THE CHANGE TRIANGLE

INTRODUCTION

This model presents a holistic approach to advocacy and change processes that can inspire partnership based development programmes and projects in the South. The Change Triangle underlines the need for strategic and conscious interaction between the concrete thematic competencies of civil society organisations, organisational competencies, and advocacy competencies in order to achieve the desired change. This framework of interaction and mutual interdependency between thematic competencies, organisational capacity, and advocacy is what in this concept paper will be referred to as the Change Triangle

This model proposes that when these three elements are addressed in an integrated manner, civil society is most likely to achieve durable results and strengthen its legitimacy and voice towards the state and market. The model refers directly to some of the fundamental objectives of the 2008 Strategy for Danish Support to Civil Society in Developing Countries and can easily be put into practice through North/South or South/South partnerships.

First and foremost, this concept paper aims to provide Danish development practitioners and their civil society partner organisations around the world with an integrated approach to partnership-based change, which can improve the concrete results of advocacy, and at the same time strengthen the thematic competencies and organisational capacity of the involved civil society organisations. Secondly, it is hoped that this approach to advocacy will inspire other INGOs and civil society organisations in developing countries when planning and implementing change processes in the South.

DEFINITIONS

The Change Triangle takes its point of departure in people organising themselves around the fulfilment of individual and collective rights and/or other civil society demands.

Realising change requires a strategic and participatory process of one or more organisations in close interaction with their constituencies. The process consists of a variety of interconnected thematic, organisational and advocacy activities, which all aim at concrete changes at local, national and/or international level.

DEFINING THEMATIC COMPETENCIES

The concept of thematic competencies refers to the professional focus of an organisation or to the specific content of the broad variety of projects, programmes or services that constitute development activities in the South.

- Thematic competencies can e.g. be an organisation that pilots alternative or innovative education or health care methods to be used strategically for replication or in evidence based advocacy.
- Thematic competencies can also refer to different forms of direct services to end target groups, when used strategically by civil society organisations to claim rights and/or improved living conditions.

DEFINING ORGANISATIONAL CAPACITY

Elements of organisational capacity could include, but are not necessarily limited to:

- Organisational assessment
- Leadership development
- Participation
- Internal democracy
- Internal/external communication
- Gender equality
- Transparency
- Legitimacy and constituency building
- Financial management/fundraising
- Strategic planning

DEFINING ADVOCACY

An advocacy process is often composed of at least the following steps:

- A clear alternative proposal for change
- Rights-based and/or evidence-based
- Mapping and analysis of power relations
- Short and long term objectives
- Alliance building
- Building ownership
- Support from research & INGO's
- Lobbyism and use of media
- Interface with state and/or market
- Negotiation

THE HISTORY

Throughout history, social struggles of individuals and groups of people have played a crucial role in holding duty bearers accountable, building responsive democracies and creating a framework for individual and collective rights. But it was in the 1990ies that the concept of advocacy began to play an increasing role as a development tool in many programmes and projects in developing countries. A mutual understanding among civil society, INGOs and donors was established around the fact that fulfilment of people´s rights is unlikely to be achieved through the simple provision of services and traditional projects. A number of advocacy toolkits and guidelines were written to guide practitioners. However, the guides first and foremost focus on the understanding of power and politics as well as on how the planning and execution of advocacy is effectively done. Hardly any literature concentrates on the interrelationship between thematic competencies, organisational development and advocacy processes.

THE CHALLENGE

Today, advocacy activities attract a growing part of the total funding to NGOs and CBOs in developing countries. Consensus exists around the fact that advocacy, if planned and implemented in the right way, constitutes an important tool to achieve both concrete results and changes at more structural levels. Nevertheless, some INGO´s funding priorities carry part of the responsibility for weak change potential in partnership-based development processes. In search for quick results, some donors focus their funds on isolated advocacy activities or isolated project activities, while they tend to ignore the variety of challenges that are preconditions for civil society organisations to engage successfully in advocacy processes, such as organisational development, creating innovative competencies, constituency building, leadership skills, communication, alliance building, etc.

And this is precisely the fundamental question and challenge regarding advocacy we are addressing here. Are we as international NGOs, project and programme practitioners and civil society organisations in developing countries, planning and implementing our advocacy in the most effective way? Or, are we, as critical voices increasingly state, wasting the majority of time and resources spent on advocacy because we lack concrete competencies in how advocacy

