



Advocacy Toolkit

**A collection of tools to help plan,
Implement, monitor and evaluate advocacy**

SECOND EDITION January 2007
Louisa Gosling, Julia Sherwood, and Costanza de Toma

CONTENTS

Introduction	2
---------------------	---

ADVOCACY IN SAVE THE CHILDREN

Role and place of advocacy in Save the Children UK	3
The main questions: What, Who, and How	7
How to develop an advocacy strategy in 10 steps	8
Choosing tools to help develop an advocacy strategy	10
Advocacy planning cycle	12

TOOLS

1. Advocacy planning format	13
2. Child Participation in advocacy	15
3. Rights based advocacy	17
4. Advocacy competency and capacity	19
5. Selecting key issues from a child rights situation analysis	21
6. Setting change objectives	23
7. Criteria for advocacy goals and objectives	25
8. Using problem tree analysis to set objectives	26
9. Advocacy, Global Impact Monitoring (GIM) and five dimensions of change	28
10. Understanding progress and impact	30
11. Mapping power	33
12. Mapping the policy system	35
13. Stakeholder analysis	39
14. Targets and influentials	41
15. What do they know and care about?	42
16. Coalitions, networks, alliances and platforms	43
17. Table of allies and partners	46
18. Developing effective messages	47
19. Segmenting key audiences	49
20. Different messages for different audiences	50
21. List of commonly asked questions and answers	51
22. Select tactics based on pathways of influence	52
23. Evidence and research for advocacy	55
24. Budget analysis	57
25. Lobbying and negotiation	58
26. Campaigning	61
27. Using media for advocacy	63
28. Risk assessment	65
29. Risk management matrix	67
30. Identifying advocacy opportunities	68
31. Planning and phasing activities	69
32. Monitoring and evaluation framework	71
33. Documenting meetings	73
34. Recording activities	74
35. Shared log of events and achievements	75
36. Shared log of quotes	76
37. Advocacy updates	77
38. Evaluating advocacy	78
39. Self-assessment questionnaire	82

REFERENCES AND SOURCE MATERIALS

Save the Children policies and frameworks	83
Other resources	83

COVER PHOTO: *Afghan girls advocating for secure education.*
Photo credit Jean Chung

Introduction

Advocacy is now central to Save the Children's work and many country programme staff are already advocating to change policies and practices that affect children. But the prospect of developing a national advocacy strategy can still seem very daunting.

This toolkit has been developed to help make the task more straightforward. No special expertise is required to develop an advocacy strategy. Anyone with common sense and an understanding of issues affecting children's rights can do it.

The toolkit starts with an overview of the role and place of advocacy in Save the Children, and how planning an advocacy strategy should link with other Save the Children planning processes. This is followed by a summary of the basic components of an advocacy strategy, and how to develop a strategy in ten steps. A complete list of the different tools in this toolkit follows, with an explanation of how to use them to help work through the steps.

The first tool is the Save the Children "advocacy planner", which can be used as a format for concisely recording your strategy once it has been developed.

Many of you may find this is all the guidance you need, but if you need more help you can select any of the more detailed tools that follow to help you work through the process. These tools include short **EXPLANATIONS** of key issues, practical **EXERCISES** to help sort and analyse information, and **FORMATS** you can use to plan and record your advocacy work.

The last section provides links to related materials and toolkits and suggests source materials for further reading. An accompanying volume **Advocacy Toolkit Examples**, contains a few examples from Save the Children Experience, and these are referred to at relevant points in the toolkit.

This collection of tools is by no means definitive and suggestions for other tools you have found useful would be welcome. In particular we are hoping to include more practical examples from your experience.

The Toolkit is freely available in hard copy, on CD-Rom and on the intranet.

Please note that although this toolkit contains some exercises that can be used in training workshops, it is not intended as a training resource. A separate resource for training purposes is being developed and will be available in spring 2007.

WHEN and HOW TO USE THE TOOLKIT

- When drawing up a Thematic Programme Plan (TPP) to ensure the advocacy strategy is part of that plan
 - When reviewing or refining an existing advocacy strategy, or planning a new one outside a TPP process
1. Use the ten steps of the advocacy process to make sure you have considered everything necessary for drawing up an advocacy strategy.
 2. Select the tools and exercises which are be most useful in your particular context, and refer to the explanations and additional references listed for further background information.
 3. Summarize key points of your advocacy strategy in a written document (you can use the advocacy planner provided).

