



# PRECEDE

## Partnership for Reconciliation through Early Childhood Education and Development in Europe

### REGIONAL ADVOCACY STRATEGY FOR PRECEDE NETWORK [2016-2019]

*“We (the Balkan Countries) need to develop and ensure the implementation of policies, standards and legislation that promote respect for diversity, inclusion and peacebuilding with young children from birth to eight years old, in the spheres of early years’ development, education, health and protection to ensure the well-being of every child living in the Balkan Region countries by 2019.”*



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Dear Readers,

*Before you stands the Regional Advocacy Strategy for the Partnership for Reconciliation through Early Childhood Education and Development in Europe (PRECEDE), a document which we hope will serve as a good foundation for all PRECEDE national networks to build their national strategies for advocacy and lobbying, recognizing issues, setting and accomplishing national goals that promote peace building, inclusion and respect for diversity through a holistic and inclusive early years sector.*

*This Regional Advocacy Strategy frames the common efforts and contributions provided by the PRECEDE partners during the process of its preparation, and should be used as a reference in advocating with the national level stakeholders and policy makers for the improvement in the provision of quality early years education, health and development services incorporating inclusion, respect for diversity and peacebuilding in each of the Balkan countries as part of the PRECEDE network.*

*Needless to say, PRECEDE partner organizations have a very noble mission, aiming to ensure inclusion of all children in the education and early childhood development system from birth. The Regional Precede Advocacy Strategy will be implementation throughout the period from 2016 to 2019.*

*Within the Regional Advocacy Strategy there are many concrete steps and actions which we as CSOs can undertake in raising public awareness and establishing permanent policy changes in the public systems affecting young children. Some activities that are effective in advocating and lobbying for change are: organizing forums, advocating for certain issue, collecting signatures, organizing petitions, public debates, workshops, conferences, public hearings, testimonies and campaigns which can also help CSOs gain and include more supporters and allies in the process of lobbying and advocating for specific causes.*

*Obtaining broad support and mobilizing the general public, as well as the media can be effective before advocating directly with the state government and with other country level target stakeholders. This gives the PRECEDE CSOs additional strength and social integrity, so that they can advocate strongly to make specific policy changes and significant improvements in the institutional context regarding early childhood and development in their countries.*

*However, it is also important for the CSOs and other relevant partners within the PRECEDE network to be actively involved in giving suggestions and solutions and continuously asking for support from the public to implement the solution in practice for the citizens they advocate for, in this case - young children.*



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*It is already evident that the PRECEDE project has been recognized as having made an impact in the participating countries and that in all of them the issues of peace building, reconciliation, conflict resolution, respect and tolerance within the sphere of early childhood care and development are seen as both important and relevant.*

*We trust that the goal and objectives contained in this strategy will be very useful in the context of public relations, and helpful for the advocacy and lobbying activities, which will finally result in improved quality and accessibility of early childhood education and development and the inclusion and respect for diversity within the early years' curriculum.*

*Only this way, through this strategy, can we put our mutual efforts into active and concerted lobbying to improve the situation of inclusion and diversity through early childhood education, proper care, development and upbringing in the spirit of peace and social cohesion.*

*Therefore, we truly hope that the document will add practical value to PRECEDE's strategic advocacy efforts and support civil society's influence in the member countries over the reconciliation process and cohesion through education in early years in the Balkan Region and Europe.*

*Sincerely,*

*The PRECEDE network partner organizations*





# REGIONAL ADVOCACY STRATEGY FOR PRECEDE NETWORK [2016-2019]

## 1. Background to the PRECEDE Regional Advocacy Strategy

### 1.1. Introduction to Advocacy for PRECEDE

In the context of good practices, it is worthwhile mentioning that with the implementation of the PRECEDE project and the formation of the PRECEDE network, a big step forward has been taken in the direction of acknowledging the importance of quality and inclusive early childhood education and development in each member country in the Region.

The general objective of the PRECEDE project was to support civil society influence over reconciliation process and cohesion through education in early years in the Balkan Region and Europe, develop a sustainable Balkan Region Network of civil society organisations concerned with young children and promoting acceptance of others and respect for diversity; develop sustainable country level networks of civil society organisations promoting acceptance of others and respect for diversity through early childhood education(ECD) in the Western Balkan region countries; and link country level networks and the PRECEDE Network of civil society organisations with the International Network for Peace Building with Young Children.

Advocacy is a process that represents a complex action plan where a strategic approach is used for influencing decision makers and policy creators in order to achieve a certain policy or system change. Since the main audience of advocacy are the decision makers, advocacy is considered to be a political process. However, advocacy efforts do not always have to be focused on the representatives of governmental bodies. In fact, a lot of decision makers and policy creators come either from local government, private sector, lobbyists or influential CSOs.

Strategy-driven advocacy helps organizations to have guided actions and to maintain their focus on the issues in the long term. There is no specific template or form of how an advocacy strategy should look like. The model of the strategy can be adjusted according to the issue that is being advocated for and according to the goal the advocates want to achieve.

These are the key aspects for a strategic advocacy that you should understand before starting the process:

- Advocacy is a planned and well thought out process. In order to achieve the desired result, all activities must maintain focus on the issue and lead to the final goal. That is why we have to plan a step by step strategy before we start advocating for our cause.



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- Advocacy is a dynamic process that goes through on-going monitoring and evaluation along every step of the way. Therefore, the advocacy strategy is not something permanent or unchangeable. Depending on the results and the feedback from the advocacy activities, some parts of the advocacy strategy may require changes or need to be completely discarded and others added.
- Advocacy is not a fundraising process, nor should it be focused only on raising awareness or educating the public about a certain issue, it should actually cause a measurable systemic change.

## 1.2. Situation Analysis

A situational analysis conducted over the preceding two years is the foundation of the Regional PRECEDE Network Strategic Advocacy Plan, 2016-2019. It clarifies the legislation, standards or policies that need to be improved within the sphere of early years' education, health, development and peace building.

Below, this strategy provides a brief overview of the situation analysis in the Balkan Region of the six countries in the network in 2016, namely: Albania, Croatia, Kosovo, Macedonia, Montenegro and Serbia with regard to early years' education, health, development and peacebuilding.

Each CSO partner made a rapid assessment of the situation in their country in 2013 and reviewed their country's situation in early 2016. The information contained is an overview of their findings.

### Summary of the Balkan Region Situational Analysis

Since 2012, The PRECEDE project, funded by the European Union has brought together six civil society organizations from six different Balkan countries, plus relevant stakeholders, preschool educators, professionals in the field of ECD, governmental institutions related to preschool education, preschool curriculum development and the training of preschool teachers, civil society organizations and individuals working together towards a common goal of reconciliation and peace building through early childhood education and development.

In the first two years of the project from 2012 to 2014, the five national CSOs: Partnerë për Fëmijët, Albania; Centar Za Civilne Inicijative, Croatia; Balkan Sunflowers Kosovo, Kosova; First Children's Embassy in the World, (Megjashi), Macedonia and Pomoć deci, Serbia, built the Regional PRECEDE Network which undertook research on the situation of early years' education, health and development in all five countries to establish if the legislation, policies and standards included information and materials on respect for diversity and peacebuilding to ensure that current and future societies in the Balkans developed peacefully and socially cohesively.

