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United Nations Development Programme
Bureau for Development Policy
Democratic Governance Group

Civic Education Practical Guidance Note

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UNDP is the UN's global development network, advocating for change and connecting countries to knowledge, experience and resources to help people build a better life. We are on the ground in 166 countries, working with them on their own solutions to global and national development challenges. As they develop local capacity, they draw on the people of UNDP and our wide range of partners.

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List of Acronyms

CCA	–	Common Country Assessment
CSO	–	Civil Society Organization
CBO	–	Community Based Organization
CO	–	Country Office
CSR	–	Corporate Social Responsibility
NGO	–	Non-Governmental Organization
MDGs	–	Millennium Development Goals
MYFF	–	Multi Year Funding Framework
NHDR	–	National Human Development Report
NHRAP	–	National Human Rights Action Plan
PPP	–	Public Private Partnership
PRSP	–	Poverty Reduction Strategy Paper
UNDAF	–	UN Development Assistance Framework
UNDP	–	United Nations Development Programme

Executive Summary

This Practical Guidance Note has four parts. It aims to:

- **Heighten awareness and knowledge of Civic Education within UNDP country offices (COs).**
- **Assist COs by providing practical information and guidance for Civic Education programming.**
- **Signpost additional resources and further reading.**

Part One defines Civic Education as learning for effective participation in democratic and development processes at both local and national levels. It goes on to describe the three core elements of Civic Education- Civic Disposition, Civic Knowledge and Civic Skills- and emphasizes the inherent relationship between Civic Education and Human Rights. This part of the guide also underlines the strong link between civic education and capacity development for effective civic engagement. It states that Civic Education needs to be seen as a prerequisite for civic engagement and participation. Part One also explores some of the preconditions for effective Civic Education and identifies government as a pivotal partner in the process. The important role of Civic Education in contributing to the achievement of the MDGs is articulated and the growing realization that Civic Education is a fundamental pillar of efforts to reduce poverty and promote democratic governance is stressed.

Part Two focuses on the practicalities of Civic Education programming and presents some practical ways for COs to engage in this area. Prior to any programme design the importance of understanding Civic Education needs, and what is being done to address those needs, is stressed. The section then presents six possible ways of engaging in Civic Education: three of these address Civic Education within different thematic areas (electoral assistance, crisis prevention and recovery and HIV/AIDS) and three are modality based. Where possible each engagement option has been supplemented with working examples drawn from a variety of countries. For ease of reference a table setting out sample activities for each of the options has also been produced. This section also identifies capacity development priorities for consideration in Civic Education programming.

Part Two concludes with a discussion of the importance of developing mechanisms to measure the impact of Civic Education programmes and presents a checklist of points to consider when programming in this area.

Part Three focuses on how UNDP can build progressive partnerships with a number of different actors. The range of likely partners is set out: national governments, CSOs, the private sector, the media and political parties, and some of the principal issues arising from working with them are highlighted. The benefits of strong partnerships with other parts of the UN family are also emphasized.

The final section of the paper, Part Four, signposts additional resources and further reading.

1. Civic Education

1.1 What is Civic Education?

Civic Education is learning for effective participation in democratic and development processes at both local and national levels. It is an important means for capacity development on the societal level by empowering people for effective civic engagement. It is an essential dimension in strengthening a society's ability to manage its own affairs and is complementary to capacity development on the individual and institutional levels. At the core of Civic Education are the values and principles of transparency, participation, responsiveness, accountability, empowerment and equity. Communication and Access to Information are also integral to Civic Education. These values and principles are set out and developed in UNDP's Practice Note on Access to Information.¹

Civic Education is generally understood to comprise three elements: civic disposition, civic knowledge and civic skills.

Civic disposition involves citizens:

- Developing confidence to be able to participate in civic life
- Participating in civic life
- Assuming the roles, rights and responsibilities usually associated with citizenship* in democratic systems
- Being open, tolerant and responsible in exercising their rights and responsibilities

Civic knowledge means citizens:

- Understand their political and civic context
- Know their social and economic rights as well as their political and civil rights
- Understand the roles, rights and responsibilities of citizenship

Civic skills involve citizens:

- Acquiring the ability to explain, analyze, interact, evaluate, defend a position, and monitor processes and outcomes
- Using knowledge for informed participation in civic and political processes

1.2 Why is Civic Education Important?

Civic Education is a critical and effective empowerment tool for promoting citizen participation in democratic and development processes. It empowers citizens, both as individuals and as part of collective groupings. Citizen participation is built by protecting individual and collective rights and ensuring appreciation of each citizen's obligations to the society of which s/he is a part. Civic

¹ See UNDP's Practice Note on Access to Information www.undp.org/policy/practicenotes.htm. A UNDP Practice Note is a short, concise document, which articulates the corporate position on topics related to UNDP's five practice areas (Democratic Governance, Poverty, HIV/AIDS, Energy & Environment and Crisis Prevention and Recovery).

*Traditional concepts of citizenship are usually associated with nation states and are manifested in different ways— birth, parentage, naturalization etc. In this document, the term citizenship is used more loosely and is informed by reference to concepts of global citizenship, thereby including other forms of residency apart from narrowly defined legal citizenship. For a review of concepts of citizenship see IDS Bulletin No. 19. (www.ids.ac.uk/ids/bookshop/db/db19.pdf)

Education can also play a significant role in reducing poverty and achieving the MDGs.

1.2.1 Pre-conditions for effective Civic Education

There are a number of pre-conditions for effective Civic Education. Chief among these is the willingness of government to facilitate discussion of and act upon the issues likely to arise from Civic Education interventions. It is important that government is seen not just as one of a number of potential partners but as the pivotal actor, the disposition of which will have a major impact on the ability of Civic Education programmes to function and produce results.²

2 While Civic Education will benefit greatly from government support and backing, this may not always be possible. For example, in pre- and post-conflict situations where there may not be a functioning system of government, Civic Education activities may be conducted by CSOs without government involvement. In other situations where there is a functioning government, Civic Education activities may be carried out in an atmosphere largely defined by government hostility towards such activities.

Other pre-conditions for effective Civic Education include:

- Ensuring that necessary rights of assembly, expression, association and others are recognized and protected
- Active interest from a variety of stakeholders, particularly civil society
- Provision of resources to enable longer-term Civic Education initiatives to be undertaken

1.2.2 Civic Education and poverty reduction

Civic Education is essential for sustained poverty reduction and can make a substantial contribution towards the achievement of the Millennium Development Goals (MDGs) which are:

«a test for developing countries, which must undertake political and economic reforms and liberate the creative energies of their people; and for developed countries, which must support these steps with new aid commitments, debt relief and equitable trading rules.»³

It is not just developing and developed country governments and their partners, such as UNDP and others, that need to work to achieve the MDGs. The contribution of people and their “creative energies” is also essential. Civic Education is a critical people-centred tool for liberating these creative energies.

The crucially important role of Civic Education is recognized in many of UNDP’s Democratic Governance Practice Notes. It is also emphasized in UNDP’s second Multi Year Funding Framework (MYFF), 2004 – 2007⁴, and is an important building block in all the MYFF core goals.

3 Message of Secretary-General Kofi Annan to the World Economic Development Declaration Conference in Zhuhai, China, (6 to 7 November, 2003), delivered by Khalid Malik, UN Resident Coordinator and UNDP Resident Representative in China.