Role and place of advocacy in Save the Children UK

In working towards Save the Children's overall goal of realising children's rights, Save the Children UK has adopted a Child Rights Programming (CRP) approach. This section shows how advocacy fits in with frameworks and processes developed for planning programmes based on this child rights approach.

Cross Reference: Tool 3. [Rights-based advocacy](#)

What is advocacy in Save the Children

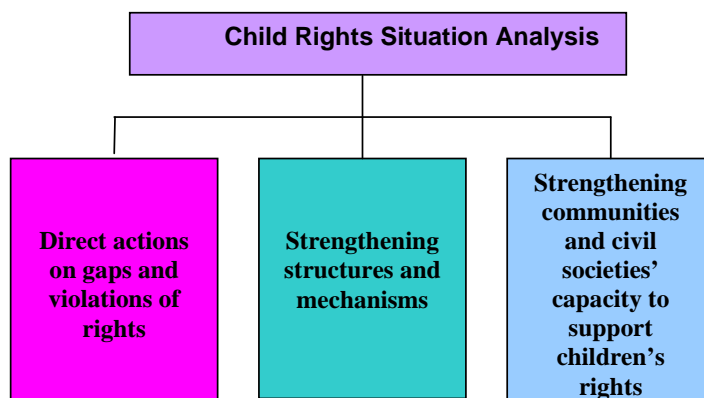
Advocacy means influencing the people who have decision-making power to bring about changes in the lives of children. This can be through direct lobbying of the decision-makers (insider work), or by creating external pressure on the decision-maker through media or campaigning (outsider work). It also means building platforms and supporting the development of civil society (especially groups including children), so they can advocate for change themselves and hold governments to account (working with others).

for Save The Children advocacy means:
Acting with and on behalf of children to influence the policies and actions of others to improve the fulfilment of child rights.

Most Save the Children Country Programmes are already involved in some kind of advocacy but not all have a clear advocacy strategy. An advocacy strategy means being clear about what policies and actions need to be changed, who is in a position to make the changes, and how to influence those decision-makers.

Advocacy and the Three Pillars of Save the Children programming

Save the Children's child rights programming is based on a thorough understanding of the situation of child rights in the country. This creates a framework for effective programmes, developed as the following three principles (or pillars):



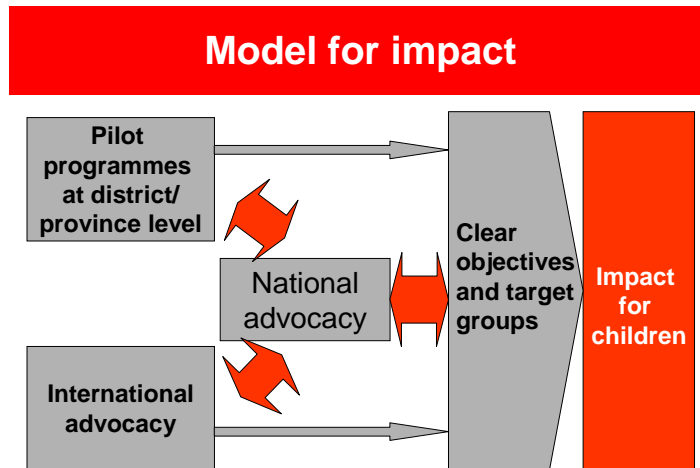
Advocacy is integral to the second and third pillars.

- Strengthening structures and mechanisms requires advocacy to bring about those changes at policy level, and to ensure the changes are implemented and financed in the long term
- Strengthening communities and civil societies' capacity to support children's rights requires Save the Children to support the advocacy work of others, particularly of children

The first pillar – direct actions on gaps and violations of rights - is more concerned with practical programme work, although it may also require some advocacy to influence specific duty bearers to change their practice.

The balance of activities across the three pillars will vary over time depending on both internal and external contexts. Some individual projects may have a greater emphasis on one or two pillars but all programmes - sets of activities designed to achieve a particular change objective – are expected to have some mix of activities in all three pillars.

Another way of representing the links between programme work and advocacy is the model for impact shown below. It illustrates how SCUK intends to make the biggest possible impact on children's lives through a combination of programme work and advocacy:



National advocacy is at the heart of this model for impact. Programme work at local level is used to develop practical ways to improve children's lives. This experience is used, through advocacy, to influence national policy and practice in order to bring about change in the lives of greater numbers of children. We also use our tangible, national level learning to influence change at an international level, at the same time as using our international experience and connections to support national level advocacy.