Since the beginning of 2015, the Regional PRECEDE Network partners, now increased by the addition of Children First CSO from Montenegro have focused more on building and strengthening the National PRECEDE Networks in each of the six countries. The





national networks are made up of civil society organisations that focus on education, preschool education, young children, inclusion within education and children's rights; regional and local education departments; kindergarten staff and other interested individuals.

The majority of the national network members are relatively new to advocating or lobbying for the rights and inclusion of young children and specifically in relation to peacebuilding or the importance of respect for diversity. Therefore, the development of a Regional Advocacy Strategy that would guide the Regional and National PRECEDE Networks on how best to campaign, lobby and advocate for the inclusion of peacebuilding and respect for diversity within all services for young children, but particularly preschool education and development was necessary.

As a consequence of a the years of conflict in the 1990s in the Balkans and the division of the countries into separate states, animosity and distrust remains amongst the different ethnic groups in the Balkan countries. In many countries children grow up in communities that face segregation from birth and then from pre-school onwards with separate educational institutions and few incentives for any group to engage with others, which deepens the existing problem of exclusion and intolerance of differences.

In the target countries of the Balkan Region over the past few years, there has been practically little reconciliation activities undertaken or peacebuilding practices incorporated into the preschool education curricula or within any human rights of child protection policies within preschools. Almost no national legislation in respect of education, health, or early childhood development referred to respect for diversity, peacebuilding or building socially cohesive societies with young children.

The Balkan Region is at a critical point in history as the disrespect for human or children's rights is low and especially taking into consideration the current migrant and refugee crisis affecting some of the Balkan countries and the recent increase in nationalist ideology, all point to the need to address regionally and nationally inclusion, respect for diversity and peacebuilding. CSOs at the grassroots levels are individually trying to work on peacebuilding and reconciliation, but there is little cooperation at either the national or cross-border levels.

All the countries of the Balkan Region are hoping to join the European Union and to proceed with these desires, they need to include and embrace, peace, respect for human and minority rights and openness and cooperation with others, especially between the neighbouring countries.

Best practices from other post-conflict regions suggest that there is a need to support reconciliation and peace building efforts through systemic action in the early stages of a child's development. Therefore, this practice that incorporates peacebuilding and reconciliation needs to be built into the preschool education system.

During 2014, 2015 and 2016 in kindergartens across the six countries a preschool programme was piloted. Baseline and post evaluation surveys were conducted with the young children between the ages of 3 and 6 years old, their parents and their preschool teachers. The piloting and the results of the evaluation showed that children were able



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to see and feel the effects of exclusion and prejudice and were able to learn how to be more inclusive and not pick on children because of their differences.

In addition, the training and support to the preschool teachers has resulted with improved understanding and an enhanced level of skills of the preschool teachers in all the countries to address issues of respect for diversity, recognition of emotions and understanding of exclusion and ability to work effectively with young children and their parents.

The Regional PRECEDE Network since 2012, has undertaken research about the existing legislation, policies and practices; skilful and on-going monitoring processes and analysis of the implementation of policies and practices and this is all feeding into the Regional Advocacy Strategy. With this strategy it will guide each of the National Precede Networks to develop their own strategies so that their members can start regular and constructive dialogues between the CSOs and the decision and policy makers and will enable them to lobby effectively for legislative and policy amendments to improve and include respect for diversity, peacebuilding and reconciliation through education, health and development for young children.

### 1.3. Recognizing the need for Regional Strategic Advocacy for PRECEDE

This Regional PRECEDE Advocacy Strategy maximizes on the results of the work and findings of the PRECEDE network and creates the process and plan of work that the PRECEDE Network will take forward in the next three years. In addition, each of the national partner networks will similarly develop their own national strategy with specific issues that affect the young children in their country. The focus will be on policy or legislative changes related to early childhood education and development and its connection to the reconciliation and peace building process.

The PRECEDE Network will advocate strategically at both the regional and national levels to influence the state governments and policy makers to include respect for diversity and peace building within early years education, health and development in the Balkan's Region.

Since advocacy represents team work and effort, this strategy will provide guidance to the members of the PRECEDE Network to develop and implement effective national advocacy plans and campaigns. Each aspect of the advocacy strategy and campaign will take a multi-disciplinary and team empowering individuals with specific skills, aptitudes and knowledge. Advocacy can be assisted by finding a sympathetic or interested advocate within the national government or policy making departments that can support the advocacy process on the specific issues requested.

The PRECEDE Regional Advocacy Strategy informs the approaches and the types of campaigns the CSOs will focus their attention on to change, improve and create public policies for early years' education, health, inclusion and peace building.







## 1.4. The Issues

Although progress has been made in the Region, initiated by the PRECEDE network, currently, there are few standardized preschool programmes that systematically include respect for diversity in the Balkans. For little over an academic year the programmatic toolkit, respecting diversity was piloted in kindergartens across the Balkans and was very well received by the children, preschool teachers and parents, yet there is still a lack of institutionally recognized and continuous systemic work on peacebuilding through the education of young children. ECD programmes need to include and methodologically address respect for diversity, promotion of gender equality, inclusion of ethnic minority communities and the inclusion and equal opportunities for differently abled children, the promotion of peace culture, non-violent communication and multiculturalism.

By educating, promoting and practising respect for diversity and inclusion with all young children during their formative years, whilst their cognitive and emotional progress is at its peak and phase of intensive development, changes in societal behaviour and values can be achieved.

The existing insufficient inclusion of topics in the national preschool curricula that promote peace building among children may later be a contributing factor to the growing occurrence of deviant and antisocial behaviours, prevalence of stereotypes and prejudices, absence of sensibility to diversity and respect for it among the children.

As an example, research into the behaviour of children aged between 3 and 6 years old shows that they are repeating patterns of behaviour and attitudes they see in their closest surroundings. It's the patterns of behaviour and attitudes of their parents and caregivers that influence children of that age mostly. Those years are very crucial for personal development of every child and patterns acquired at that age become more difficult to influence (positively) in the later years, according to UNICEF.<sup>1</sup>

The second issue that affects young children negatively is the insufficient number of children attending preschools, mainly due to the lack of public kindergartens, poor economic family conditions in the poorer countries of the Balkan Region, disability and the lack of appropriate transport between home and kindergarten, lack of free transport, long distances to walk each day, over-occupied capacities of the kindergartens and lack of recognition of the importance of early years' education and development by the children's parents and the general public overall.

Thirdly, the lack of professional training, skills and abilities of the kindergarten personnel on addressing topics related to peace-building, diversity, tolerance and reconciliation, as well as the insufficient involvement of parents and children in their young children's education can be considered additional issues that need to be tackled systematically, with the support of the relevant national and international institutions, civil society organizations, professionals working in these areas, private sector, media, parents and children themselves.