CIVIL SOCIETY IN DEVELOPMENT

This paper builds on existing literature on partnerships, organisational development and advocacy methodologies and the experiences from a number of concrete programmes and projects of IBIS, Civil Society in Development (CISU) and the Danish Mission Council Development Department (DMCDD), all based in Denmark. The logic and arguments of what is now "The Change Triangle" were discussed thoroughly in a Thematic Forum (www.tematiskforum.dk) International Conference on Advocacy in November 2007, which came out with a number of concrete recommendations to the finalization in 2008 of the "Strategy for Danish Support to Civil Society in Developing Countries". Since then, the model has been enriched and commented on by a number of Danish and international development practitioners and presented in several workshops both in Denmark and in the South to verify its usefulness for organisations and partnerships aiming at successful advocacy.
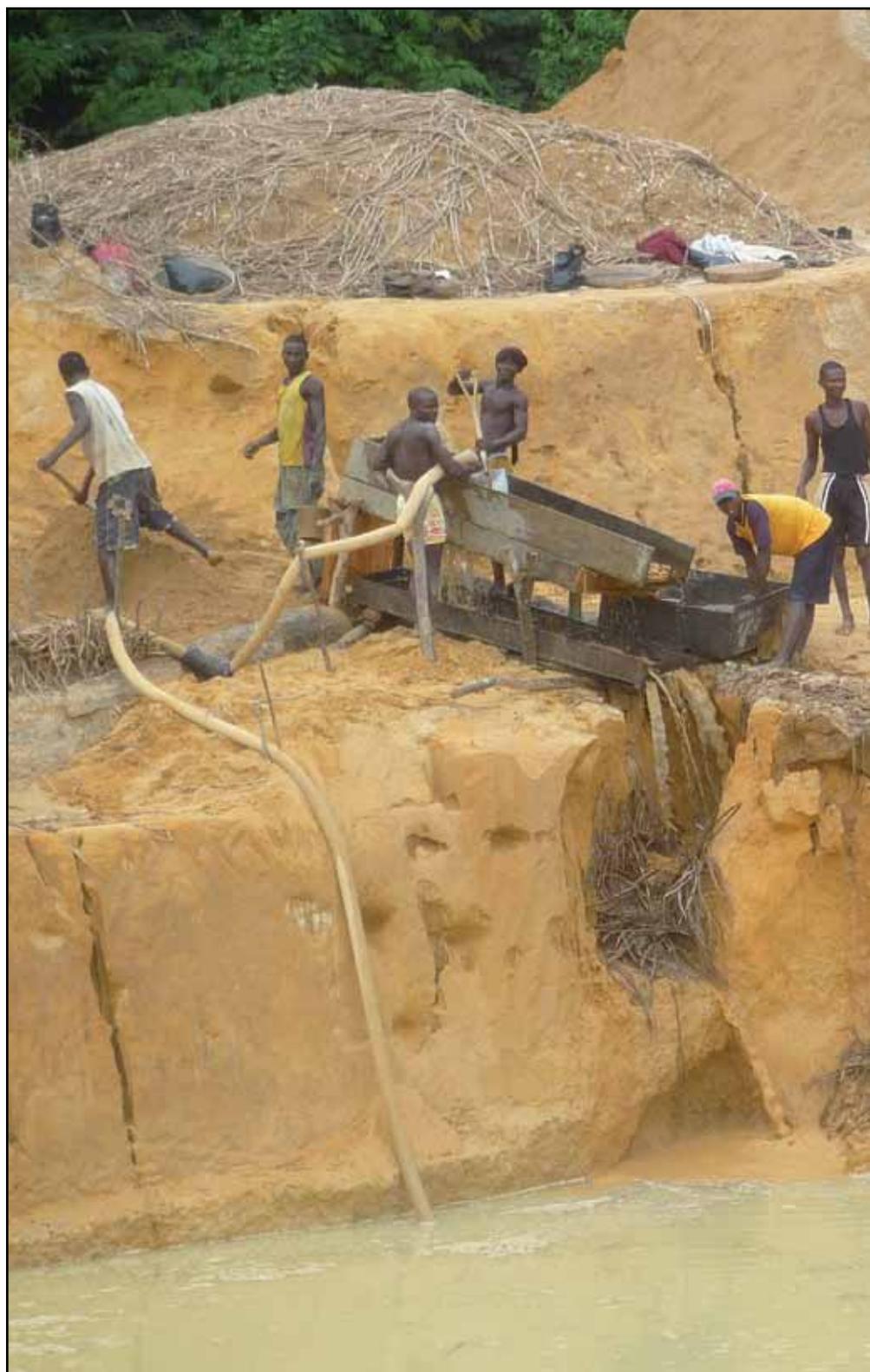
works and what it takes from civil society organisations and their constituency of men and women to gain a serious role in change processes?

THE CHANGE TRIANGLE; A HOLISTIC APPROACH TO CHANGE

The idea behind the Change Triangle is to consciously interlink thematic competencies, organisational capacity, and advocacy targets right from the planning phase of a partnership or project with one or more civil society organisations in the South. The logic is that the change potential of a CSO, an NGO or an alliance of organisations, is only as strong as the interaction between the three elements in the Triangle.

The thematic competencies of a CSO or NGO are essential preconditions for an advocacy process to bring about real change for a large number of people. But if the competencies of a partner organisation stands alone or are de-linked from a healthy and legitimate organisation, it is unlikely to have any significant meaning for people, other than those who have been directly involved in the project or programme. The same rationale can be stated regarding organisational capacity and advocacy skills; they are both essential elements to develop and invest in, but when they stand alone or become an end in themselves, both organisational capacity and advocacy become weak in a change perspective. The argument goes as far as to state that when the interaction between the three elements of thematic competencies, organisational capacity and advocacy is in place, they even reinforce and strengthen each other mutually.

The Triangle is flexible and can be shaped to correspond to different development contexts and realities in developing countries. There is no right formula for using the Triangle; some organisations and contexts will call for emphasis on building competencies or even using services, other organisations and/or contexts call for main focus on the advocacy process or internal organisational issues. This means that the right balance between the three elements of the Triangle depends on the specific situation of each organisation and the wider socio-

competencies, organisational capacity and advocacy.

It is important to emphasize that all three elements do not necessarily have to be targeted or implemented by the same CSO or NGO. In many cases, and with comparative advantages, the balance and interaction between the three elements can be achieved through coordination with an alliance or network of organisations, where, for example, one organisation is specialised in the thematic field and another in planning and implementing the actual advocacy process. The important thing is that the balance and interaction exists with the aim of promoting concrete change.