4 www.undp.org/execbrd/pdf/dp03-32e.pdf

1.2.3 Civic Education and civic engagement

Civic Education and civic engagement are not one and the same. Civic engagement is stimulated, enhanced and deepened through Civic Education, that is, by developing the civic disposition, civic

5 Useful reference materials on civic engagement include: *UNDP Essentials: Civic Engagement* (October 2002) - <http://www.undp.org/eo/documents/essentials/CivicEngagement-Final31October2002.pdf>; *Ownership, Leadership and Transformation: Can we do better for Capacity Development*, Thomas Theisohn & Carlos Lopez, UNDP publication (2003) - www.undp.org/capacity/docs/book3.pdf; and *Capacity for Development: New solutions to old problems*, Sakiko Fukuda-Parr, Carlos Lopes & Khalid Malik, UNDP Publication (April 2002) - capacity.undp.org/books/Summary_en.pdf

knowledge and civic skills of citizens. Civic Education is thus a mechanism for civic engagement.⁵

Promoting Civic Engagement

Based on findings from successful experiments, civic engagement can be promoted through the following activities:

- Inclusion of non-state actors in development initiatives to enhance ownership and participatory governance
- Promotion of information-sharing strategies to increase countries' knowledge capital as well as sensitize public authorities to produce appropriate information resources
- Building capacity for citizens to play informed roles, and expand their political engagement and space
- Use of civic engagement as a reservoir of political, economic, cultural and moral resources to check the accountability and transparency of state institutions

Ownership, Leadership and Transformation: Can we do better for Capacity Development, Thomas Theisohn & Carlos Lopez, UNDP publication (2003) www.undp.org/capacity/docs/book3.pdf

Civic engagement entails several interrelated but distinct processes. These include people being involved in decision-making, participating and contributing to development and political processes, and sharing in the benefits from these processes.

Service learning (learning while involved in some kind of community service) and civic volunteering are two forms of civic engagement that contribute to greater participatory democracy and strengthening civic community. Creating space and opportunities for voluntary action, especially for national volunteers in areas ranging from supporting people living with HIV/AIDS to electoral assistance and humanitarian relief, makes an important contribution to more cohesive societies by building trust and reciprocity among citizens.⁶

6 See the United Nations Volunteers (UNV) website for useful materials on promoting volunteerism - www.unv.org/publications/index.htm

1.3 Civic Education for All

All citizens – male and female; young and old; civil servants; politicians; rural or urban - can benefit from Civic Education programmes. A reinforcement of civic disposition, civic skills and an enhancement of the knowledge base of all citizens can make a significant contribution to achieving development objectives. For example, in an electoral context a voter education campaign should ensure that all voters are made aware of and understand their rights and responsibilities.

Supply and Demand Considerations

Increased civic engagement and greater government transparency and accountability are some of the desired outcomes from Civic Education programmes. These result from a more knowledgeable, skilled, better disposed and more demanding population. This can of course present challenges to those who work in and manage the institutions of democracy (civil service, police, parliamentarians etc.) Consideration needs to be given to training staff in these institutions on how to respond to growing demands for information and involvement in decision-making. Consideration also needs to be given to strengthening the capacity of state institutions to better meet their obligations to effectively engage with the poor.

1.3.1 Civic Education for the poor

In keeping with the Millennium Declaration and UNDP's mandate in this regard, it is clear that particular concern and emphasis be placed on those who are poor and marginalized. This will require the development of targeted initiatives designed to ensure the empowerment of these groups and to resist the danger of capture of participation opportunities by powerful interests that may arise prior to or following Civic Education programmes. In particular these initiatives will need to take as their starting point the realities of those who are poor. For example:

- Low levels of literacy.
- Apathy, cynicism and distrust in the goals and intent of Civic Education programmes – due to years of oppression, exploitation and marginalization.
- Perception of risk - there may be reluctance to discuss, let alone speak out on issues of concern. Time and the involvement of acceptable intermediaries will be key in establishing and building trust.
- More pressing priorities – for some, Civic Education may appear to be an unaffordable and irrelevant luxury in the midst of a daily struggle for survival. Setting aside sufficient time to participate in Civic Education activities in the context of these pressing priorities will be a challenge, particularly for women. Specific efforts will be needed to ensure that the relevance of Civic Education to improving living conditions is clear and that activities are organized to meet the needs of the target community, not the organizing entity.

If pro-poor outcomes are to be realized, Civic Education must be seen within the context of achieving broader equity within society. Government in particular will need to be committed to this and to ensure that political space is afforded to enable this to happen. It will also need to be committed to responding to the concerns of the people, particularly poorer groups in society. A key challenge is to

recognize that existing power structures and centres within a particular society may be inherently opposed to pro-poor development. In fact, they may actively resist the change that can result from empowerment through Civic Education. Governments and other groups that control power and resources need to understand the different and sometimes competing sets of priorities in society and ensure that the concerns of the poor are taken account of.

1.3.2 Civic Education and gender equity

Civic Education programmes offer valuable opportunities both to enhance women's participation in development and governance processes and to address issues of gender equity at national, regional and local levels. However, there is some evidence that general Civic Education programmes can have a more beneficial impact on male participants, increasing their potential for civic engagement more so than for women. Research carried out by USAID on adult Civic Education programmes in a number of countries suggests that:

«Men tended to receive greater benefit from Civic Education than women and that, while women showed gains in a number of important areas, Civic Education tended to reinforce gender disparities in the political realm.»⁷

7 Approaches to Civic Education: Lessons Learned. USAID, June 2002.

Rather than being an argument against Civic Education, this research underlines the need to either (i) develop specialized Civic Education programmes for women or (ii) ensure the presence of dedicated components within broader programmes for women, both of course being accompanied by renewed commitment to identify and address the deeper and more pervasive barriers to women's participation. General Civic Education programmes and/or programmes specifically designed for working with men/boys should therefore actively address issues of gender equity, reinforcing the reality that gender equity is not just an issue for women and/or women's organizations.

Civic Education Fundamentals

Remember Civic Education is:

- 1) learning for effective participation in democratic and development processes at both local and national levels
- 2) essential for transforming people's lives and therefore a core part of the democratic governance and poverty reduction agendas
- 3) a key enabler for exercising civil, political, economic and social rights and for bringing about greater transparency and accountability
- 4) a prerequisite for stimulating, enhancing and deepening civic engagement
- 5) about inducing change that is pro poor within state institutions and should target staff development programmes in particular
- 6) relevant to all UNDP's development priority areas as outlined in the MYFF (e.g. democratic governance, poverty reduction, HIV/AIDS, energy/environment and crisis prevention and recovery)
- 7) not just for CSOs but is central to the achievement of UNDP's democratic governance and development objectives
- 8) a key tool for promoting gender equity
- 9) an area that needs to be understood in its own right and not simply equated with civic participation

2. Civic Education in Practice

Country context, partner preferences and/or issues will influence the type and shape of Civic Education programmes. There are a number of important stages in the development and implementation of such programmes. These are:

- **Understanding Civic Education needs**
- **Identifying appropriate engagement options**
- **Monitoring and evaluating Civic Education – measuring impact**

2.1 Understanding Civic Education Needs

Before considering involvement in Civic Education programmes and prior to any programme design it is essential that country offices have a good understanding of Civic Education needs and what is being done to address these needs. This can be done by undertaking a situation analysis. Key points to keep in mind in carrying out a situation analysis for Civic Education include:

- Recognize that effective Civic Education takes time, especially in pre-conflict and post-conflict situations.
- Identify existing key actors that are promoting areas of civic knowledge, enhancing specific civic skills and inculcating civic disposition (e.g. government/state agencies; CSOs; the media; private sector groups; political parties; donors; resource organizations (in country or regionally) and others.
- Identify existing government policies/statements on Civic Education.
- Clarify the constitutional and/or legal framework within which Civic Education programming might take place and identify relevant treaty and legislative obligations assumed by the State.
- Map existing Civic Education provision by identifying thematic areas addressed, target groups (with particular attention given to mapping the needs of poorer groups within society), sectoral priorities (formal/informal), geographical scope, methodologies used, materials availability, partnerships and linkages, and the level of existing Civic Education capacity.

