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# DVV International East Africa Advocacy Strategy

# CONTENTS

- 1. INTRODUCTION .....3
- 2. ADVOCACY GOAL .....4
- 3. ADVOCACY APPROACH.....5
- 4. FOUR PILLARS OF FOCUS.....6
- 5. TARGET AUDIENCE.....8
- 6. ACTION PLAN .....11
- 7. MONITORING AND EVALUATION FRAMEWORK.....13

# INTRODUCTION

## The Challenge and Need for Strategy

Despite its proven potential to transform lives, Adult Learning and Education (ALE) in Tanzania and Uganda currently sits on the periphery of national development agendas. It faces critical challenges: chronic underfunding, fragmented coordination among stakeholders, and low visibility compared to formal schooling.

This Advocacy Strategy (2025–2028) is our roadmap to change that reality. It is designed to move ALE from the sidelines to the centre of education and development policy. It serves as a practical guide for DVV International East Africa staff and partners to align our daily efforts with high-level policy engagement, ensuring that every activity contributes to a larger systemic change.

How to use this strategy

- Use Sections 4–6 to pick quarterly priorities and build your activity plans/budgets.
- Implement by workstream (Section 6) in line with activity plans.

## Informed by Analysis

Our strategic direction is grounded in a SWOT analysis, which helped us identify where we have the strongest leverage. While we face weaknesses in consistent financing and coordination, our strengths lie in established government partnerships and proven community-based models. This strategy builds on those strengths to seize current opportunities in sector policy reforms and growing interest in community resilience.

Based on this analysis, our advocacy will focus on four core pillars:

1. Policy and Functional Coordination
2. Sustainable Financing
3. Public Recognition and Awareness
4. Fostering Resilient and Innovative Communities

(Note: Throughout this strategy, we use the term ALE and ALCE for Uganda consistently to encompass all our relevant activities, ensuring unified messaging across the region.)

# Advocacy Goal (2025-2028)

## Overall Strategic Goal

By the end of 2028, ALE is formally recognized, coordinated, and funded as a vital sub-sector within the national education systems of Tanzania and Uganda.

### Sub-Goals

To achieve this main goal, we will pursue three supportive sub-goals:

- Sub-Goal 1 (Policy anchor): ALE is explicitly integrated into key national education policies and sector plans, supported by functional government-led coordination structures.
- Sub-Goal 2 (Financing anchor): Domestic and donor financing mechanisms for ALE are established or increased, moving beyond short-term project dependency.
- Sub-Goal 3 (Visibility anchor): Recognition of ALE's role in building resilient communities is significantly enhanced among policymakers, multi-sectoral partners, and the public.

## Guiding Principles

Our advocacy implementation is guided by three core principles that ensure we remain credible and effective:

1. Evidence-Based: We do not just ask for change; we show it works. Our advocacy positions are always backed by data, successful pilot cases from our Community Learning Centres (CLCs), and tangible results.
2. Partnership-Driven: We cannot win alone. We work within existing government structures and build coalitions with civil society, academia, and development partners to amplify our collective voice.
3. Reflecting Community Voices: Our strategy is not just DVV's voice; it amplifies the realities of the communities we serve. We ensure that the needs and solutions proposed by adult learners and local practitioners directly inform our national policy asks.
4. Country-owned & non-partisan: Government-led where possible; politically neutral and constructive.



# Advocacy Approach

## Framework for Identifying Opportunities

To ensure we are realistic and focused, we will assess potential advocacy opportunities against three simple criteria before acting:

1. Timing (The “When”): Is there an upcoming government planning cycle, budget review, or sector dialogue where our input can actually influence a decision right now?
2. Evidence (The “What”): Do we have a concrete example or data point ready to share that proves our proposed solution works?
3. Alliance (The “Who”): actively can we partner with (e.g., another NGO, a supportive ministry official) to make this ‘ask’ stronger than if we did it alone?



# The Four Pillars of Focus

We will concentrate our efforts on four mutually reinforcing areas.

Advocacy Pillar	Topic Focus (What we mean)	Core Message (What we say)	Potential Opportunities (Where we act)
<b>1. Policy &amp; Functional Coordination</b>	Implementing policy strategies and setting up the right coordination structures to avoid fragmentation.	“Effective coordination turns good policy into real delivery on the ground; we need a clear government mandate to lead this.”	Education Sector Reviews; Joint Technical working groups; Local government planning sessions.
<b>2. Sustainable Financing</b>	Increasing domestic budget allocations and attracting multi-sector donors (agriculture, health, etc.) to co-finance ALE.	“Investing in ALE/ALCE is investing in health, agriculture, and livelihoods simultaneously—it offers high value for money across sectors.”	National/District annual budget cycles; Donor coordination group meetings; Pre-budget stakeholder consultations
<b>3. Public Recognition &amp; Awareness</b>	Ensuring stakeholders know existing ALE policies exist. The general public understands ALE/ALCE and its importance, and see the tangible benefits.	“ALE/ALCE is not just about literacy; it is a proven driver of community development and needs the recognition it deserves.”	International Literacy Day; Media site visits to CLCs; Launch events for new evidence reports
<b>4. Fostering Resilient &amp; Innovative Communities</b>	Equipping communities with adaptable skills (including digital, green, and livelihood skills) to cope with modern challenges and changes.	“Resilient communities need adaptable skills. ALE provides the flexibility adults need to cope with economic and technological change.”	National skills/employment dialogues; Climate change or Digitalization forums; Innovation Hub partnerships.