<sup>1</sup> [http://www.unicef.org/tfyrmacedonia/Priracnik\\_za\\_vospituvaci\\_0-6\\_-\\_ANG\\_-\\_ZA\\_WEB.pdf](http://www.unicef.org/tfyrmacedonia/Priracnik_za_vospituvaci_0-6_-_ANG_-_ZA_WEB.pdf)





## 2. PRECEDE's Advocacy Goal

PRECEDE Network's Regional ADVOCACY GOAL represents the ultimate focus of our advocacy efforts. It represents the change we want to achieve and it builds on the findings and issues related to young children in the countries of the Balkan Region.

### Our Regional Advocacy Goal is:

**To advocate and lobby with the relevant stakeholders to enhance the development and implementation of policies, standards and legislation related to young children from birth to eight years old in the spheres of early years' development, education, health and protection with respect for diversity and peacebuilding as integral aspects to ensure the well-being of every child living in the Balkan Region countries by 2019.**

## 3. PRECEDE's Advocacy Message

The Regional PRECEDE Network advocates and lobbies for governmental institutions, legislators and policy makers to put their focus on promoting respect for diversity, equity, tolerance, mutual acceptance and inclusion amongst all young children, their parents and families, communities and the educational professionals that nurture their learning and development.

A culture of peace, non-violence and a stimulating early years' environment has a positive impact on children's well-being that potentially lasts throughout their life and encourages values and good practice such as social justice, conflict prevention and building sustainable peace which further reflects positively on the community and society in general.

***We (the Balkan Countries) need to develop and ensure the implementation of policies, standards and legislation that promote respect for diversity, inclusion and peacebuilding with young children from birth to eight years old, in the spheres of early years' development, education, health and protection to ensure the well-being of every child living in the Balkan Region countries by 2019.***

## 4. Participants of the Regional PRECEDE Advocacy Strategy

Generally, considering that the overall mission of the PRECEDE network is to build sustainable regional and national networks that undertake research, monitoring and advocacy to improve the learning, care and development environments in preschool education, the main participants in this Regional Advocacy Strategy are the members of the Regional and National PRECEDE Networks, CSOs, individuals and governmental institutions.



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## 5. PRECEDE's Advocacy Target Audiences

The target audiences of the Regional PRECEDE Advocacy Strategy are the legislators, decision and policy makers within local, regional and central governments in all the six Balkan countries.

The members of the National PRECEDE Networks will develop their national advocacy strategy and will develop their individual campaigns and priorities to improve and change the legislation, policies and standards in preschool education, health and development to include respect for diversity, peacebuilding and inclusion with young children.

Below are the general lists of the potential target audiences that the National PRECEDE Networks will advocate and lobby with, for the relevant changes in legislation, policies and standards. However, for each campaign, priority or advocacy activity it should be remembered that it requires a different and specific target audience and approach.

- **Primary Target Audiences** are those governmental individuals with direct authority to make policy changes that we are advocating for with early years education, health or development. Informing and persuading the decision makers and policy makers are the central focus of our advocacy strategy. Even though we will try to get the support of other agencies such as other activists' groups, CSOs, newspapers and local government departments, we must be aware that the targeted audiences are always people, not institutions. Primary target audience for PRECEDE include:
  - ✓ **Ministers (Ministry of Labour and Social Policy, Ministry of Education, Ministry of Health and Ministry of Finance)**
  - ✓ **Advisors to the ministers**
  - ✓ **Directors of institutions of interest (example - National Commission for Children's Rights in Macedonia)**
  - ✓ **Regional Directorates of Education**
  - ✓ **Departments of Curriculum Development**
  - ✓ **Teacher Training Universities**
  - ✓ **Directors of government agencies**
  - ✓ **Members of Parliament**
  - ✓ **Representatives of political parties**
  - ✓ **Representatives of city government**
  - ✓ **Representatives of local municipalities**
- **Secondary target audiences** are those who can influence the decisions of our primary audience. Secondary audiences are important because they can provide us with the ways to reach the primary audience when they are not directly available. Secondary audiences for PRECEDE include:
  - ✓ **Representatives from CSOs and initiatives**
  - ✓ **CSOs who advocate on same or similar issues**
  - ✓ **CSO networks active in the sphere of education, health or child development**



- ✓ *Interest groups (formal and informal groups)*
- ✓ *Parents and close family members of the preschool age children*
- ✓ *Representatives of the media (editors, journalists, bloggers, social media experts)*
- ✓ *Representatives of the journalists' coalitions and associations*
- ✓ *Representatives from the business sector*
- ✓ *Preschool educators and other professionals from preschool institutions*
- ✓ *Professors from the Faculty of Pedagogy, Psychology and Sociology who work on preschool education*
- ✓ *All public, high profile and influential individuals such as philanthropists, actors, musicians, artists, activists, intellectuals, academics willing to advocate for accomplishing PRECEDE's goal*

Members of Parliament, depending on their position and the influence they have, can also be considered a secondary audience. For example, one Member of Parliament might be willing to advocate for the issue directly in the parliament. But you should be very careful since sometimes working with MP's can be quite time consuming with very little effect.

## 6. PRECEDE's Advocacy Strategic Objectives and Activities

Please refer to the assessment table contained in the **Regional Advocacy Manual for PRECEDE**, to guide the National PRECEDE Network to set and decide upon the most appropriate activities and key messages per objective. Some examples of proposed activities and key messages per objective are to be found below the list of advocacy objectives.

Ideally, there should be no more than 5 activities for each objective, and for each one there should be a lead person (organization), partners, specific timing and costs determined in advance.

**The Regional PRECEDE Advocacy Strategy 2016-2019 has 5 objectives.** These are detailed below:

- 1. To advocate for the inclusion and integration of conflict prevention, peace building and respect for diversity modules and practice in the national education curriculum beginning with the preschool curricula.**
- 2. To advocate for professional training programmes, accreditation and evaluation standards at pre-service and in-service levels for all personnel working in health, early years care, development, and education to understand, accept and practice respect for diversity and inclusion to improve children's wellbeing and community peace building.**
- 3. To advocate for improvements in the quality and numbers of early years' services enabling greater access to children from birth to eight years old to health, development, education and care.**





4. To establish and build effective cooperation with the media to promote and lobby for the inclusion of peacebuilding, conflict prevention and reconciliation through early childhood education and development programmes.

5. To lobby for active inclusion of parents in young children's education for respect for diversity.

• **The Message and Suggested Activities for Objective 1:**

**Key message:** *We advocate for legislation, policies, standards and practice that promote respect for diversity, equity, tolerance, mutual acceptance and inclusion amongst all young children, their parents and families, communities and the educational professionals that nurture their learning and development. Balkan Region's countries need to build an integral national preschool curriculum that provides young children with opportunities to learn and practise respect for diversity and build more peaceful and socially cohesive societies.*

**Activity 1.1** - Organize national/international workshops, public conferences or panel discussions on topics related to respect for diversity and peace building for early years' education and development for the representatives from the relevant government institutions (primary target audience), other CSOs, formal or informal groups, professionals or individuals interested in the topic, that are not part of PRECEDE network.

**Activity 1.2** - Hold regular personal or group meetings with as many representatives as possible from both primary and secondary audience.