An outline of some of the key issues that should be addressed in carrying out a situation analysis, such as the need to map the communication and information needs of marginalized groups, is in Annex 1.

Based on the above and in conjunction with all relevant stakeholders, an assessment should be made of the existing Civic Education landscape. This will identify gaps in existing provision, prioritize

areas of unmet needs, and confirm UNDP's specific niche for work in this area.

The niche area is likely to reflect UNDP's:

- Commitment to empowering poor people and to citizen participation
- Strong capacity to link Civic Education with broader governance and poverty reduction agendas and to make linkages across a range of other priority human development areas
- Effective relationships with key Civic Education partners, especially host governments and CSOs, and an ability to foster good working partnerships
- Ability to link into regional and global networks and to draw on existing organizational policy and practice

2.2 Identifying Appropriate Engagement Options

Civic Education can be:

- Issue based – focusing on a particular topic such as HIV/AIDS or perhaps an environmental issue
- Oriented towards particular groups such as women, youth etc., with a view to addressing particular issues or raising political participation
- Event specific – for example Civic Education linked with an election process
- Implemented at national, regional or local levels
- Formal or informal – targeted on the formal school system or focused on informal, community-based structures

There are a number of ways in which UNDP can engage in Civic Education. These can be broadly grouped into thematic options and modality options. Identified below are six illustrative examples. Three represent possible programming modalities for Civic Education and three illustrate possible thematic linkages with Civic Education.

Thematic

- 2.2.1 Civic Education within Electoral Assistance programming
- 2.2.2 Crisis Prevention and Recovery and the role of Civic Education
- 2.2.3 Civic Education as a core part of HIV/AIDS programming

Modality

- 2.2.4 Designing a specific Civic Education project
- 2.2.5 Including Civic Education as part of broader, multi-sectoral programming
- 2.2.6 Operationalizing inter-project Civic Education linkages

The following table illustrates the types of activities that can be supported to strengthen civic disposition, civic knowledge and civic skills within these possible engagement options.

Civic Education at a Glance - Illustrative Activities

	Civic disposition	Civic knowledge	Civic skills
Electoral Assistance	Target the participation of marginalized groups in electoral processes, measured by both a demonstrable improvement in the attitudes towards elections and democratic processes and in the electoral turn-out. Include a focus on citizens' right to demand accountability from elected officials.	Develop targeted modules and methods to increase knowledge of structures of democracy; the role of elections and political parties in elections; the role of parliament; and the specific mechanisms of how elections are run.	Personal development programmes: Civic Education through literacy; leadership training; facilitation; election observation; participatory impact assessment. Capacity development for implementing organizations.
Crisis Prevention & Recovery	Develop and carry out a programme with faith-based groups, to heighten awareness of potential of citizens to promote reconciliation, tolerance, community building and the protection of human rights in post-conflict situations.	Information campaigns for the general population on the human development cost of conflict. Profile models of successful community reconciliation.	Peace-building skills programmes; mediation skills. Provide specific training for media, both commercial and community-based.
HIV/AIDS	Develop a specific programme to address media perceptions of HIV/AIDS, both commercial and community-based, leading to an overall improvement in the communication of messages on the epidemic and understanding and inclusion of people as citizens who are living with HIV/AIDS.	Increase understanding of the facts about HIV/AIDS amongst media personnel; support contact between media interests, HIV/AIDS sufferers and campaigning organizations; enhance campaigning organizations' understanding of the media and communications.	Enhanced journalist training; communication skills; materials / message development; institutional development for HIV/AIDS campaigning organizations.

Specific Civic Education Project

Multisectoral Programme

Inter-Project Linkages

	Civic disposition	Civic knowledge	Civic skills
Specific Civic Education Project	Initiate a national, regional and/or local Civic Education campaign, targeted towards women, encouraging more active involvement in support of the MDGs (specifically those MDG(s) that are most relevant to marginalized people in the particular context).	Interactive and participative information and dialogue programme (general and/or targeted) on the MDGs, why they are important and what is being done to achieve them – linked with national, local and community radio. Support both Government and CSO information initiatives and encourage joint activities.	Social analysis and leadership skills development; operating learning circles; facilitation and the use of participative methods in community-based planning; project management; training for officials to respond to increased civic willingness, organizing communities around specific issues to voice concerns and influence decision makers.
Multisectoral Programme	Develop an outreach programme (alongside internal parliamentary development activities) aimed towards young people on the role and value of a national parliament, its position in a democratic system, its relationship with citizens etc. Include a youth parliament programme at national and regional levels.	Participative activities to raise knowledge / understanding amongst young people of the role of the parliament and MPs; its relationship with the executive and the courts; how it is structured; how it functions; and accountability to citizens.	Materials production; communication; peer-to-peer training for young people; debate and dialogue skills; public speaking etc.
Inter-Project Linkages	Link a number of existing projects (e.g. support for decentralization; public administration reform; agricultural rehabilitation; civil society development) under an agreed theme such as Increasing Community Participation in Development and develop a shared programme for project target groups and personnel to increase commitment to participation.	Generate information and awareness on the concrete benefits of participation; why it is important; its role in the democratic system and its relationship with the representative electoral system.	Communication and materials development; leadership programmes, community development.

2.2.1 Civic Education within electoral assistance programming

Voter and Civic Education are amongst the most commonly requested and potentially influential areas of UNDP's electoral assistance activities. However, Civic Education requirements do not begin or end with elections and in fact need to continue for a longer period. Planning a Civic Education component within an electoral assistance process requires consideration of a number of important factors.

- Voter education is just one component of a broader Civic Education approach (rather than the other way around). As such it should ideally not be carried out in isolation from broader civic education campaigns, though this sometimes happens in practice.⁸ One consequence of focusing on more limited voter education activities may be a population that has some understanding of an election process but has little real understanding of where it all fits within the larger democracy canvas.
- Adequate time is essential to develop Civic Education programmes - preferably one year in advance of an election to begin development and implementation of Civic Education interventions. This ensures that appropriate messages can be developed, repeat opportunities for learning and discussion created and understanding supported in a meaningful and sustainable fashion.
- Adequate time is especially essential in post-conflict situations for ensuring that capacity development needs (of CSOs, government, media, private sector) are identified and addressed.
- Early thinking on and planning for the post-electoral situation is essential, even though often the primary focus of voter and Civic Education in an electoral context may be on the elections. Without this, gains made in the run up to and during the elections can be eroded in the vitally important post-electoral period.
- Programming for longer-term Civic Education within an electoral context has implications for project/programme design options. Direct electoral support may only require a relatively short project period while Civic Education programmes inevitably require a considerably longer period.