The Triangle is deeply rooted in constituency participation, and the learning experiences at all three stages in the Triangle should be considered as an investment in people´s empowerment. The actual advocacy process should include achievable short term goals. This increases motivation and participation of the organisations involved in the advocacy and inspires people to take direct part in future change processes.

The Triangle is inspired by some of the principles behind Action Learning, and should be contemplated as a circular and ongoing process of learning and performance improvement within all three elements of the model. It is designed to be applicable to all kinds of partnership-based or civil society development activities and within all sectors. The model below illustrates the interaction between the thematic competencies, organisational capacity and advocacy through an education programme where the principles of the Change Triangle are guiding the planning and priorities right from day one of the planning and implementation phase:

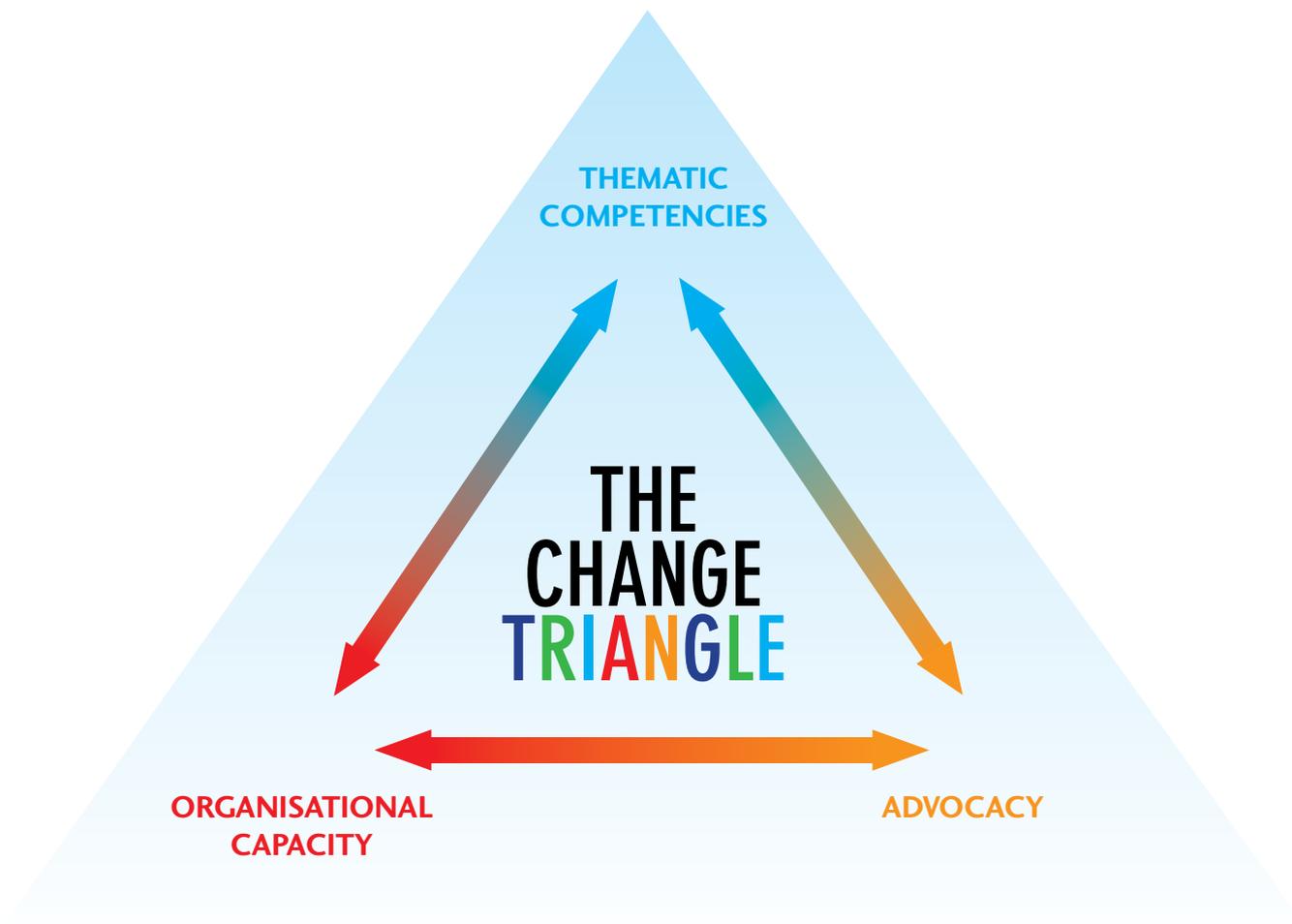political context of the project or development process the organisation is engaged in. This balance is also dynamic and changes over time. Regular participatory assessments looking at context, strengths and weaknesses related to the three elements of the Triangle will determine the logical balance and interrelationship between thematic

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ADVOCACY

ORGANISATIONAL CAPACITY

A participatory organisational assessment of the CSO and the NGO illustrate both strengths and weaknesses in relation to the internal and external aspects of the organisations. A 12 month organisation development plan is agreed upon. The plan focuses on:
1) constituency building
2) strategic planning
3) leadership development
4) internal and external communication
These are considered the most crucial organisational aspects to strengthen in order to build legitimacy and succeed with the advocacy goals of the organisations. The organisational development plan is supported and facilitated by 3 INGO's in close coordination.

THEMATIC COMPETENCIES

An NGO and a CSO of parents and teachers implement an education pilot project that combines professional development of 100 teachers with a component of localised and mother tongue curriculum development. The project has an explicit focus on gender equality, quality education and active involvement of the pupils in the learning processes.