**Activity 1.3** - Prepare and produce various types of informative and educational materials regarding the benefits of integrated modules for respect for diversity in the ECD national curricula.

**Activity 1.4** - Maintain regular contact and communication with representatives of primary and secondary target audience in order to keep them updated about new developments, research and PRECEDE's activities about respect for diversity in early years' education and development.

**Activity 1.5** - Organize field visits together with representatives of the relevant institutions to the kindergartens where the 'Programmatic Toolkit for Respect for Diversity' has been successfully piloted.

• **The Message and Suggested Activities for Objective 2:**

**Key message:** *The level of professional competences and personal skills of the workforce is a crucial element in working with and caring for young children which dictates and affects the quality of the services and impacts on children's lives directly. Therefore, it is of utmost*



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*importance that all professionals upgrade their competency and maintain high standards within the delivery of services and the inclusion of all children and respond to the ever evolving environment and social dynamic. Therefore, help us to ensure professional training programmes, accreditation and evaluation standards at pre-service and in-service levels for all personnel working in health, early years care, development, and education to understand, accept and practice respect for diversity and inclusion to improve children's wellbeing and community peacebuilding.*

**Activity 2.1** - Organize study visits with the representatives of the relevant state institutions to the countries from the Region (preferably partner countries from PRECEDE network) to gain insights and be informed about the regional early childhood education practices and policies.

**Activity 2.2** - Organize an international conference for the representatives of the relevant state institutions and preschool teachers from the Balkan Region on topics related to peacebuilding, respect for diversity and reconciliation through early childhood education and development.

**Activity 2.3** - Organize presentations about the research findings from the piloting of the "Regional Programmatic Toolkit for Respect for Diversity" in the kindergartens from the Balkan Region, in order to acknowledge the positive progress that has been made.

**Activity 2.4** - Establish and maintain cooperation with the University Course and Curricula Management (from the state and private Universities) in order to lobby for an upgrade of their academic curricula with accredited training programmes that include respect for diversity and inclusion in early childhood education and development.

- **The Message and Suggested Activities for Objective 3:**

**Key message:** *Enabling inclusive, quality and accessible health, development, education and care services for preschool children and their parents/guardians must be a priority for the national and local policy makers. We ask all the key players for their undivided support to make this possible, as it reflects positively on the personal and academic growth of the children and their well-being and provides a good support system for the parents and also benefits the communities in the long term.*

**Activity 3.1** - Maintain regular contact, communication and organize personal meetings with representatives of the primary target audience.

**Activity 3.2** - Prepare and produce various types of information about best practices and educational materials regarding the benefits of having quality and inclusive early years' services and enabling greater access to children from birth to eight years old to health, development, education and care.

**Activity 3.3** - Organize workshops with representatives of both primary and secondary audience on the subject of the importance of improving the quality and accessibility of the early years' services for all children.



- **The Message and Suggested Activities for Objective 4:**

**Key message:** *Inclusion of peacebuilding, conflict prevention and reconciliation through early childhood education and development programmes is too important to remain out of the media's focus. That's why it is essential that the media properly reports about these issues and shapes the public opinion by producing high quality material about early years' education, development and care. Help us put the focus on the importance of having an inclusive and improved preschool education and care system that provides long term benefits for the children, their parents and the communities in general in terms of building more peace oriented and socially aware young individuals, as well as socially cohesive and just societies.*

**Activity 4.1** - Establish and maintain active dialogue with media representatives and convey the changes that need to be made.

**Activity 4.2** - Prepare and produce materials that media representatives can use as a reference about the situation in preschool institutions, about all positive effects of having curricula modules of respect for diversity, peace building and reconciliation in the preschool education and about the importance of obtaining quality and appropriate preschool education and childcare/healthcare in general.

**Activity 4.3** - Initiate the preparation of a 'Media CODEX', (a written manual by the representatives of the media), on how to report on issues and topics related to early childhood education and development.

**Activity 4.4** - Organize national or regional panel discussions and workshops with representatives of the media, their associations, the secondary target audience and members of the PRECEDE National Network to introduce the best ways for media to report on the topics related to early childhood education and development, improving the visibility of preschool education in the media, raising awareness of the need for an improved holistic curricula that includes respect for diversity, peacebuilding and reconciliation.

- **The Message and Suggested Activities for Objective 5:**

**Key message:** *Ensuring active parental participation in young children's education will bring long term benefits and significantly improve the quality of the whole early years education process, additionally motivate and empower the children, as well as build stronger bonds of cooperation and support in the network of educators, parents and the children themselves while addressing respect for diversity and inclusion of more children, especially the ones from the vulnerable minorities. For this reason, we invite all preschool professionals to welcome and encourage parents to become more actively involved and help us build an improved and inclusive educational and developmental environment for our children.*

**Activity 5.1** - Create informal local networks of parents of children already part of the early years' education system, parents of disadvantaged children, preschool educators,





CSOs advocating for the rights of marginalized groups and representatives from the marginalized groups.

**Activity 5.2** - Support the establishment of the National Council of Parents by organizing petitions, presentations and social events.

**Activity 5.3** - Organize conferences and panel discussions on different topics related to the importance of peace building, respect for diversity and reconciliation through early years education with the parents of children in the kindergartens, associations of parents, educators, pedagogues, sociologists, psychologists and other experts in the field.

**Activity 5.4** - Manage a public campaign with printed and online materials to gain support from the parents, mobilize the public and raise awareness on the importance of active parental inclusion in the process of early years' education, development and care.

## 7. Lobbying for PRECEDE's Objectives

With the use of lobbying activities and actions taken to deliver our advocacy messages, the National PRECEDE Networks will work at influencing the decisions made by officials in the government/parliament, most often legislators or members of regulatory agencies. A sustainable change in policy and legislation is crucial for the advocacy objectives and goal of the Regional PRECEDE Network. For these reasons, it is important that the lobbying process includes a concerted and organised campaign by the members of the national networks.

In the context of advocacy, lobbying for the goal and objectives of the Regional PRECEDE Advocacy Strategy means going for a strategic, direct and informal way of influencing decision makers, through:

- *Writing personal letters/emails to decision makers (representatives of the relevant ministries, government officials, ministries' and government's advisors, representatives of international legal bodies);*
- *Phone calls or connecting with individuals/groups of interest via online conference video calls;*
- *Having face-to-face meetings with decision makers;*
- *Establishing informal contacts at public gatherings (such as receptions, seminars, conferences, celebrations, cocktail parties etc.);*
- *Organizing working visits with target audiences/partners and allies/ decision makers/supportive high-profile individuals relevant to the cause;*
- *Organizing debates/panel discussions/forums with the target audiences and concerned citizens in regards to the topic.*







## 8. Recommended Additional Awareness Raising Activities for the Regional PRECEDE Network at the Regional and National Context

### International and Regional:

- Participation in international regional conferences, roundtables, meetings, initiatives, and activities to promote best practices and effective models within the PRECDE Network;
- Participation in public debates on developing and strengthening existing ECD mechanisms at the regional level;
- Support and carry out joint regional activities aimed at exchange of information, lessons learned and effective models of ECD.