⁸ See *Civic Education Assessment and Future Considerations – Review of Electoral Assistance Programme*, Taylor, Freitas and Marcel, UNDP East Timor (2001)

Citizen Education in the Philippines

UNDP in the Philippines has taken an innovative and long-term perspective on Civic Education in an electoral context through support for a “Citizen and Voters Education Campaign”. The project proposes to “jumpstart the mobilization of both government and civil society for a massive citizen-voter education starting 2003 until the general elections in 2004”. It seeks to encourage the development and enhancement of responsible citizenship and wider voter participation in the electoral process. The project’s short-term target is the 2004 general election while a longer-term impact on engagement with the democratic system is also sought. The campaign envisages a two-pronged approach to voter education: through the use of various mass media and through the direct grassroots-level mass education campaign. The project specifically targets marginalized and underrepresented sectors, including women, youth, peasants, workers, fisher folk, overseas Filipino workers, indigenous people, the elderly, persons with disabilities and urban poor. Two types of education modules will be used. The first is a generic citizen-voter education module that can be used at the barangay (subordinate local government unit) level for individual voters. The second is a specialized citizen-voter education module for the above-mentioned marginalized and underrepresented sectors. Key partners in the project implementation include the Commission on Election, Department of Education and the Commission on Higher Education, Department of Interior and Local Government, local government units, political parties, various media organizations, church-based organizations, business groups (including public relations outfits), NGOs, people’s organizations, and various personalities. See www.undp.org.ph

Highlights

- The value of voter and Civic Education taking place well in advance of an election
- The potential for Civic Education projects to exist outside of a larger electoral assistance framework
- A good balance between election-oriented voter education and broader Civic Education for democracy
- A clear focus on marginalized groups
- A commitment to the use of a variety of methodologies to reach the target audiences
- The importance of building on previous project experience and support
- The involvement of a range of different partners and the creation of dialogue opportunities between them as part of the project’s activities

2.2.2 Crisis Prevention and Recovery and the role of Civic Education

For most countries the experience of long or short-term crises, either naturally occurring or man-made, can severely undermine democratic governance and with it, the capacity or willingness of citizens to enjoy their rights or meet their responsibilities as citizens. Civic Education processes can play an important part in crisis/conflict

prevention, conflict resolution and crisis/conflict recovery through:

- Restoring belief in the value of peaceful resolution of conflict, reconciliation, tolerance, mutual respect etc.
- Recognizing the central role of information provision and the creation of dialogue opportunities in peace-building strategies.
- Supporting early efforts to focus on citizen empowerment and self-reliance thereby countering the potential creation of a dependency culture in post-crisis recovery situations.
- Helping to prevent or lessen the potential for natural disasters and to heighten readiness if they do occur.
- Raising awareness on the role of women in crisis recovery.⁹
- Enabling specialized capacity development to be undertaken in areas such as mediation, conflict transformation, community development and others.

⁹ UNDP ESSENTIALS, August 2003. *From Recovery to Transition: Women, the Untapped Resource.*

Peace Education for Learning, Life Skills and Leisure in TFYR Macedonia

In TFYR Macedonia UNICEF has been promoting civic education activities to support efforts to restore and sustain peace. In a Peace Education programme designed to provide opportunity for “learning, life skills and leisure” UNICEF is supporting a programme of activities in 26 centres, established and supplied through UNICEF, managed by local NGOs and based in buildings provided by local authorities. The centres are attended by more than 13,000 children nationwide and operate according to a number of specific criteria:

- The ethnic mix attending the centre must reflect the local population.
- At least 60% of the children should come from impoverished families.
- At least 50% are girls.
- Special provision is made for children with disabilities.

The centres provide a range of initiatives including art; discussions on rights of the child; conflict resolution; debates and peace education. Also provided are various “basic livelihood skills like English language and computer education”. One centre alone in the city of Tetovo caters for almost 400 children between 7 and 14 years drawn from a mix of ethnic backgrounds. See www.unicef.org/infobycountry/fyrom_1016.html

Highlights

- The role of civic/peace education in post conflict recovery and reconciliation situations.
- The importance of targeting vulnerable groups for inclusion.
- The potential for linking civic/peace education with other skills development, in this case life skills.
- Multi-stakeholder involvement

2.2.3 Civic Education as a core part of HIV/AIDS programming

The seriousness of the HIV/AIDS crisis and UNDP’s role in tackling it has been well documented in the 2002 Policy Note on HIV/AIDS and

10 See the Policy Note on HIV/AIDS and Poverty Reduction Strategies www.undp.org/policy/docs/Policy%20Note-HIVPRSEnglish23Sept.doc and the Fact Sheet on UNDP's Role in Response to HIV/AIDS www.undp.org/hiv/

Poverty Reduction Strategies and in the Fact Sheet on UNDP's Role in Response to HIV/AIDS.¹⁰ One of the key messages from both of these documents is the clear need for UNDP to contribute to creating an enabling environment "focused on helping developing country governments meet the tremendous governance challenges posed by the epidemic". To do this three core areas for UNDP involvement are identified: Leadership and Capacity Development; Strategic Planning and Implementation; and Advocacy and Communication. It is principally, though not exclusively, within the last of these that Civic Education initiatives can play a major role.

This could be done by:

- Including a focus on HIV/AIDS as one thematic area within a broader Civic Education programme.
- Producing education materials that clearly establish the link between the HIV/AIDS epidemic and broader development and governance issues and which counter discrimination against people living with HIV/AIDS.
- Supporting specific HIV/AIDS Civic Education campaigns.
- Focusing on the most marginalized groups to ensure that lack of education and information does not increase their vulnerability.
- Ensuring a strong focus on capacity development for awareness raising and communication around the issue, especially amongst marginalized groups.

2.2.4 Designing a specific Civic Education project

This option maintains an individual project approach while ensuring that stronger and more structured linkages are made with other projects/programmes. It offers a number of clear advantages:

- A clear and prominent focus on one or more of the core elements of Civic Education that communicates an important signal of support to and interest in Civic Education programming
- Facilitation of practical linkages and integration across a range of MYFF goals
- Potential to develop partnerships and management structures, specifically around Civic Education
- Greater clarity of content and approach which may appeal to some donors with a specific interest in Civic Education
- Potential for a more manageable vehicle for operational partnerships and cooperation with other UN Agencies, and in the process mobilize more significant resources for Civic Education activities
- Potential to create a strong staffing resource to support and advise Civic Education components in other programmes

Reinforcing Citizenship in Timor-Leste

Prior to Timor-Leste's independence in May 2002, UNDP managed and implemented a major programme in support of the country's first free elections. A significant component of this programme involved support for Civic Education, focusing primarily on the two elections, but also on the constitutional development process, independence and activities to deepen the nation's commitment to peace and democratic governance. During the project it was recognized, both by Government and UNDP, that Civic Education required ongoing and long-term support. For this reason, and following widespread consultation especially with CSOs and Government, a new three year Civic Education programme was formulated. This operates as a stand-alone project, located within a broader programme package. Emphasis has been placed on building active linkages with other projects, especially those concerned with civil society strengthening and the development of the Parliament. Activities include a national campaign on gender equality, a major programme on citizenship rights and responsibilities as well as a focus on young people and their role in the nation's development. This Civic Education programme has a strong focus on access to information and was designed to optimize citizens' engagement in nation building via a process of increased knowledge, skills development and encouragement of a willingness to participate in nation building. The project aims to work at national and regional level and to involve partnership with a range of organizations including Government ministries, CSOs and media interests. The project has a strong focus on capacity development and impact assessment and is aiming to establish mechanisms to measure attitudinal change through the development of specific survey, monitoring and impact assessment tools. The project is directly executed by UNDP, with planned implementation of key components by civil society organizations and by Government ministries. See www.undp.east-timor.org

Highlights

- The importance of follow-on from Civic Education within an electoral assistance framework to longer-term programming
- The location of an individual project within a broader programmatic framework
- Commitment to Civic Education as a core component of democratic governance activities
- The choice of a longer, three-year time horizon
- The introduction of a strong focus on gender equity
- Commitment to a significant capacity development component
- Use of a variety of implementation options

2.2.5 Including Civic Education as part of broader, multisectoral programming

A number of country offices have moved towards the development of multisectoral programming, especially in the Democratic Governance area. In several cases, including Tanzania, Fiji, Lesotho

and Sierra Leone, Civic Education features prominently. The multisector approach has particular advantages:

