunction with GCE. For example, SDG Target 4.7 references both GCE and ESD. Moreover, the Council of Europe combines both terms in using Education for Sustainable Development and Global Citizenship.

Each approach has **distinct origins and properties** and the choice of which one to use is largely dependent on national or organisational context, or on personal preference. In Ireland, Development Education has been the term traditionally favoured by many working in this field; however, more recently, there has been a move towards using GCE as the umbrella term encompassing all the aforementioned terms.

Despite the **significant overlaps** which exist between the curricula of these various educational approaches, **different terminology and definitions are used**, and various government/institutional departments have formal responsibility for these different areas. This can present **challenges in terms of harmonising and strengthening GCE advocacy at the international, regional, national and local levels.**

Much greater levels of co-ordination between the different fields of education and the institutions and professional bodies representing them at local, national and international level are required.

In the interim, regardless of what term and definition is used, advocates are advised to **be clear on what is being advocating for and why.** Tool 1.7 gives tips on tailoring advocacy messages to your audience and seeking to avoid jargon. Regardless of who the audience is, it is important to point out the **essential components of the term** being used.

To this end, we recommend using the principles, values and ethos of the [Code of Good Practice for Development Education \(CoGP\)](#) when articulating what GCE is or is not about, and why it is needed more than ever in today's world.

If it is necessary to mention other terms with which GCE overlaps, it is important to avoid **confusing the target audience.**

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