### National:

- Participation in national conferences, roundtables, and meetings with key opinion leaders and others to further sensitize them on their role and responsibilities towards ECD importance;
- Participation in public debates and support initiatives to develop and strengthen existing ECD policies with monitoring their implementation in the country; Communication with relevant national ECD actors;
- Exchange of information and lessons learned between local and other relevant ECD actors.

## 9. Working with the Media

The media represents a target audience, but also our ally in the process of advocating for PRECEDE's goal and objectives because they add credibility and legitimacy to the topics they report. They are the partners that will help PRECEDE Network members in spreading the message, reaching the broader target audience and to help advocate for the issue more effectively. It is important for PRECEDE Network members to reach out to the media in their countries (national, local, print, broadcast, online, privately or CSO owned) or possibly the international media networks in a strategic way.

It would be highly beneficial if every organization conducts research on the media coverage on a national level, about topics related to early years' education and development in the recent years, and keep in mind that the media outlets must be suitable for the delivery of a specific message and followed by a specific target audience.

Here are a few inexpensive methods for getting regional and national PRECEDE Network messages to the media:

- ***Press releases (electronic or paper-based)***
- ***News conferences for the TV stations, radios and online media***
- ***Letters to the editors***
- ***TV/radio interviews/debates***
- ***Briefings***



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The challenge for the advocates is to make stories about early childhood education landscape as compelling and interesting as the portrait about individual families or children. Looking for the best practices and personal success stories would highlight the importance of the message.

**Example for a positive feature story in the media:** *A life story about a child from a vulnerable or marginalized group, who thanks to his timely enrolment in a kindergarten completes the process of his secondary and higher education. He is now a role model for his friends coming from socially endangered families in risk, succeeding to become literate, getting proper education and getting employed thanks to the timely inclusion in the early years' educational process.*

## 10. Monitoring and Evaluation

Monitoring of the PRECEDE Advocacy Strategy starts with the very first advocacy and lobbying step. Below (see tables at the bottom) are the specific steps that the PRECEDE network will take regarding the monitoring and evaluation of the activities, in order to estimate the effectiveness of the Regional Advocacy Strategy.

The following methods will be used to collect, track and measure the results, including possible risks of the changes that have taken place in the duration of the strategic advocacy activities:

<b>Monitoring and Evaluation Log Frame for PRECEDE's goal, objectives and activities</b>			
<b>Activities</b>	<b>Indicators</b>	<b>Means of verification</b>	<b>Risks</b>
<p><b>Goal:</b> To advocate and lobby with the relevant stakeholders to enhance the development and implementation of policies, standards and legislation related to young children from birth to eight years old in the spheres of early years' development, education, health and protection with respect for diversity and peacebuilding as integral aspects to ensure the well-being of every child living in the Balkan Region countries by 2019.</p>	<ul style="list-style-type: none"> <li>-Number of early years education, care and development facilities that have implemented programs and standards related to respect for diversity, peacebuilding and reconciliation</li> <li>-Number of adopted national legislations and policy changes regarding the early years sector</li> <li>-Number of new quality early years' facilities or number of those with improved capacity and quality</li> <li>-Number of children enrolled in the preschool institution or care centres, including</li> </ul>	<ul style="list-style-type: none"> <li>-Desktop research of the statistical data from the Ministries of Labour and Social Policy, Health, Education, Finances and other relevant institutions (comparing the numbers before and after)</li> <li>-Obtaining, tracking and comparing official public data from the State Statistics Agency</li> <li>-Use research data from the civil society organizations</li> <li>-Research data from international CSO's and institutional bodies across the region (e.g. UNICEF)</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of financial and logistic support from the government institutions for improvement of the early childhood sector</li> <li>-Lack of strong public support</li> <li>-Lack of political will</li> <li>-Bureaucratic obstacles and differences in political authority between the central and local government that directly affect the preschool institutions (kindergartens and care centres)</li> </ul>





	those with special needs		
<b>Objective 1: To advocate for the inclusion and integration of conflict prevention, peacebuilding and respect for diversity modules and practice in the national education curriculum beginning with the preschool curricula.</b>			
<b>Activity 1.1</b> - Organize national/international workshops, public conferences or panel discussions on topics related to respect for diversity and peacebuilding for early years education and development for the representatives from the relevant government institutions (primary target audience), other CSOs, formal or informal groups, professionals or individuals interested in the topic that are not part of PRECEDE network.	<ul style="list-style-type: none"> <li>-Number of national and international workshops/panel discussions or public conferences held for representatives from the primary and secondary target audiences</li> <li>-Number of decision makers reached</li> <li>-Number of workshop participants from the target audiences</li> </ul>	<ul style="list-style-type: none"> <li>-Use of participants lists</li> <li>-Use of evaluation forms from the workshops</li> <li>-Use of informal feedbacks from the participants after the workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Failing to generate interest for the workshops and conferences among target groups</li> <li>-Not having enough participants</li> <li>-Logistical obstacles</li> </ul>
<b>Activity 1.2</b> - Hold regular personal or group meetings with as many representatives as possible from both primary and secondary target audience	<ul style="list-style-type: none"> <li>-Number and types of meetings held</li> <li>-Numbers of decision makers reached</li> <li>-Number of stakeholders with high decision making level and authority reached</li> <li>-Number of feedbacks from decision-makers after the personal meetings</li> <li>-Number of briefings</li> <li>-Number of presentations</li> <li>-Number of meetings (including regional) with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>-Tracking records and Minutes of the meetings held with primary and secondary target audiences</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of interest in the subject of PRECEDE's advocacy efforts</li> <li>-Not enough participants attending the meetings</li> <li>-Not enough meeting time do properly discuss topics of interest related to the subject of the advocacy</li> </ul>
<b>Activity 1.3</b> - Prepare and produce various types of informative and educational materials regarding the benefits of integrated modules for respect for diversity in the ECD national curricula	<ul style="list-style-type: none"> <li>-Number of printed materials</li> <li>-Number of textual content on the PRECEDE online platforms</li> <li>-Number of audio/visual content produced by PRECEDE network members</li> </ul>	<ul style="list-style-type: none"> <li>-Tracking the publishing and distribution (quantity of distributed materials and destination)</li> <li>-Use of online tools to measure feedback of published articles (e.g. Sitemeter)</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of interest in obtaining the given information regarding the subject</li> <li>-Lack of financial support</li> <li>-Insufficient production and distribution of materials for the interested targets</li> </ul>