- Strong design connections can be established between distinct sectoral activities. For example, programmes on citizenship rights and responsibilities could be more closely integrated with parliamentary accountability processes or with efforts to promote civic engagement or civil society strengthening.
- Learning synergies may be facilitated as a result of a multisectoral approach. A Civic Education component running alongside a programme to reform public administration offers the project management team an enhanced insight into how more effective mechanisms can be created that encourage stronger civic engagement and participation. It can also offer a framework in which to introduce and test such mechanisms.
- Significant economies in the operation of programme management structures. Opportunities for partnership building between Government and CSOs present themselves in the management structures of multisectoral programmes

Making Connections in Tanzania

In 2002 the Government of Tanzania and UNDP agreed a three-year programme of assistance towards “Strengthening Participatory Democratic Systems in Tanzania”. This programme was designed to support the Government’s National Framework on Good Governance developed in 1999. The project recognized the existence of a variety of democratic systems but chose to focus on two, the development of the Parliament and Civic Education. Both of these areas had been identified and discussed in the Government’s national framework and were named as key focus areas. Support for these two areas built on previous support given to the development of the multi-party system in Tanzania, introduced in the early 1990s, including the provision of support to the functioning of the Parliament post the October ‘95 elections. This project also built on earlier civic education programmes, though these were considered to have been sector and target-group specific and not systematically co-ordinated. The Civic Education component of the project targeted a number of strategic outputs:

- Capacity development for CSOs, including the media, involved in Civic Education and facilitation of linkage with parliamentary activities.
- Identifying and supporting organizations to develop and implement civic education programmes, with emphasis on a number of particular areas including: PRSPs and other poverty related strategies; anti-corruption and other accountability issues; local governance and participation mechanisms; election processes; HIV/AIDS and development; gender and human rights, including a focus on obligations and responsibilities.
- Developing and implementing civic education activities specifically with the Parliament to raise awareness of the population on parliamentary issues. This output had a particular focus on youth, including the development of a youth parliament.

Highlights

- The value of clear linkage to and support from Government policy frameworks when undertaking Civic Education activities
- Strong cross-sectoral linkage
- Solid emphasis on the linkage between Civic Education and participation
- The importance of building on knowledge of previous Civic Education provision
- A valuable and clear focus on young people and on key thematic areas
- Early emphasis on capacity development
- Positive partnership with civil society

See www.tz.undp.org

2.2.6 Operationalizing inter-project Civic Education linkages

This option ensures that a Civic Education dimension is included at the design stage of all Democratic Governance programmes. Creating appropriate linkage mechanisms to ensure synergies between different Civic Education activities, and allocating specific staffing resources to coordinate and optimize those linkages would be important for maximizing the effectiveness of this option.

This option offers the following advantages:

- It is an effective alternative option for situations in which country offices may not have the resources to pursue the dedicated Civic Education and the multisectoral programming options
- It has the potential to deepen the level of involvement and commitment of existing partners
- It has the potential to optimize resource sharing as inter-project linkages supporting Civic Education are strengthened
- It enables cost sharing to support capacity development for Civic Education

Peer-to-Peer in Ukraine

Ukraine and Russia have the fastest growing HIV/AIDS epidemics in the world. In Ukraine, this situation is worsened by the accelerating trend of youth drug use. The potential impact of this on the country's economic and social stability has been the catalyst for the development of a partnership involving the Ministry of Education and Science, UNDP and UNAIDS. Since August 2000 this partnership has been working to develop and implement a nationwide project on peer education to promote healthy lifestyles. With support from the project the Ministry has developed a framework for the introduction and integration of peer education into school curricula. The peer-to-peer methodology employed in the project is based on the understanding that "when properly trained, peer educators can most effectively reach other young people with critical information, instil a sense of responsibility and influence their behaviour in a positive way. This methodology, designed following an extensive review of national and international materials by leading trainers in the Ukraine, is supported by five modules dealing with: Methodology of peer-education; "Your Life-Your Choice"; "Be Careful and Cautious"; "Know and Fulfil Your Rights" and "Communicating and Acting". See www.un.kiev.ua/en/undp/areas/project.php?id=18

Highlights

- The centrality of HIV/AIDS issues in social and economic development and in governance programming.
- The importance of targeting young people in a Civic Education programme.
- Innovation in capacity development, especially amongst members of the identified target group.
- Research using existing national and international knowledge and experience.
- Emphasis on materials and module development to support project activities.

2.2.7 Selecting engagement options

There are a number of factors that will influence how the country office decides to engage in Civic Education. These include:

1. The attitude and outlook of government. In some cases governments will be keen to develop Civic Education initiatives. In others, the interests of different national stakeholders may face government resistance, if not outright hostility. In some instances in the past, lack of respect for the political sensitivities, the existing power structures and cultural specifics of a nation in the design and implementation of Civic Education programmes has fuelled suspicion of Civic Education processes. The key learning from this is the need to grow Civic Education programmes slowly and carefully and to maximize the use of existing knowledge and resources. Where examples or packages are taken from outside, careful adaptation is essential. In the development of efforts to introduce dedicated or

cross-sectoral Civic Education projects this will inevitably prove to be one of the most important issues to be addressed.

2. The outlook of other project partners. How willing are CSOs, the private sector and other project partners to work with UNDP on Civic Education issues? In most cases there would appear to be a very strong willingness. However, using CSOs as an example, it is important to consider the lessons of past years of engagement with CSOs, which emphasize that relationships be built on the basis of real partnership, not merely to serve project or programme needs. The Policy Note on Engagement with Civil Society provides valuable advice in this regard. www.undp.org/csopp/CSO/NewFiles/policies.html

3. Existing capacity – is there an already existing base of Civic Education activity in the country and has it produced experienced trainers, facilitators, materials producers, etc? This will play a big part in the selection not only of the most appropriate engagement option but also in the scale of activity to be considered.

4. Timing is a key factor. If a country office is in the early stages of a Common Country Assessment (CCA) process or in the development of the UNDAF, the potential for the creation of dedicated Civic Education programmes or of cross-sectoral programmes is greater. However, if a country office is in mid-cycle, with an existing range of projects/programmes already in operation, then efforts to build in a Civic Education dimension as part of a programme/project review process may be a more realistic proposition. Inevitably this will involve negotiation with the relevant project partners.

5. The time available for Civic Education activities to be designed and implemented is also an important factor. If there is a long time horizon available, evidently there is more scope for situation analysis, detailed design, partnership building and sustainable implementation of activities. If sufficient time is not available, then the scale of Civic Education intervention will need to be tailored to maximize results.

6. Resources of course will be one of the most important determining factors. In a situation of abundant resources and strong donor interest in Civic Education, there will be capacity to develop dedicated projects or multisectoral initiatives. Similarly in many of the specific contexts illustrated it is likely that related funding options will exist. However, while resources are important, it should also be remembered that considerable progress can be made by

refocusing existing resources and by combining the efforts of existing projects or programmes.

It may be the case that a combination of options will be most appropriate. For example, in a cross-sectoral governance programme in a post-conflict scenario, a Civic Education component with a strong peace-building dimension would suggest itself. Similarly a longer-term programme to strengthen electoral management capacity could facilitate the introduction of a Civic Education programme focusing on citizenship rights, roles and responsibilities.