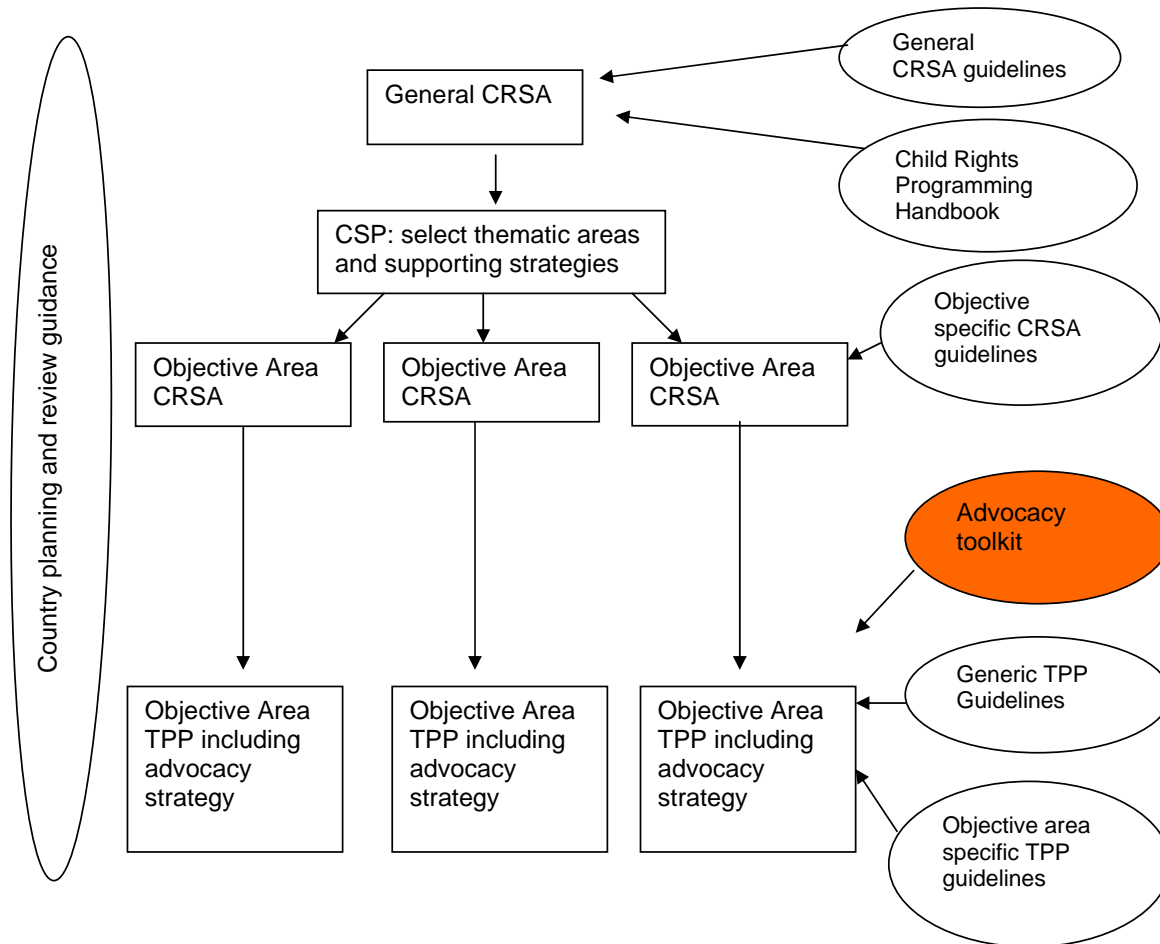
Child Rights Situation Analysis (CRSA) and advocacy planning

A Child Rights Situation Analysis forms the foundation of a country programme plan. It helps to identify which rights are being violated and the reasons for those violations. This shows what needs to be changed and so will help clarify the goals and objectives for the whole programme, including advocacy objectives. A CRSA will also enable you to identify who the duty bearers are, how they can be held accountable, and how they can be influenced. This will help to identify advocacy targets and potential allies.

Cross reference tool 3. [selecting key issues from a child rights situation analysis](#)

Planning advocacy in a Thematic Programme Plan (TPP)

The child rights situation analysis feeds into the TPP process. As part of this process Country Programmes develop strategic goals and objectives for the whole programme including advocacy. The flowchart below shows the ‘ideal’ sequence of stages in the planning process, but you should use these tools flexibly, according to your own context and needs. Ideally the advocacy strategy should be developed along with programmes as part of the TPP for any objective area.