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<p><b>Activity 1.4</b> - Maintain regular contact and communication with representatives of primary and secondary target audience in order to keep them updated about new developments, research and PRECEDE's activities about respect for diversity in early years' education and development</p>	<ul style="list-style-type: none"> <li>-Number and frequency of sent letters and emails to target audiences</li> <li>-Number of replies from relevant target audiences</li> <li>-Number of phone calls</li> <li>-Number of target audience representatives that are actively participating in discussions on the social media which are relevant to the subject of the advocacy efforts</li> <li>-Number of briefings held</li> <li>-Number of consultations held</li> </ul>	<ul style="list-style-type: none"> <li>-Track records of phone calls, emails, letters and consultations</li> <li>-Use of FB analytics (FB insight data – posts reached, engagement, etc.)</li> <li>-Organization's data log</li> </ul>	<ul style="list-style-type: none"> <li>-Failing to establish good and constant communication channels</li> <li>-Failing to gain interest and focus of the target audience</li> <li>-Low or no interest in the subject by target audience</li> <li>-Change in institutional structures and hierarchy due to political change and disruption of the dynamics of the advocacy efforts</li> </ul>
<p><b>Activity 1.5</b> - Organize field visits together with representatives of the relevant institutions to the kindergartens where the 'Programmatic Toolkit for Respect for Diversity' has been successfully piloted</p>	<ul style="list-style-type: none"> <li>-Number of filed visits</li> <li>-Number of preschool institutions (kindergartens) visited by representatives of the relevant state institutions</li> <li>-Number of relevant representatives attending the visits</li> </ul>	<ul style="list-style-type: none"> <li>-Tracking records for all conducted field visits, relevant representatives from the institutions and the visited kindergartens</li> </ul>	<ul style="list-style-type: none"> <li>-Low number of relevant representatives interested in attending the field visits to the kindergartens</li> <li>-Lack of time for the preschool staff to prepare for the activity and possible presentation</li> </ul>
<p><b>Objective 2: To advocate for professional training programmes, accreditation and evaluation standards at pre-service and in-service levels for all personnel working in health, early years care, development, and education to understand, accept and practice respect for diversity and inclusion to improve children's wellbeing and community peacebuilding.</b></p>			
<p><b>Activity 2.1</b> - Organize study visits with the representatives of the relevant state institutions to the countries from the Region (preferably partner countries from PRECEDE network) to gain insights and be informed about the regional early childhood education practices and policies.</p>	<ul style="list-style-type: none"> <li>-Number of study visits</li> <li>-Number of countries visited</li> <li>-Number of relevant representatives attending the visits</li> <li>-Number of ECD institutions visited in the Region</li> </ul>	<ul style="list-style-type: none"> <li>-Track records of the visits</li> <li>-Use data from feedback forms from the attendees</li> <li>-Use of attendees lists</li> </ul>	<ul style="list-style-type: none"> <li>-Financial risks/not enough funding to organize thee study visits to other countries of the Region</li> <li>-Lack of good regional coordination</li> </ul>
<p><b>Activity 2.2</b> - Organize an international conference for the</p>	<ul style="list-style-type: none"> <li>-Number of conferences held</li> <li>-Number of feedbacks</li> </ul>	<ul style="list-style-type: none"> <li>-Event monitoring logs</li> <li>-Participants lists</li> <li>-Feedback forms</li> </ul>	<ul style="list-style-type: none"> <li>-Failing to generate interest for the conference among</li> </ul>





representatives of the relevant state institutions and preschool teachers from the Balkan's Region on topics related to peace building, respect for diversity and reconciliation through early years' education and development	and follow-ups from participants -Number of participants from the target audiences relevant for the PRECEDE's subject of advocacy efforts		target groups in the Region -Not having enough participants -Lack of proper funding for the event -Lack of good international coordination with the partners
<b>Activity 2.3</b> - Organize presentations about the research findings from the piloting of the Regional Programmatic Toolkit for Respect for Diversity in the kindergartens from the Balkan Region, in order to acknowledge the positive progress that has been made	-Number of presentations organized -Number of relevant Regional participants -Amount of feedback forms from participants -Number of provided follow ups after the presentations	-Use of participants lists and feedback forms -Use of polls for follow up -Tracking record of all conducted presentations	-Logistical obstacles -Lack of interest to attend the presentations and in general in the subject -Lack of feedback and follow up
<b>Activity 2.4</b> - Establish and maintain cooperation with the University Course and Curricula Management (from the state and private Universities) in order to lobby for an upgrade of their academic curricula with accredited training programmes that include respect for diversity and inclusion in early childhood education and development.	-Number of lobby visits to the University institutions -Number of work meetings with the management or representatives of the private and state Universities -Number of written commitments in regards to the upgrade of their academic curricula -Number and frequency of exchanged letter and emails	-Tracking records of online and hand written correspondence -Tracking records of all conducted visits and meeting	-Lack of interest from the Universities' Managements to establish cooperation with the PRECEDE network (civic organizations in general) -Lack of time and busy schedules of the academic professors and representatives from the management due to examination sessions or lectures
<b>Objective 3: To advocate for improvements in the quality and numbers of early years' services enabling greater access to children from birth to eight years old to health, development, education and care.</b>			
<b>Activity 3.1</b> - Maintain regular contact, communication and organize personal meetings with representatives of the primary target audience.	-Number of personal meetings with decision-makers -Number of feedback from decision-makers after the meetings -Number of emails (number of emails with relevant content that received reply from the	-Communication logs (sent and received emails, letters, phone calls, text messages, social media messages, etc.) -Meeting minutes -Track records of representatives of the primary target	-Failing to establish good and constant communication channels -Failing to gain interest and focus of the target audience -Low or no interest in the subject by target audience





	<p>target audience)</p> <ul style="list-style-type: none"> <li>-Number of target audience representatives that are actively participating in discussions on the social media which are relevant to the subject of the advocacy efforts</li> <li>-Number of briefings held</li> <li>-Number of presentations</li> <li>-Number of consultations held</li> <li>-Number of regional meetings held</li> </ul>	<p>audience who have been contacted</p> <ul style="list-style-type: none"> <li>-Track records of decision makers actively involved in PRECEDE advocacy efforts</li> <li>-Participants list</li> <li>-Use of FB analytics (FB insight data – posts reached, engagement, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-Change in institutional structures and authority due to political change and disruption of the dynamics of the advocacy efforts</li> </ul>
<p><b>Activity 3.2</b> - Prepare and produce various types of information about best practices and educational materials regarding the benefits of having quality and inclusive early years' services and enabling greater access to children from birth to eight years old to health, development, education and care.</p>	<ul style="list-style-type: none"> <li>-Number of products developed and distributed (reports, research papers, publications, brochures, leaflets, audio/visual materials, online contents)</li> <li>-Number and type of recipients of the advocacy products</li> </ul>	<ul style="list-style-type: none"> <li>-Track records of the developed and distributed products</li> <li>-Online analytics</li> </ul>	<ul style="list-style-type: none"> <li>-Failing to generate enough content that can be used for brochures, leaflets, website</li> <li>-Lack of finances for printing and distributing the materials</li> <li>-Prepared materials not reaching targeted audience</li> </ul>
<p><b>Activity 3.3</b> - Organize workshops with representatives of both primary and secondary audience on the subject of the importance of improving the quality and accessibility of the early years' services for all children.</p>	<ul style="list-style-type: none"> <li>-Number of workshops held</li> <li>-Number of research or analysis products developed (reports, briefs...) i.e. workshop material</li> <li>-Number of participants from both primary and secondary target audiences</li> <li>-Number and type of topics covered</li> <li>-Number and type of follow ups and feedbacks from the target participants in the workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Participants lists</li> <li>-Feedback forms</li> </ul>	<ul style="list-style-type: none"> <li>-Decision makers not being informed properly</li> <li>-Decision makers not showing interest for the issue</li> <li>-Lack of participants from relevant institutions and target audiences</li> </ul>
<p><b>Objective 4: To establish and build effective cooperation with the media to promote and lobby for the inclusion of peacebuilding, conflict prevention and reconciliation through early childhood education and development programmes.</b></p>			