2.3 Capacity Development in Civic Education Programming

Capacity development plays a crucial role in enabling people to exercise their rights. For example, developing people's capacities to communicate, organize, analyze, negotiate and to take a position on a range of issues. Developing the capacities of staff in key government institutions and other powerful organizations is equally important. Capacity development is therefore at the heart of all three components of Civic Education: civic disposition, civic knowledge and civic skills:

Civic disposition	Civic knowledge	Civic skills
<ul style="list-style-type: none"> • Developing confidence to be able to participate in civic life • Participating in civic life • Assuming the roles, rights and responsibilities usually associated with citizenship in democratic systems • Being open, tolerant and responsible in exercising their rights and responsibilities 	<ul style="list-style-type: none"> • Understanding their political and civic context • Knowing their political and civil rights as well as their social and economic rights • Understanding the roles, rights and responsibilities of citizenship 	<ul style="list-style-type: none"> • Developing the ability to explain, analyze, evaluate, and defend a position • Using knowledge for informed participation in civic and political processes

Capacity development for Civic Education requires that existing capacities are identified, acknowledged and used, and that the process of developing and implementing Civic Education programmes is recognized as capacity building in itself. The authors

11 Capacity for Development: New solutions to old problems, Sakiko Fukuda-Parr, Carlos Lopes & Khalid Malik, UNDP Publication (April 2002) capacity.undp.org/books/Summary_en.pdf

of *Capacity Development: New Solutions to Old Problems* cite two “mistaken assumptions” to be at the root of previous approaches.¹¹ The first mistaken assumption is to “ignore existing capacities in developing countries and replace them with knowledge and systems produced elsewhere – a form of development displacement rather than development as transformation”. The second is that donors can “control the process and yet consider the recipients to be equal partners”.

2.3.1 Capacity development priorities for Civic Education programming

1. View capacity development as an ongoing process, not just something for the beginning of a programme.
2. Focus on a wide range of actors including community groups, NGOs, other CSO representatives, civil servants, politicians etc. Also consider institutional support needs for key organizations.
3. Place particular emphasis on capacity development for the poor or at least for those from organizations representing the interests of the poor.
4. Recognize the need to develop the responsive capacities of government institutions.
5. Ensure that skills development components are linked with programme activities. There is nothing worse than having a highly trained group of Civic Education facilitators – with nothing to facilitate.
6. Ensure therefore that there is an opportunity to practice and use skills - focused small grant mechanisms and opportunities for volunteer action might be useful in encouraging this.
7. Encourage capacity development across a range of skill areas – facilitation, presentation, information development, materials production, communication skills, etc.
8. Explore how Civic Education can be used as a method for literacy promotion, an area in which there is widespread experience.
9. Ensure that development “experts” really have relevant expertise and that they themselves display a Civic Education disposition and a commitment to empowerment.
10. Recognize, where relevant, the role of ICT for Civic Education. In countries with the necessary communications infrastructure it is a powerful tool, as the example below illustrates.
11. Also recognize that capacity development may be needed amongst country office staff tasked with supporting Civic Education activities.

2.4 Monitoring and Evaluating Civic Education – Measuring Impact

A key challenge for UNDP supported Civic Education initiatives is to establish a monitoring and evaluation methodology that will identify changes which occur or seem likely to have occurred in levels of civic knowledge, skills and/or civic disposition.

A number of key points should be remembered:

- Set clear objectives.
- Ensure that monitoring and evaluation systems, including impact assessment indicators, are agreed with communities and other partners and introduced in the early stages of project/programme development.
- Work to ensure broad stakeholder ownership and management of the monitoring and evaluation systems. The processes are less likely to be effective if they are seen as being externally imposed or just serving the reporting needs of donors. Ownership is also aided by an emphasis on participatory methods, especially those that take literacy issues into account.
- Manage carefully all aspects of the involvement of external “experts”.
- Be aware of the need for participants to see and value the benefits of conducting impact assessment. Otherwise there is a real danger of simply adding another evaluation burden onto communities, with no corresponding reward.
- Ensure that a commitment to learning and practice improvement guides the process.
- Ensure that there is a mix of qualitative and quantitative information.
- Participant and community based information provision and analysis is hugely important but its reliability needs to be tested and balanced with external input.¹²
- Commit to viewing the monitoring and assessment process as part of Civic Education, ensuring that the learning that results benefits not just funding agencies but participants within Civic Education programmes.

12 Grassroots Action Learning: Impact Assessment for Downward Accountability and Civil Society Development, Linda Mayoux (September 2003)
www.enterprise-impact.org.uk/pdf/GrassrootsActionLearning.pdf

Civic Education Fundamentals

Programming checklist:

1. Is the project focus and design based on a comprehensive analysis of existing Civic Education provision? Include in the analysis a focus on current provision to improve civic disposition, civic knowledge or civic skills and towards whom provision is targeted (e.g. poorer groups, men, women, youth).
2. Has the situation analysis been used as an early opportunity to explore partnership building?
3. Is there a long-term perspective for the implementation of Civic Education programmes/projects?
4. Have the particular needs of women been taken into account within the Civic Education programme?
5. Will the programme include a focus on the poor and will they be reached through the formal and/or informal sector(s)?
6. Will media be used for Civic Education activities? Radio is of particular importance, especially in situations of limited literacy.
7. Is the programme culturally and linguistically appropriate?
8. Have capacity development needs been identified, including those in the country office? How will these needs be met? Resist the temptation to assume that Civic Education does not need specialized skills and experience.
9. Has monitoring and evaluation been factored into the project design?
10. Has the need for education materials development been considered? The process of development of these materials can itself be a valuable one but it will take time.

3. Building Partnership for Civic Education

13 Mark Malloch Brown, New York, October 2003

«In practice there is almost nothing we should do as UNDP alone»¹³

Building partnerships for development in any sector is a complex process. Those for Civic Education throw up their own specific challenges. The country context and the particular nature of the Civic Education intervention will influence the composition of any partnership arrangement. For example, if the focus of a Civic Education intervention is to build the confidence of poor people to participate in local events, UNDP may want to involve both local government and CSOs as partners.

Strategically important actors for Civic Education include:

- The host government and state institutions
- Civil society (including CBOs, NGOs, education institutions/ organizations, faith-based groups, women and youth groups)
- The media
- Political parties
- The private sector
- Other UN and multilateral organizations

While there is no set formula for partnerships, there are a number of critical components which can contribute in varying degrees to a successful partnership. These include:

- Clear criteria for identifying relevant partners
- Mutual trust and commitment
- Well thought-out project plan with clear objectives
- Responsibilities and roles of each partner clearly defined
- Transparency on each partner's expectations from the partnership
- Ongoing monitoring of the relationships within the partnership

3.1 UNDP - Government Partnerships

National Council for Civic and Human Rights Education (NCCE)

Partnership with Government may be facilitated through the existence of "independent governmental" institutions with responsibility for Civic Education, as is the case in The Gambia. The National Council, which is supported by UNDP and others, is a constitutionally created structure to "address weakness of the key elements of the governance structures". More specifically, the Council is tasked, via civic education programmes, to inform the Gambian population about human rights, the constitution and other matters affecting the population. In the Gambia Civic Education is seen as an important component of the National Governance Programme. The NCCE is seen as the Information, Education and Communication arm of this programme.

Further information is available at: www.gambianet.gm/users/ncce/

As UNDP's principal partner, host governments, state institutions including the legislature and judiciary are central to any discussion of Civic Education partnership. However, it is by no means certain that governments or their institutions will always be willing or able to support Civic Education initiatives. The Tanzanian case study illustrated earlier provides an example of a situation where a government policy framework established a strong basis for a partnership with UNDP and civil society, to develop not only Civic Education and civil society strengthening options, but also to integrate these with other aspects of governance development. However, not all contexts will be as conducive as this one. The following factors will influence the extent to which UNDP can progress Civic Education:

- Civic Education may not be a government priority in the context of immediate poverty concerns
- There may be limited recognition or understanding of the role Civic Education can have in supporting development objectives
- The existence of a political system or culture that is hostile to Civic Education (i.e. Civic Education is perceived as threatening or as interference in decision-making)
- Reluctance on the part of government to work with other partners, especially civil society.
- Absence of an obvious government partner where Civic Education effectively runs across a range of ministries and agencies.