Advocacy objectives should be included in the main TPP, while the detailed advocacy strategy may be added as an appendix.

Advocacy and the five dimensions of change

Save the Children's approach to rights-based Global Impact Monitoring (GIM) provides a systematic framework for *identifying intended changes* and *monitoring actual changes*. Using GIM, programmes seek to achieve demonstrable rights-related outcomes in five dimensions.

1. **Direct changes in the lives of children and young people** (children's rights are better fulfilled and no longer violated).
2. **Changes in policies and practices affecting children and young people's rights.** (Duty Bearers are more accountable and take account of the rights and best interests of children).
3. **Changes in children's and young people's participation and active citizenship.**
4. **Changes in equity between, and non-discrimination against, children and young people.**
5. **Changes in civil society and communities' capacity to support children's rights.**

Dimensions 2 and 5 are particularly important in advocacy as most advocacy work aims to change policies and practice, and to build constituencies to support children's rights. Dimensions 3 and 4 should also be considered when planning advocacy and assessing its impact as they are critical in realising the pillars of children's rights. Dimension 1 is ultimately the objective of all advocacy, as there is no point changing policies if it has no effect on the lives of children.

These dimensions can be used when planning an advocacy strategy –

- By setting objectives that fit with the GIM dimensions,
- by deciding on tactics that help bring about change in those dimensions – for example by increasing children's participation,
- and when monitoring the effects of advocacy.

See also: *Tool 9, [Advocacy, GIM and the five dimensions of change](#)*

To summarise:

- **Advocacy is central to Save the Children's rights-based programming**
- **Advocacy is essential for work on the second and third of the "Three Pillars of Save the Children Programming" strengthening systems and building constituencies**
- **Direct interventions should all feed into advocacy by helping to provide evidence and legitimacy for advocacy.**
- **Advocacy objectives should be included in a Thematic Programme Plan and developed as part of the TPP process.**
- **The Child Rights situation analysis helps to identify advocacy objectives, targets and allies.**
- **The advocacy objectives can be linked to the five dimensions of change of GIM so we can track the impact of advocacy.**

An advocacy strategy has to answer the following questions:

What change do we want to bring about?

WHAT is going wrong?

Provide strong, unambiguous evidence

WHAT must change?

Be very clear about what must STOP, what must CHANGE, or what ALTERNATIVE SOLUTION should be adopted

Who can make the change?

WHO has the POWER to make the change happen?

Be clear that they can actually make the change

WHO are our ALLIES and OPPONENTS?

Be clear about who we work with, and who we have to overcome

How can you make them change?

HOW are we going to win?

Produce a clear, effective plan of action

HOW will you see whether the change has happened?

Produce a clear plan for monitoring and evaluating the advocacy and amending your plan if necessary,

The following list shows the steps you need to go through to develop your advocacy strategy.

How to develop an advocacy strategy in 10 steps

Purpose: This list provides an overview of the main components of an advocacy strategy. The advocacy planner (Tool 1) provides a format to write up your strategy.

How to use it: As a checklist for the advocacy strategy, to ensure you have considered all the basic steps, which are covered in more detail in the toolkit. You will need to go back over the different steps several times. For example, you may need to revise your targets when you have considered your tactics in more detail.

Why?

1. Before you start

- Form a team to develop your advocacy strategy
- Make sure you understand what advocacy means for Save the Children and how and advocacy strategy fits in with your programme and TPP
- Consider how children and young people might be involved in advocacy
- Consider how you will cooperate with other Alliance members in country
- Consider the implications of rights-based advocacy
- Assess your organisational competence

What?

2. Issue

- Identify the relevant issues and problems
 - Using Child Rights Situation Analysis and TPP planning
 - Select issues that require policy change and lend themselves to advocacy
- Prioritise between issues.
- Is the issue rooted in your experience/partners' experience? Do we have enough experience and evidence?
- What are the risks of failure for our programme(s) and our reputation?
- Is there sufficient movement for change? (Would we be on our own or are there others we could work with as a part of an alliance?)
- How much leverage is there? Are the positions fixed or is change achievable?

Formatted: Bullets and Numbering

3. Goals and objectives

- Establish a long-term goal or vision for change
- Establish clear strategic medium and long-term objectives in relation to the issues you have identified (there could be a number of objectives per strategic issue but these have to be specific).
- Make them "SMART" (specific; measurable; achievable; resourced and time bound)
- Frame your objectives in terms of policy change/institutional change.
- Consult your beneficiaries (particularly children) to make sure your objectives reflect their needs – this is crucial for legitimacy and credibility.
- Formulate milestones – intermediate outcomes that will show you are making progress
- Establish a framework for monitoring impact and gathering information as a baseline.