# Target Audiences

To achieve our goals, we must influence specific groups with tailored approaches:

- **National Government (Ministries of Education, Finance, Local Gov):** They hold the power to institutionalize ALE. We must provide them with ready-to-use policy inputs and evidence that ALE helps them meet their own national development KPIs.
- **Multi-sectoral Donors & Development Partners:** Because ALE is cross-cutting, we target partners in health, agriculture, and economic empowerment. We need to show them that integrating ALE components can improve the outcomes of their own sector programmes.
- **Local Government Authorities (LGAs):** They are the primary implementers. We need them to include CLCs in district plans and budgets.
- **Media & General Public:** They influence political will. We need them to move beyond old stereotypes of adult education and see it as a modern, essential service for community resilience.
- **Private Sector (Employers and Business Associations):** The private sector is an underutilised source of both financing and advocacy support for ALE. We will engage business associations and companies to make the case for private sector co-investment in CLCs vocational training programmes and ICBAE activities as part of their social responsibilities.
- **Academia and Research Institutions:** Researchers and universities lend credibility to our advocacy arguments and can generate the sustained evidence base we need for long-term engagement with policymakers.
- **Students and Youth Networks:** Young people particularly those who have dropped out of formal education or are navigating the difficult transition to work are both a primary target group for ANFE and a potential advocacy constituency in their own right. Student unions, youth groups, and vocational training networks can amplify the ALE message among their peers, bring energy and visibility to campaigns like International Literacy Week, and serve as powerful testimony to the real-world impact of second-chance learning. Engaging youth voices also ensures our advocacy materials reflect lived experience, not just institutional perspectives.



# Action plan (12-month starter plan)

Workstream	Key Advocacy & Communication Activities	Deliverable	Owner	Timeline
Policy & Coordination	<ol style="list-style-type: none"> <li>Organize joint review sessions of current Adult Education Sector Plans with ministry partners to insert specific ALE clauses.</li> <li>Provide technical secretariat support to reinvigorate the national ALE coordination committee meetings.</li> </ol>	<ul style="list-style-type: none"> <li>ALE clauses submitted to sector review.</li> <li>Minutes of 2 functional coordination meetings per year.</li> </ul>	Advocacy Lead / RD	• Y1 Q2 - Y2 Q4
Sustainable financing	<ol style="list-style-type: none"> <li>Host "See it in Action" visits for Ministry of Finance and multi-sector donors to functional CLCs.</li> <li>Develop a simple 2-page Facts sheet for ALE showing cross-sector practices that may encourage funding for those areas.</li> <li>Engage private sector partners to explore co-financing arrangements for CLC vocational training programmes, presenting the business case for workforce literacy.</li> </ol>	<ul style="list-style-type: none"> <li>3 High-level site visits conducted</li> <li>Fact sheet published and distributed.</li> <li>Design PPTs for proposals, concept note and investment opportunities.</li> </ul>	Programme Team - TZ/UG	Y1 Q3 - Y2 Q2
Recognition & Awareness	<ol style="list-style-type: none"> <li>"Know Your Policy" Campaign: Create simplified summaries of existing ALE policies and distribute to district officials who may not be aware of them.</li> <li>Quarterly media briefing sharing one strong human-interest story of community resilience through ALE.</li> <li>Establish relationships with at least two universities or research institutions to support evidence generation and joint publications that strengthen our policy advocacy</li> </ol>	<ul style="list-style-type: none"> <li>Simple Policy briefs distributed to target districts.</li> <li>8 major media features (TV/Radio/Print) published.</li> <li>2-3 Videos showcasing success and testimonials in the field</li> <li>Monthly content calendar</li> <li>Organized media archive</li> </ul>	ACO	Ongoing Quarterly
Resilient communities	<ol style="list-style-type: none"> <li>Convene a roundtable with "non-traditional" partners (tech hubs, climate NGOs) to showcase ALE's role in their areas.</li> <li>Document and publish 5 case studies specifically highlighting community adaptability/innovation (e.g., digital skills usage).</li> </ol>	<ul style="list-style-type: none"> <li>Roundtable report with 3 new potential partners identified.</li> <li>"Resilience in Action" case study series published.</li> </ul>	Programme Team - TZ/UG	Y1 Q4 - Y2 Q3

# Monitoring and evaluation framework

Indicator	Link to sub goal	Data source	Frequency
3 of policy/sector documents that explicitly include submitted ALE text	Sub-Goal 1 (Policy)	Official Govt Sector Plans / Strategies	Bi-annually
Functionality of national coordination mechanism (Meeting regularly with minutes)	Sub-Goal 1 (Coordination)	Meeting Minutes / TORs	Quarterly
2 of new funding commitments (domestic budget lines or new donor MOUs) for ALE	Sub-Goal 2 (Financing)	District budgets / Signed Grant Agreements	Annually
Frequency of positive ALE mentions in targeted tier-1 media outlets	Sub-Goal 3 (Recognition)	Media Monitoring Log	Monthly
3 of non-education partners (health, ag, tech) engaged in joint ALE initiatives	Sub-Goal 3 (Resilience/Recognition)	Partnership Agreements / MOUs	Bi-annually



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