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<p><b>Activity 4.1</b> - Establish and maintain active dialogue with media representatives and convey the changes that need to be made.</p>	<ul style="list-style-type: none"> <li>-Number of outreach attempts to reporters and editors</li> <li>-Number of reporters that are cooperating with PRECEDE</li> <li>-Number of press releases distributed</li> <li>-Number of media that reacted to the press release</li> <li>-Number of letters and meetings with editors of selected media</li> <li>-Number and types of media partnerships formed</li> <li>Number of cooperation memos signed</li> <li>-Number of distribution outlets accessed through media partnerships</li> <li>-Number of press conferences held</li> <li>-Number of articles publishes in the media after the press conference</li> </ul>	<ul style="list-style-type: none"> <li>-Media monitoring records</li> <li>-Google and Facebook analytics</li> <li>-Communication logs (written, online, via phone)</li> <li>-Desktop research</li> <li>-Archived data for meeting minutes and signed media partnership memos</li> <li>-Press clipping (print and online media)</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of interest from the media representatives</li> <li>-Providing unattractive materials to the media representatives</li> <li>-Failed press conferences</li> <li>-Failing to get noticeable media attention and proper feedback</li> </ul>
<p><b>Activity 4.2</b> - Prepare and produce materials that media representatives can use as a reference about the situation in preschool institutions, about all positive effects of having curricula modules of respect for diversity, peace building and reconciliation in the preschool education and about the importance of obtaining quality and appropriate preschool education and childcare/healthcare in general.</p>	<ul style="list-style-type: none"> <li>-Amount of informative reference materials produced (digital or printed)</li> <li>-Amount of sample materials distributed to the media</li> <li>-Number of media that have responded to the provided materials</li> <li>-Number of selected media using the materials provided by PRECEDE and have committed to reporting accordingly</li> </ul>	<ul style="list-style-type: none"> <li>-Media monitoring</li> <li>-Phone surveys</li> <li>-Tracking records of produced and delivered materials</li> <li>-Organization's archive</li> </ul>	<ul style="list-style-type: none"> <li>-Not enough material for the media to use and inform regarding the topics of PRECEDE's interest related to ECD</li> <li>-Lack of financial support in producing the content on the subject of PRECEDE's advocacy efforts for media use</li> <li>-Lack of interest to use the materials properly</li> <li>-Lack of understanding and complying with the material provided to the media representatives</li> </ul>
<p><b>Activity 4.3</b> - Initiate the preparation of a 'Media CODEX', (a written manual by the representatives of the</p>	<ul style="list-style-type: none"> <li>-Number of media interested in developing a "Media Codex" for ECD reporting</li> </ul>	<ul style="list-style-type: none"> <li>-Members lists</li> <li>-Statistic data from the media channels</li> <li>-Track records from meetings</li> </ul>	<ul style="list-style-type: none"> <li>-The media not engaging in discussions or creating of a "Media Codex" related to ECD</li> <li>-Lack of interest or</li> </ul>



media) on how to report on issues and topics related to early childhood education and development.	<ul style="list-style-type: none"> <li>-Number of media representatives interested in signing and following the guidelines from the manual</li> <li>-Number of established working groups consisting of both - PRECEDE advocates and media representatives</li> </ul>	-Track records of content created	motivation to commit to the potential guidelines of the “Media Codex”
<b>Activity 4.4</b> - Organize national or regional panel discussions and workshops with representatives of the media, their associations, the secondary target audience and members of the PRECEDE National Network to introduce the best ways for media to report on the topics related to early childhood education and development, improving the visibility of preschool education in the media, raising awareness of the need for an improved holistic curricula that includes respect for diversity, peacebuilding and reconciliation.	<ul style="list-style-type: none"> <li>-Number of discussions/workshops held</li> <li>-Number of media representatives with increased knowledge and improved ability to report about peacebuilding through ECD</li> <li>-Number of participants from both target audiences on the panel discussions and workshops</li> <li>-Number of media covering the conference or discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Participants list</li> <li>-Feedback forms</li> <li>-Media monitoring records</li> </ul>	<ul style="list-style-type: none"> <li>-Failing to generate interest for the workshops and panel discussions among target audiences</li> <li>-Not having enough participants</li> </ul>
<b>Objective 5: To lobby for active inclusion of parents in young children’s education for respect for diversity.</b>			
<b>Activity 5.1</b> – Create informal local networks of parents of children already part of the early years’ education system, parents of disadvantaged children, preschool educators, CSOs advocating for the rights of marginalized groups and representatives from the marginalized groups.	<ul style="list-style-type: none"> <li>-Number of networks created</li> <li>-Number and type of members in the networks</li> <li>-Number of kindergartens where this kind of network has been initiated</li> </ul>	<ul style="list-style-type: none"> <li>-Monitoring of the networks creation and their activities</li> <li>-Keeping records of number of created networks</li> <li>-Keeping records of members (comparing statistics in certain timeline)</li> <li>-Desktops research</li> <li>-Use od data from the kindergartens archives</li> </ul>	<ul style="list-style-type: none"> <li>-Failing to generate interest for the formation of the informal local networks among target groups</li> <li>-Not having enough members</li> <li>-Sustainability of the informal networks</li> </ul>
<b>Activity 5.2</b> - Support the establishment of the National Council of	<ul style="list-style-type: none"> <li>-Number of parents reached</li> <li>-Number of events</li> </ul>	<ul style="list-style-type: none"> <li>-Event monitoring</li> <li>-Tracking records</li> <li>-Participants lists</li> </ul>	-Lack of parents motivated enough to establish and be active





<p>Parents by organizing petitions, presentations and social events.</p>	<p>organized -Number of petitions and presentations -Number of supporters per petition -Number of attendees to the presentations and events</p>	<p>-Online surveys and analytic data processing</p>	<p>in the National Council of Parents -Sustainability of the National Council of Parents</p>
<p><b>Activity 5.3</b> - Organize conferences and panel discussions on different topics related to the importance of peace building, respect for diversity and reconciliation through early years education with the parents of children in the kindergartens, associations of parents, educators, pedagogues, sociologists, psychologists and other experts in the field.</p>	<p>-Number of national conferences and panel discussions held -Number of topics covered -Number of participants</p>	<p>-Event monitoring -Keeping records of participants -Feedback forms from the participants</p>	<p>-Low number of participants -Not enough interest in participating in an event about these particular topics -Organizational and coordination obstacles in terms of bringing all necessary professionals and parents together in one event</p>
<p><b>Activity 5.4</b> - Manage a public campaign with printed and online materials to gain support from the parents, mobilize the public and raise awareness on the importance of active parental inclusion in the process of early years education, development and care.</p>	<p>-Number of brochures and leaflets developed -Number of ads developed (radio, TV, print, online) -Number of texts/articles, published on the PRECEDE websites -Number of texts/articles shared from the PRECEDE websites to other websites -Number of produced videos/photo stories -Number of followers on social networks -Amount of reach via social/online media (Email, Facebook, Twitter, websites and blogs) -Number and types of distribution outlets for the material</p>	<p>-Desktop research using Google and Facebook analytics -Website monitoring -Communication logs -Data collecting from the Media campaign monitoring -Online/print or phone surveys -Track records of published/distributed brochure and leaflet copies</p>	<p>-Failing to generate enough content that can be used for brochures, leaflets, website -Lack of finances for printing and distributing materials -Prepared materials not reaching target audience -Target audiences not engaging in discussions or creating of the materials</p>