The initiative is supported financially and professionally by an INGO and coordinated with the National Teacher Association and a Research Institution. Two years after initiating the pilot project, monitoring shows a 75% decrease in girls' drop out rate, hardly any teacher turnover and a broad involvement of parents and communities in relation to gender equality and their children's education. The project is video recorded and best practices are documented for replication and for advocacy.

ADVOCACY

A concrete proposal for a national reform of Teacher Professional Development and Curriculum is launched based on the successful experiences from the project. Alliances are created with all important national stakeholders within education, backed up by several INGOs, research, radio and television etc, and lobby initiatives at local and district level. Short term objectives are included in the advocacy process such as 1) increased teacher salaries 2) specific budget allocation for girls' access and gender in education.

Focus on constant communication with and participation of the constituencies of the partner organisations.

Negotiations with the government parallel with continuous feedback to the media, alliance members and their constituencies.

THE THREE ELEMENTS IN THE CHANGE TRIANGLE ARE MUTUALLY INTERDEPENDENT AND STRENGTHEN EACH OTHER WHEN PLANNED ADEQUATELY:

ORGANISATIONAL CAPACITY
THEMATIC COMPETENCIES

Organisational strength e.g. ensures strategic planning, inclusive leadership and transparency in the work of the organisation. The quality and concrete results of the thematic competencies constitute the raison d'être of the organisation and function as legitimacy and accountability mechanism toward target groups and constituency.

THEMATIC COMPETENCIES
ADVOCACY

Thematic competencies provide the advocacy work with evidence, innovation, concrete results or alternative solutions related to specific problems and thereby also with legitimacy in the advocacy process. Successful advocacy provides new energy end enthusiasm to the work of the organisation and gives knowledge about where to build up new thematic competencies.

THEMATIC COMPETENCIES

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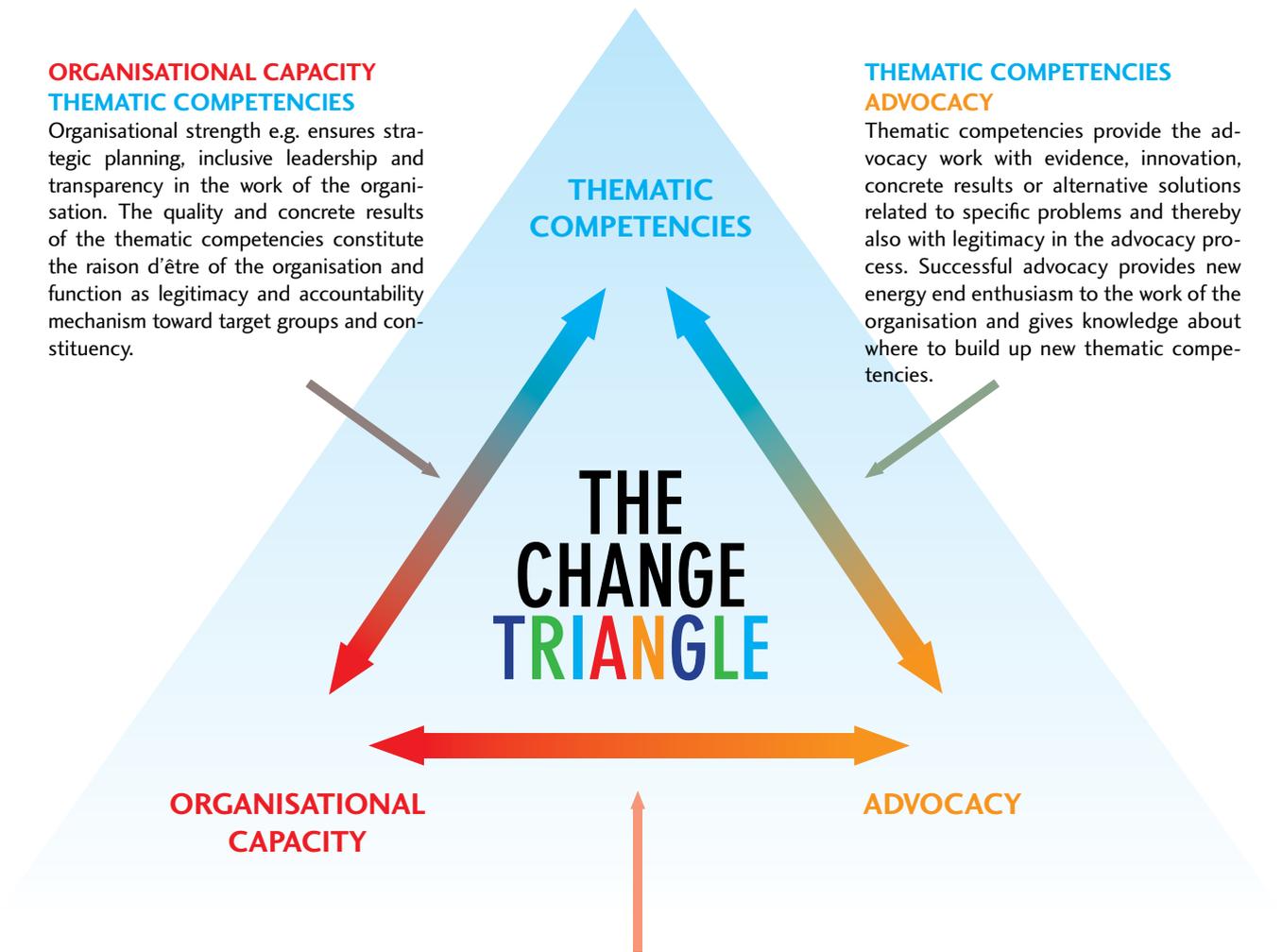
ORGANISATIONAL CAPACITY

ADVOCACY

ADVOCACY
ORGANISATIONAL CAPACITY

The results of the advocacy work strengthen the legitimacy and brand of the organisation and enhance its capacity to negotiate and to work in alliances or networks with other players around advocacy processes. Organisational strength e.g. provides the advocacy work with good strategic planning, broad participation and democratic leadership.

