

PAN AFRICA CHRISTIAN UNIVERSITY

PhD IN ORGANIZATIONAL LEADERSHIP

END OF SEMESTER EXAMINATION

DEPARTMENT

LEADERSHIP

POLN 800

ADVOCACY AND PUBLIC POLICY

(ONLINE)

DEC 2024

SECTION A Compulsory (10 Marks)

1. Coalition des Organisations en Synergie pour la Défense de l'Éducation Publique (COSYDEP) was set up in 2007 by a group of NGOs, trade unions and grassroots organisations, aspiring to achieve the Education For All Goals by 2015. The aim is 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. 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 favours. 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 organised a bus travelling through various districts to spread information in local schools and communities, and carried out mass-mobilisation 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 organisational restructuring within the Ministry of Education leading to a new Training and Communication Directorate and teacher training centres in each region of the country. (*Adapted from UNESCO, 2012*)

Use the above case to answer the following questions.

- a) Scrutinize the key advocacy strategy and activities utilized in this case in a significant endeavor to influence government policy and foster social change (6 marks).
- b) Evaluate two factors that led to its success and two likely challenges associated with this approach (4 Marks).

SECTION B Answer any two questions (10 Marks)

- 2. Using a hypothetical case, illustrate how lessons learned on Transformational leadership theory can inform advocacy and lobbying. (5 Marks)
- 3. Advocacy and lobbying are constitutionally allowed in many contexts, but ethical principles must inform these practices. Evaluate any two principles and their application in an identified case. (5 Marks)
- 4. Using a relevant social case of interest for non-profit organizations, discuss two Christian community-based advocacy strategies (5 Marks).