<b>Interim Outcomes Frame</b>			
	<b>Outcomes</b>	<b>Indicators &amp; means of verification</b>	<b>Risks</b>
<p><b>Network advocacy capacity, partnerships and alliances</b></p> <p>- ability of the organization or network to create, adapt and manage advocacy strategy</p> <p>- mutually beneficial relations with other organizations or networks who support or participate in the advocacy strategy</p>	<p>- improved knowledge about creating and managing advocacy strategy</p> <p>- improved media relations</p> <p>- new and stronger organizational relations</p> <p>- new organizations or networks signing on as collaborators</p>	<p>- a regional (and later a national) advocacy strategy produced and disseminated (distributed to the network members via e-mail, print or social media)</p> <p>- number of reporters that are cooperating with PRECEDE</p> <p>- number of editors that are cooperating with PRECEDE</p> <p>- number of press releases distributed</p> <p>- number of media that reacted to the press release</p> <p>- number and types of media partnerships</p> <p>- number and types of distribution outlets gained</p> <p>- number of new organizations or networks signing on as collaborators (collaboration memorandum signed)</p>	<p>- failing to produce good advocacy strategy</p> <p>- failing to properly manage the strategy</p> <p>- failing to get interest and support from non-PRECEDE network organizations</p>
<p><b>New advocates and champions</b></p> <p>- previously unengaged individuals who take action in support of an action or an issue</p> <p>- high-profile individuals who adopt an issue and publically advocate for it</p>	<p>- new advocates recruited</p> <p>- new advocates actions to support issue</p> <p>- new champions recruited</p> <p>- new champions actions</p>	<p>- number of new advocates recruited (collaboration memos signed)</p> <p>- number of champions recruited (collaboration memos signed)</p> <p>- types of action performed by new advocates (e.g. public rallies, public speaking, distribution of the materials, meetings, etc.)</p> <p>- types of action performed by new champions (e.g. speaking out, public appearances to support the issue, etc.)</p>	<p>- failing to recruit new advocates and champions</p> <p>- failing to properly communicate and organize activities with new advocates</p> <p>- new advocates and champions might express an attitude in public that is not in accordance with the politics of the organization or network</p> <p>- inability to target primary audiences with new advocates and champions</p>
<p><b>Visibility and recognition of the</b></p>	<p>- Request for advocate products (research</p>	<p>- number of requests for printed materials</p>	<p>- failing to properly promote prepared</p>





<p><b>issue</b></p> <ul style="list-style-type: none"> <li>- identification of the organization or network as credible source of an issue</li> </ul>	<p>papers, statistical data, brochures, leaflets, online materials, etc.)</p> <ul style="list-style-type: none"> <li>- invitations to the advocates to speak for the issue</li> </ul>	<ul style="list-style-type: none"> <li>- number of visits to the PRECEDE website</li> <li>- number of engagement on social networks</li> <li>- number of views of the produced materials on social media</li> <li>- number of invitations for advocates to speak for the issue</li> </ul>	<p>materials</p> <ul style="list-style-type: none"> <li>- failing to distribute materials in timely manner</li> <li>- failing to properly promote online available content</li> <li>- not responding in time to the requests for the advocates to speak for the issue</li> </ul>
<p><b>Public will</b></p> <ul style="list-style-type: none"> <li>- willingness of a target audience to advocate in support of an issue</li> </ul>	<ul style="list-style-type: none"> <li>- increased percentage of the target audience with the favourable attitude over the issue</li> <li>- increased percentage of the target audience willing to take action over the issue</li> <li>- attendance at the advocacy events (e.g. public forums, workshops, debates, rallies, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- online polling</li> <li>- participants lists</li> <li>- track records of numbers of target audience representatives with favourable attitude and willing to advocate for the issue</li> </ul>	<ul style="list-style-type: none"> <li>- inability to gather enough participants in the online polling</li> <li>- failing to motivate members of the targeted audience to participate in larger numbers at the advocacy events</li> </ul>
<p><b>Political will</b></p> <ul style="list-style-type: none"> <li>- willingness of policy makers to act in support of an issue</li> </ul>	<ul style="list-style-type: none"> <li>- mentioning of advocacy products or ideas at policy debates</li> <li>- increase of government officials who publicly support the issue</li> <li>- more PRECEDE's issue mentioned in policymakers speeches</li> </ul>	<ul style="list-style-type: none"> <li>- media monitoring</li> <li>- number of citations of advocacy products</li> <li>- number of mentioning issues in speeches</li> <li>- number of signed collaboration memos</li> </ul>	<ul style="list-style-type: none"> <li>- not generating enough interest</li> <li>- low placement on political agenda</li> <li>- failing to attract policy makers to give open support</li> </ul>
<p><b>Media coverage</b></p> <ul style="list-style-type: none"> <li>- quantity and quality of coverage in print, broadcast and online media</li> </ul>	<ul style="list-style-type: none"> <li>- frequent citations of advocacy products</li> <li>- stories regarding children and ECD, successfully placed in the media (length of a story, placement in the print media, placement in online media, style...)</li> <li>- PRECEDE or other ECD advocates appearing in the media (press conferences, interviews, debate shows, news coverage of advocacy activities...)</li> <li>- increased engagement regarding the issue online</li> </ul>	<ul style="list-style-type: none"> <li>- media monitoring</li> <li>- press clipping (print and online media)</li> <li>- Google analytics</li> <li>- Facebook analytics</li> <li>- number of citations, invitation for appearance of PRECEDE advocates, media stories, amount of media coverage and engagement</li> </ul>	<ul style="list-style-type: none"> <li>- failing to establish relations with the media</li> <li>- failing to get good placement of the advocacy issue in the media</li> <li>- not generating engaging content that will provide better visibility of the issue</li> <li>- poor following on social media</li> <li>- uninterested audience that doesn't engage in public debates</li> </ul>





## Conclusion

The Regional Precede Advocacy Strategy lays out the priorities and the objectives that the members of the Regional Network will strive to achieve between 2016 and 2019.

The National Precede Networks will be supported to develop their National Precede Advocacy Strategies taking into account the overall Balkan Region focus and the situation within their countries and the priorities agreed upon within their networks.



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