CHANGE TRIANGLE : CASE 1

— LUTHERAN CHURCH OF LIBERIA'S HIV/AIDS-PROGRAMME

The story of the Lutheran Church in Liberia's HIV/AIDS-programme is an example of how a Civil Society Organisation, in this case the Lutheran Church of Liberia can influence the implementation of national policies by showing the way through modelling how thematic competencies can be utilized and implemented with constituencies, in this case Voluntary Counselling and Testing.

This example shows how a well-documented competence in service delivery can lead to thematic competencies that again can be a convincing hands-on argument for a changed practice at the national level. Thinking in terms of the Change Triangle, Capacity development in terms of developing LCL as an organisation was not included in the program as a separate component, however. LCL and partners perceive the training of counsellors and the capacity building of PLWHIVs aiming gradually at mobilising them in their own organisations as a kind of capacity development sowing the seeds for advocacy for PLWHIVs' rights at a later stage.

VOLUNTARY COUNSELLING AND TESTING AS A BEST PRACTICE

Voluntary Counselling and Testing (VCT) is an acknowledged practice by UNAIDS and other actors. LCL gathered Liberian evidence that VCT has got a role in both HIV prevention and for people living with HIV infection, as an entry point to care and treatment. VCT provides people with an opportunity to learn and accept their HIV status in a confidential environment with counselling and referral for support.

People who have been tested positive benefit from early appropriate medical care and interventions to treat and/or prevent HIV-associated illnesses. Knowledge of HIV status also helps people to make decisions to protect themselves and their sexual partners from infection or re-infection. People who get a negative test on their HIV status receive counselling, guidance and support to remain negative.

REDUCTION OF STIGMA FOR PEOPLE LIVING WITH HIV/AIDS (PLWHIVS)

From 2003 LCL HIV/AIDS Program was funded by Danida to work in two counties, and from 2008 the program was expanded to nine counties. While working on the ground in two counties, LCL had a close collaboration with the National Aids Control Program and the media, not least the popular radio stations with a particular outreach in the war-torn country. More than 200 voluntary counsellors have been trained thoroughly during a six weeks' course. Alongside the VCT, the HIV/AIDS program gradually have empowered people living with HIV/AIDS (PLWHIVs) to step into the open with their status, thus making an important move to reduce stigma. From being a very sensitive issue and no PLWHIVs going open about their status, this has gradually changed. The road to greater openness have been the formation of PLWHIV self-help groups and support groups of community people undertaking home-based care and awareness work. By meeting in the 'safe space' provided by the self-help groups the PLWHIVs gradually have become acquainted to public exposure through the awareness work. Next step was to form two associations, one association of PLWHIVs and one association of support groups, the latter consisting of relatives and committed community people. Recently the associations have taken on the responsibility for a big part of the programme's awareness activities at schools and in the communities, and it is envisaged that these associations at local and national level will contribute to the sustainability of the awareness activities when donor support draws out. Lately LCL and the PLWHIV associations have been trained in advocacy skills and plans are being formed to advocate for PLWHIVs' rights more broadly in Liberia, e.g. in health services and employment.

In Liberia, the Lutheran Church happened to be one of the first major actors in HIV/AIDS as very few INGOs operated there because of the civil war. Connections to Botswana and Uganda helped developing the training for counsellors, building on the experience that counsellor training needs to be in-depth as half-trained self-propagated counsellors can do more harm than good. The model of VCT of the LCL HIV/AIDS Programme has been adopted by Liberia's National Aids Control Programme (NACP) and LCL HIV/AIDS Program is continuously providing technical advice for the NACP. By 2009 LCL HIV/AIDS Program proceeds to undertake advocacy for free treatment (including ARV and OI-medicine) for PLWHIVs all over Liberia.
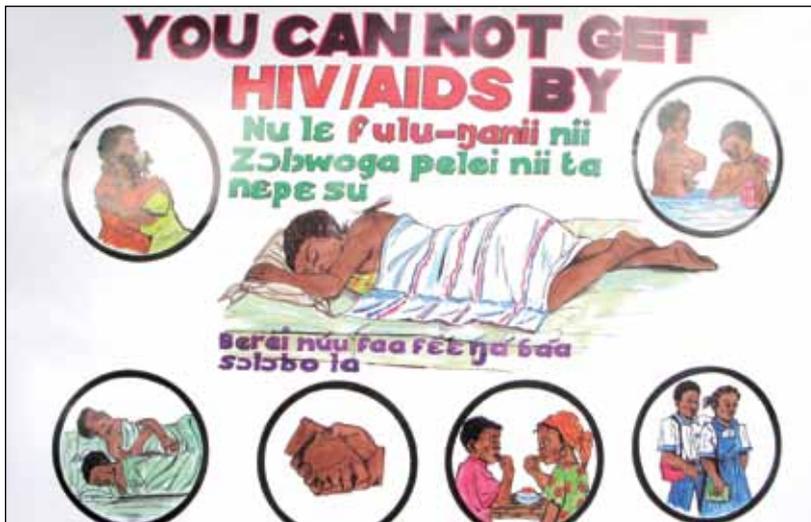
LESSONS LEARNT – SERVICE DELIVERY AS MODELLING FOR BETTER SERVICE

• By thinking service delivery in a strategic way and thereby create a demonstration effect, it can lead to effective community level advocacy. In the LCL case they started off by a wish to help the vulnerable, here PLWHIVs with voluntary counselling, testing and support. Gradually LCL realised the need to professionalise documentation of the model (e.g. training curriculum for voluntary HIV/AIDS counsellors and empowering PLWHs through support groups).