UNDP - Government Partnership Pointers

- 1) Identify key actors within ministries and agencies that are supportive of Civic Education objectives. This may be a key influence in deciding the nature and mode of Civic Education involvement.
- 2) The role of Civic Education in achieving democracy and development objectives needs to be clear. For example, greater understanding amongst citizens of government policies and efforts is often seen as positive rather than negative by politicians and government officials.
- 3) Partnership need not always be with the executive, but may be developed along with an institution such as the national parliament. The institution of the Presidency, where it exists, may also be a potential partner. In specific contexts such as elections, electoral commissions, independent or possibly under government control, are likely to feature as key partners.

- 4) Consider raising Civic Education partnerships with government as part of initiatives for public administration reform and development, placing emphasis on programmes to raise the understanding of civil servants on the value of Civic Education initiatives, on the role of civil servants in information provision, in the facilitation of dialogue, and in encouraging and managing civic engagement.
- 5) Make efforts to reinforce the role of Civic Education in supporting the development of government policy frameworks, especially in the development of national plans and the production of National Human Development Reports (NHDRs), NHRAPs, the PRSPs and other national planning instruments.

14 UNDP's Policy Note on CSO engagement

www.undp.org/policy/docs/policynotes/UNDP%20CSO%20Policy.pdf and the Sourcebook on Building Partnerships with Civil Society Organizations, UNDP (August 2002) www.undp.org/csopp/CSO/NewFiles/toolboxsource.htm acknowledges the substantial role of CSOs in development

3.2 UNDP – Civil Society Partnerships

The ability of many CSOs to work with communities at different levels, particularly with grassroots communities, means that partnerships with the civil society sector are crucial for Civic Education programmes.¹⁴ CSO involvement in the implementation of Civic Education programmes is relatively widespread. However, it is increasingly recognized that they also need to be more involved in project design and management.

The following factors are important considerations in UNDP's partnerships with civil society:

- The nature of the relationship between government and civil society. In some national contexts the relationship between civil society and the government may be open and receptive but in some countries it may be hostile. Partnerships around Civic Education may be a valuable forum to resolve tensions.
- The involvement of a range of CSOs needs careful consideration. Different CSOs possess different attributes and capacities. It is widely agreed that partnership should not be limited to NGOs alone. Cooperation with CBOs, such as farmers groups or water user groups and mass organizations such as women's organizations, faith-based groups and trade unions may also be necessary.
- The need to recognize and understand the existing capacity (and limitations) of those CSOs working to further democratic governance and development.

- Education institutions/organizations are likely to be of particular importance given their potential contribution to providing or developing Civic Education capacity.

UNDP - Civil Society Partnership Pointers

- 1) Civic Education should not be seen only as a civil society activity. While of huge importance, civil society is only one of many necessary partners.
- 2) Involving CSOs at the earliest stage possible is crucial. This can begin as early as a pre-programme/project situation analysis.
- 3) The role of CSOs should not be limited to project implementation. CSOs also need to be involved in programme design and management as well as in monitoring and evaluation measures.
- 4) Ensure that time is taken to build partnerships and that there is recognition of the need to accommodate different organizational cultures and experiences.

3.3 UNDP – Media Partnerships

The media is an important shaper of public opinion and has the potential to contribute significantly to the effectiveness of Civic Education programmes. The importance of an independent, neutral, pluralist, professional and socially responsible media for improving governance and poverty reduction efforts cannot be understated. National, local and community media play an important information intermediary role, mediating information flows between the public, government, the private sector and UN agencies.

The following factors are important considerations in UNDP's partnerships with the media:

- Existing capacity of media organizations and their staff. In many cases this may be limited and staff may not be sufficiently skilled to develop and/or produce Civic Education messages.
- The balance between commercial and community media. Community-based/owned media are a very powerful tool but may suffer from resource and capacity constraints.
- The degree to which different media entities reach or are capable of reaching out to marginalized communities.
- Geographical coverage and communication infrastructure. Both may be limited in many countries and will inevitably be stronger in urban centres.

- Literacy levels are fundamental in Civic Education programming and can be a significant barrier if not addressed appropriately. It is therefore important to identify and support media outlets that are able to communicate to those that are not literate (e.g. community radio, street theatre, drama groups, etc.).
- Political orientation and support for democratic values. Some media entities may be directly linked with political parties and while this does not exclude partnerships it signals the need for caution to ensure that progressive Civic Education rather than political objectives are being served.

UNDP - Media Partnership Pointers

- 1) Ensure that partnerships with media groups serve the needs of the poor and marginalized. Pay particular attention to issues of literacy, geographical coverage and cultural relevance.
- 2) Consider prioritizing the involvement of radio outlets, particularly community-based stations, as UNDP partners.
- 3) Developing the capacity of UNDP's media partners (especially non-profit media and community-based media) may be a strong feature of the partnership.

3.4 UNDP – Political Party Partnerships

Political parties are central actors in processes to promote progressive civic values and in increasing civic knowledge. They are by nature influential, highly visible and are often organized down to grassroots level. In addition, they frequently possess the capacity to shape (positively and negatively) public perceptions on key issues. Much of UNDP's work with political parties to date has been done in the context of support for parliamentary development and in election related programmes.

The following factors are important considerations in UNDP's partnerships with political parties.

- UNDP will need to strike a balance between the partisan interests of government and opposition parties in all Civic Education work. Transparency and trust are central factors.
- Engagement with political parties within Civic Education programmes can make a significant contribution to the creation and acceptance of a political culture based on democratic values.

- Involving political parties can lead to a broader appreciation by citizens of participatory democracy processes outside of more traditional forms of representative democracy.

UNDP - Political Parties Partnership Pointers

- 1) It may not be possible to establish partnerships with all political parties, especially if they not committed to democratic principles.
- 2) Recognize that UNDP partnerships with political parties need not be limited to parliamentary or electoral projects. While these are hugely important, a broader involvement of political parties will help embed their involvement and commitment in a wider range of issues.
- 3) Encourage as much as possible the involvement of political parties in partnerships with civil society, both nationally and locally. These can be valuable in building understanding and dispelling the misconceptions that frequently exist.
- 4) Work to support partnerships not only at the national level but also at the regional or local level.

3.5 UNDP – Private Sector Partnerships

Corporate Social Responsibility (CSR) is an increasing priority of the private sector. It is a term more often associated with global level partnerships, but is one equally suited for application at national and local levels. There is a growing realization amongst some multinational and indigenous companies that in addition to achieving their commercial objectives, more could be done by the private sector towards achieving the MDGs and consolidating democracy. Civic Education has an important role to play in enhancing transparency and accountability mechanisms within the private sector and in the fight against corruption.

An important consideration in UNDP's partnerships with private sector organizations is to recognize that the private sector can play many diverse roles. For example, resourcing Civic Education initiatives (media campaigns, production of materials), and providing a work environment in which employees are able to take part in political processes (time, and freedom from political discrimination).

UNDP - Private Sector Partnership Pointers

- 1) UNDP partnerships with the private sector could focus on a range of areas and at different levels. For example in project design, implementation, management, resourcing and skills enhancement.
- 2) Partnerships can be established either with private sector representative bodies such as business associations or chambers of commerce or directly with private sector operators.
- 3) Efforts should be made to focus not just on larger private sector operations but also on small and medium size enterprises.
- 4) Private sector partnerships also offer potential for resource mobilization. This is especially, though not exclusively, true of larger private sector operators. The use of Public-Private Partnership may present useful options in this regard.
- 5) Work to support partnerships not only at the national level but also at the regional or local level.