• Effective advocacy needs to build on results. When promoting people's rights, demonstration of concrete impact on people's lives is a much more convincing argument than just 'politically correct' information campaigns.

• Strategic service delivery combined with effective advocacy has the potential for changing government priorities and pave the way for replication of pilot models, possibly with the NGOs as sub-contractor and manager of public funds.

IF WE HAD KNOWN OF THE CHANGE TRIANGLE DURING THE PLANNING PROCESS, MORE CAPACITY DEVELOPMENT MIGHT HAVE BEEN INCLUDED IN THE LCL HIV/AIDS PROGRAMME.

• The planning process of the two phases of the LCL HIV/AIDS Programme took place before the Change Triangle was developed. Thinking backwards the model could have inspired us to build in capacity development to a larger degree.

• The HIV/AIDS support groups and their organisation, the LIGHT organisation, would benefit from more capacity development in terms of growing into a fully independent organisation doing advocacy.

• The regional departments of the HIV/AIDS Programme and the HIV/AIDS counsellors could be given more training aiming at strengthening the local and regional levels of the HIV/AIDS Programme.

THE STORY OF THE LUTHERAN
CHURCH OF LIBERIA'S HIV/AIDS PROGRAMME

The Lutheran Church of Liberia (LCL) became involved in combating HIV/AIDS in Liberia already in 2000, towards the end of the civil war. In the beginning, the program was rather small, working with local resources, focusing on building the capacity of its pastors and lay leaders aiming to raise awareness about the disease and reduce stigma. Gradually LCL got more funding, starting with private funds from the Danish Evangelical Mission (DEM), and then through a mini-project granted by Danish Mission Council Development Department (DMCDD). In 2002-03, LCL and the Danish partners wanted to scale up the programme. The new larger program included capacity building of People Living with HIV aiming to mobilise them in their own organisation. Furthermore, the program wished to advocate for its methodology at the national level, aiming to influence the practice of Liberia's National HIV/AIDS Control Program, particularly regarding the lessons learnt in Voluntary Counselling and Testing and the active involvement of People living with HIV/AIDS (PLWHIVs). In 2003 LCL and partners got DANIDA funding for a larger single project, wishing to combine particularly service work and the thematic competences included with advocacy at the national level for the Voluntary Counselling and Testing methodology.

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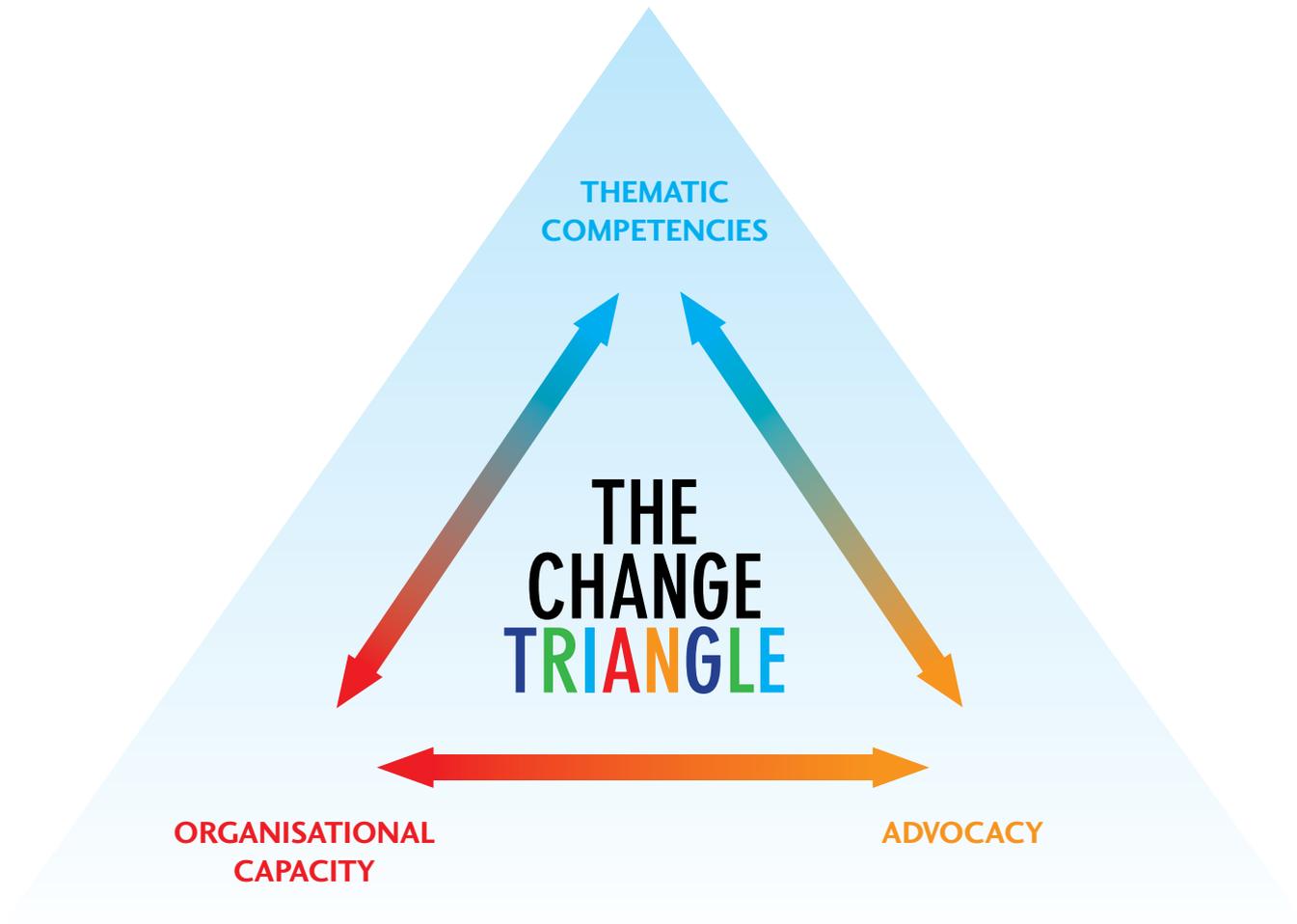
ORGANISATIONAL CAPACITY

More than 200 voluntary and employed HIV/AIDS counselors have been trained and associations of PLWHIVs and voluntary support groups have been built. Whereas these associations are very active in the awareness work to reduce stigma at the community levels and in schools, they still need capacity development to be able to play independent roles in the public life at national levels. The LCL HIV/AIDS program itself has been organizationally strengthened along the way, most recently in advocacy.

THEMATIC COMPETENCIES

Voluntary Counseling and Training as a model for prevention of HIV infections and care for HIV infected was inspired by UN-AIDS literature and developed by LCL HIV/AIDS Program in collaboration with experienced CSO partners in Denmark, Botswana and Uganda, and adapted to the Liberian context. Liberian experience also revealed that voluntary counseling and testing (VCT) has got an essential role in both HIV prevention and, for people living with HIV infection, as an entry point to care.

The information about the model was spread via networking with the National AIDS Control Program, and via CSO networks such as Churches' AIDS Network of Liberia (CHANOL).

ADVOCACY

Through interface/dialogue Voluntary Counseling and Testing (VCT) as a model have been adopted by Liberia's National Aids Control Program as a policy and implemented at government hospitals and clinics as well. Now the long-term advocacy goal of the LCL HIV/AIDS Program is to work for comprehensive treatment, consisting of VCT, alongside ARV- and OI-treatment and nutritional support, a national Liberian practice as well.

The curricula of the Lutheran schools, which include information on HIV/AIDS are sought applied as a model for national curricula. The non-discriminatory employment policy of the LCL has informed the national employment policy of Liberia.

CHANGE TRIANGLE : CASE 2

– "LEARNING BY PLAYING" AS A TOOL FOR CHANGE - EXAMPLE FROM THE ALTIPLANO IN BOLIVIA

For more than two decades, the Bolivian civil society organisation SAHB (Servicio de Asentamientos Humanos en Bolivia) has been working with development projects on the Altiplano in Bolivia with its Danish partner organisation DIB (Danish International Human Settlement Service). Based on their experiences, one of the latest projects demonstrates how all 3 elements of the change triangle have been integrated into the project design and how the elements in the interrelationship have mutually supported each other. This particularly project has been implemented together with a Danish educational organisation, AXIS.

The project "Aprender jugando" (Learning by Playing) unfolded its first phase from 2006 to 2010 in two municipalities in the Altiplano in Bolivia. The project aimed at developing and introducing participatory and democratic teaching methods in a Bolivian reality.

The point of departure was an analysis of the Bolivian educational context and of the children's own reality and daily life. Supplementary training was tested, developed and evaluated in practice in 2 so-called ludoteks and one ludo-bus and in 8 schools in local communities.

Bolivia is one of the least developed countries in the region with very low indicators regarding education and health. Problem analysis prior to the project showed that teaching conditions were far from optimal.
In the rural areas, in particular, many children only stay a few years in school. Especially girls are for long periods at home to assist with the household chores and care for younger siblings.
There is simultaneously a marked apathy and lack of motivation among pupils in relation to actively participate in teaching. This is partly because the teacher uses teaching practices with an emphasis on one-way communication.

Parents have no great confidence in the schools and demonstrate lack of support for the education of the children.

The project wished to contribute to:
- Young people / students could become motivated, knowledgeable citizens and agents of change in the Bolivian reality.
- Teachers could become active agents in creating new conditions for child development.
- Seminary, schools and ludoteks could become development centres for adults and children.
- Parents actively supporting their children's education and development at home and school.

THE DYNAMICS
TOWARDS GREATER IMPACT
Establishing ludoteks and enabling supplementary training formed the core of the project and drew on the innovative competencies of the partner organizations.

In close interaction between project staff, local teachers and student teachers, supplementary training was conducted and the introduced methods were tested in practice in both ludoteks, using the ludo-bus and at local schools. After each step, the experiences were collected, validated and documented to bring the inspiration forward to educational work in other municipalities as well as regional and national authorities.

Both main activities can be considered as a form of service delivery – and the impact would have been limited had it not been for the elements of capacity building and especially the advocacy efforts.

The specific activities constituted the point of departure for capacity building through training of project staff, supplementary training of school teachers and teacher students and, on a local level, through formation of project committees,

active involvement of parents and networking with other CSOs (see triangle).