3.6 UNDP – UN Family Partnerships

Civic Education is an area of activity that lends itself well to inter-agency partnerships, given the shared interests by many different UN Agencies in democratic governance, in the education sector, in crisis prevention and recovery and other areas. Some of the UN agencies that are actively engaged in Civic Education include: United Nations Volunteers (UNV), UNESCO, UNICEF and UNAIDS. In its role as the UN Resident Co-ordinator, UNDP has the potential to take the lead in promoting a more strategic UN-wide approach to Civic Education. One of the key challenges is to enhance collaboration within the UN Development Assistance Framework (UNDAF) to promote and deepen Civic Education.

UNDP – UN Family Partnership Pointers

- 1) Encourage the UN Resident Coordinator to explore UN system-wide Civic Education initiatives
- 2) Include UN Agencies in consultations around the development of Civic Education programmes
- 3) Identify areas of common interest within which Civic Education can play an important role, e.g. raising awareness on HIV/AIDS or on the greater involvement of young people in political processes.
- 4) Consider joint approaches to building Civic Education partnerships with government, CSOs and others.
- 5) Where shared programmes are not possible consider relevant UN Agency representation on programme management structures.

4. Resources and Further Reading

4.1 Resources Related to Part 1: Civic Education

UNDP Policy / Practice Notes

- Access to Information
- Electoral Systems and Processes
- Public Administration Reform
Anti-corruption
- Decentralization, Local Governance and Urban/Rural Development (DLGUD)
- Access to Justice
- Poverty Reduction and Human Rights
- Gender Equality
- Parliamentary Development

See www.undp.org/policy/practicenotes.htm for all practice/policy notes

Relevant UNDP publications

HIV/AIDS and Poverty Reduction Strategies
www.undp.org/policy/docs/Policy%20Note-HIVPRSEnglish23Sept.doc

UNDP's Policy Note on Civil Society Engagement
<http://www.undp.org/policy/docs/policynotes/UNDP%20CSO%20Policy.pdf>

UN Common Understanding on the Human Rights Based Approach
www.undp.org/governance/docshurist/030616CommonUnderstanding.doc

UNDP's Multi-Year Funding Framework (MYFF) 2004-2007
www.undp.org/execbrd/pdf/dp03-32e.pdf

UNDP Essentials Civic Engagement (October 2002)
www.undp.org/eo/documents/essentials/CivicEngagement-Final31October2002.pdf

Ownership, Leadership and Transformation: Can we do better for Capacity Development, Thomas Theisohn & Carlos Lopez, UNDP publication (2003)
www.undp.org/capacity/docs/book3.pdf

Other relevant publications and resources

The World Bank Source Book on Empowerment
www.worldbank.org/poverty/empowerment/sourcebook/draft.pdf

CIVNET (provides online resources and services for Civic Education practitioners) www.civnet.org/

The World Movement for Democracy (provides global and regional links to organizations active in Civic Education)

www.wmd.org/action/jul-aug03/groups.html

4.2 Resources Related to Part 2: Civic Education in Practice

Relevant UNDP publications

The Democratic Governance Thematic Trust Fund (DGTTF)

www.undp.org/governance/ttf.html.

The Thematic Trust Fund for Crisis Prevention and Recovery

[www.undp.org/erd/pubinfo/Thematic Trust Fund CPR.pdf](http://www.undp.org/erd/pubinfo/Thematic%20Trust%20Fund%20CPR.pdf)

From Recovery to Transition on Women, the Untapped Resource, UNDP Essentials (August 2003)

www.undp.org/documents/essentials/Gender.pdf

Fact Sheet on UNDP's Role in Response to HIV/AIDS

www.undp.org/hiv/

Sourcebook on Building Partnerships with Civil Society Organizations, UNDP (August 2002)

www.undp.org/mainundp/propoor/docs-civilsociety/sourcebook.pdf

Capacity for Development: New solutions to old problems, Sakiko Fukuda-Parr, Carlos Lopes & Khalid Malik, UNDP Publication (April 2002)

capacity.undp.org/books/Summary_en.pdf

Research and practice in Civic Education

For some experiences of Civic Education in post conflict situations in Africa. www.ibe.unesco.org/Regional/AfricanProjects/AfricaPdf/nairdeva.pdf

For details on the "Culture of Peace Programme" in Mozambique.

www.culture-of-peace.info/annexes/mozambique/page33.html

For access to the UNHCR search engine and useful experiences in the area of peace education. www.unhcr.ch/cgi-bin/texis/vtx/publ

Civic Education Assessment and Future Considerations – Review of Electoral Assistance Programme, Taylor, Freitas and Marcel, UNDP East Timor (2001)

Learning Citizenship by Juliet Merrifield, ID Working Paper 158 (2002)

www.commonwealthfoundation.com/documents/learning.pdf

Jump-Starting Democracy: Adult Civic Education and Democratic Participation, Harry Blair, *Democratization*, Issue 10.1

www.frankcass.com/jnls/dem_past.htm

Links to various Civic Education Organizations put together by the World Movement for Democracy

www.wmd.org/action/jul-aug03/school.html

Project references

Timor-Leste www.undp.east-timor.org/

Tanzania www.tz.undp.org/

Philippines www.undp.org.ph/

Ukraine www.un.kiev.ua/en/undp/areas/project.php?id=18

UNICEF TFYR Macedonia www.unicef.org/infobycountry/fyrom_1016.html

Impact assessment and monitoring & evaluation resources

UNDP Programming Manual

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UNDP Evaluation Manual

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Annex 1: Questions to assist in carrying out a Situation Analysis

Key areas	Key questions
Identifying Civic Education Actors	<ul style="list-style-type: none"> • Who are the key Civic Education actors? • What role have these groups historically played in the wider society? • From which sectors are they drawn, e.g. government, civil society etc.? • What is their existing capacity? • At what level do they operate, national, regional etc.? Is there cooperation between the different actors? • What is the health of civil society organization? • What is the level of donor interest in Civic Education? • Do the main Civic Education actors have a pro-poor and rights based focus? • Is UNDP prominent in the area of Civic Education? • What role is being played by other UN agencies?
Civic Education Provision and Capacity	<ul style="list-style-type: none"> • What are the main Civic Education areas being addressed? • What civic skills and confidence (capabilities) already exist among various groups of people? • How have different groups within society engaged and how are they disengaged? • Are programmes long-term in nature? • Are adequate programmes/materials being developed “in country”? • Are programmes/materials accessible? • Do they take into account literacy issues? • Is information easily available? • Are programmes general in nature or have particular target groups been identified? • Are the needs of rural communities taken into account? • What is the state of the country’s ICT infrastructure? • Is there a focus on women and on issues of gender equity? • What level and type of skills to deliver Civic Education programmes exist in the country? Have gaps in provision been identified? What are the greatest opportunities for Civic Education work in this context?

<p>Assessing Government/ State Institution Disposition</p>	<ul style="list-style-type: none"> • What is the recent political history of the country and the relationship between State and society? • Does the government play an active role in promoting and protecting human rights? • Does it encourage open debate on political and development issues? • What is the state of government-civil society relations? • Is government already active in Civic Education provision? • Are there outstanding capacity/institutional development needs? • Have links been made between Public Administrative Reform programmes and Civic Education provision? • Is parliament active in the area of Civic Education?
<p>Partnership Potentials</p>	<ul style="list-style-type: none"> • What is the history of partnerships on this issue? • Do existing Civic Education partnerships exist? • What is the involvement of government? • Is UNDP involved in any Civic Education partnerships? • What is the state of partnership between UN agencies?
<p>Legal/Rights Framework</p>	<ul style="list-style-type: none"> • Are basic human rights protected (freedom of expression, association, assembly etc.)? • What is the environment in the country for promoting human rights?