Right from the beginning, the strategy aimed at influencing authorities at both local level and regional and national level – with the point of departure in the "good example". Important stakeholders were invited to form a Monitoring Group – among them, representatives from the Ministry of Education, the municipality and the Danish Embassy (the embassy is through a sector programme supporting the educational system in Bolivia).
External workshops in the capital and other cities in Bolivia presented the project to universities, teacher-training colleges and other CSOs working with education. Also, other civil society organizations and local institutions were targeted.

In this way, the new development centres have become models serving as inspiration for regional and

national education authorities.

At the end of project period, a manual describing the methods, experiences and activities was developed. On invitation from The Ministry of Education, this manual has been further developed into a proposal for how these new methods can be incorporated into teaching, as part of ensuring a better integration in school and pre-school classes. The over 100 pages of proposals have since been selected to serve as the basis for further development of the first state curriculum for how to integrate pupils at a pre-primary level.

LESSONS LEARNT:

- **Timeframe.** It takes time to develop, test and expose a new method. The project period was prolonged several times and although the first phase has shown good results, a second phase is now being prepared in order to consolidate the impact. The total timeframe for the project will probably be 8 -10 years.

- **Transformation to local context.** Although the project was well prepared, it took several modifications in the setup in order to adjust to the local context – especially concerning the active participation of the parents.

- **Quality versus quantity.** Originally the project targeted all schools in the 2 municipalities but in the early stage of the project. it was realised that it was too optimistic. It would be possible but the quality would be poor. Instead the project was modified to target selected schools with a quality effort – which undoubtedly has led to greater impact because it was possible to demonstrate good results and attract interest.

- **The advocacy-part is time consuming and resources must be used based on thorough analysis.** Identifying important stakeholders and reaching out to them takes time – the project had to put more resources – both human and financial (from contingencies) into this to enable, for example, seminars, workshops and documentation.

- **Context – and thorough analysis of context - is crucial.** The project started right in the beginning of a political context of change in Bolivia. On one hand, this meant new and better opportunities for larger impact but on the other hand, also a very time-consuming process in order to connect with central stakeholders.

- **To achieve best possible impact the project must be strategically thought through.** The first project proposal was rejected with reference among other things to "insufficiently developed strategies related to the spread of experience and sustainability". An analysis using the Change Triangle could have supported this strategic analysis.

WHAT ARE A "LUDOTEK" AND A "LUDOBUS"?

The Ludoteks (development) centres form the core of this project. Ludoteks are typically arranged in a village hall or other public buildings and has in recent years become very popular in South America. Especially in large cities, ludoteks have been established as a haven for children and adolescents in the hope that it will contribute to reduction of crime and abuse among them.

In the ludoteks children can come after school and participate in activities organized in a way that stimulates their thinking and imagination in relation to their daily lives, culture and environment. This will typically be in the form of play, games, drama and other creative activities. At the same time, the ludoteks function as local development centres.

In this specific project, the after school activities are planned and implemented in ludoteks, each with 2 paid ludotekars, in collaboration with the local community and students from the local teacher-training college, giving them the opportunity to gain teaching experience.

The stationary ludoteks are supplemented with a ludobus. A minibus is converted to a rolling ludotek. The bus visits remote schools in the area and ludotekars, project staff, student teachers and local teachers hold events and courses for children, teachers and parents in local communities.

The rolling ludoteks are a way of integrating all potential target groups by enabling the project to cover even the most hard-to-reach neighbourhoods.

Parallel to the daily work of the ludoteks, educational courses, workshops and theme events for local kindergarten teachers ("inicial" level in school), public school teachers ("primaria" level) and students from the local pedagogical seminar in Lahuachaca were implemented. Through these programmes, the teachers and students become familiar with participatory teaching methods, principles and types of activity that can be transferred from the ludoteks to the school context.

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More than 500 teachers and teacher students were trained in the new pedagogical methods and applied them in their work at ludoteks and schools.

For the involved communities and parents, the project was a successful experience demonstrating the importance of good organisation and participation in order to achieve progress – in this case, related to their children's education.

Internally, the partner organisations gathered valuable experiences in working with new pedagogical methods and networking with other CSOs nationally and internationally.

In autumn 2008, representatives of the partner organisations participated in an international "ludotek" conference in Paris and made a small presentation of the experiences. A network for Latin-America was formed and the experiences from Bolivia has been used as a showcase at a conference in Medellin, Colombia in April 2009.

THEMATIC COMPETENCIES

The pedagogical method "Aprender Jugando" (Learning by Playing) was the core of the project and part of the thematic competencies of the partner organisations. The potential of the method was demonstrated in the 2 ludoteks, a ludobus and in 8 selected schools. In this process, the method was adjusted to the local context in the selected area in Bolivia.

The concrete examples set by the ludoteks, the ludobus and practice in schools were crucial to develop the organisational capacity of the partner organisations and the involvement of teachers/student teachers and parents.

The concrete examples made it possible to convince other stakeholders of the potential of this new method/pedagogy, and thereby attaining a wider impact with the advocacy strategy.

ADVOCACY

Right from the beginning the advocacy strategy was an integrated part of the project based on a thorough analysis on how to influence local and government authorities. The strategy was continuously revised during the project period as new opportunities emerged.

Based on the thematic competencies of the partner organisations, the development of organisational capacity throughout the project period and through demonstrations of the good example the project succeeded in influencing the first state curriculum. The pedagogical methods was adopted as the basis for further development of how to integrate pupils at a pre-primary level.

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BOLIVIA

LIBERIA

FAGLIGT ❖ FOKUS

– læring og metodeudvikling på tværs