Who?

4. Who are the Targets

- Identify targets, i.e. institutions, individuals and other bodies that have the power to change policy or enforce their implementation.
- Research their decision making process(es), establish who has the power to make the changes and how they can be influenced
- You may need to refine your advocacy objectives after analysing your targets

How?**5. Who are your allies (and opponents)?**

- Think widely since you might find unlikely groups useful allies
- Where can opposition to the changes we want to achieve come from?
- Decide whether or not to form coalitions, or work with some that already exist if they could help to achieve your objectives
- Consider joint advocacy approaches with Alliance members in country
- Think how children could be involved

6. What is your message?

- Establish a clear, simple message of what change you want to happen.
- Adapt core message to produce different messages for different audiences.
- For public campaigning – simplify your message but don't oversimplify.
- Consider: message-channel- audience – a combination of all three are essential for communication.
- If children are to be involved advocacy, provide an opportunity for them to adapt the content, language and style of messages.

7. How will you achieve your objectives?

Consider different strategic activities and associated risks, as appropriate:

- ◆ research
- ◆ dissemination of information
- ◆ opinion forming
- ◆ media work
- ◆ publications
- ◆ lobbying
- ◆ forming alliances, building coalitions and civil society platforms
- ◆ public campaigning

There are many variations on the above that could form a part of useful activities to help achieve policy changes. In every case, remember to:

- Identify and use allies beyond coalitions.
- Make sure the different component parts of your strategy inter-relate and support each other.
- Involve 'beneficiaries', particularly children

8. Action plan:

who, what, where, how, when

- Establish when there will be opportunities for advocacy activities
- Have a realistic timescale (including any additional research)
- Carry out risk analysis, especially bearing in mind any risks to children
- Identify existing resources and what is missing:
 - develop a capacity-building plan to cover any gaps.
 - work with colleagues responsible for securing funds to incorporate advocacy funding in existing or new proposals
- Write up your strategy and action plan, (using the *Advocacy planner*, tool 1).

9. Put your plan into action**10. Monitor and evaluate your plan**

- Monitor and evaluate progress as you implement your plan. It is important to identify problems at an early stage before they become major threats or turn into insurmountable obstacles.
- Feed the lessons learnt back into the planning process. Revise objectives, targets, messages and tactics if necessary
- Produce simple documentation so all concerned in the advocacy know what is going on, and can form the basis of evaluation later
- Assess the intended and unintended impacts of the advocacy strategy.

Use the following table to choose which tools to use to help develop the advocacy strategy

Choosing tools to help develop an advocacy strategy

This table shows how you can use the different tools in this toolkit to help build up your advocacy strategy, based on the ten steps above. You may not need to use any of the tools, but they are provided here to help you if necessary.

There are three types of tool: **EXPLANATIONS** of key issues, **EXERCISES** to help analyse information, and **FORMATS** to help document your plans and actions. In the electronic version click on the selected tool. Otherwise use the tool number to find it.

TOOLS	Nr	How you can use it
1. Before you start		
Advocacy Planning Format	1	FORMAT for setting out your advocacy strategy in a concise way, with an appendix containing basic tools for analysing information
Child participation in advocacy	2	EXPLANATION of practice standards for child participation in advocacy and how children might be involved
Rights based advocacy	3	EXPLANATION of how advocacy fits into a rights-based approach to programming
Advocacy competency and capacity	4	EXERCISE List of advocacy skills required as individuals and as a team, with an exercise to identify strengths and weaknesses
2. Identify the relevant issues and problems		
Selecting key issues from a child rights situation analysis	5	EXERCISE : Questions to help clarify which of the issues identified by a child rights situation analysis can be addressed through advocacy
3. Goals and objectives		
Setting change objectives	6	EXPLANATION : definition of what we mean by SMART objectives
Criteria for advocacy goals and objectives	7	EXERCISE : list of criteria to help test whether your advocacy goals and objectives are clear and motivational
Using problem tree analysis to set objectives	8	EXERCISE to clarify how different issues are related through cause and effect, to help focus on the most important objective:
Advocacy, GIM and the five dimensions of change	9	EXPLANATION of how advocacy is linked with the Global Impact Monitoring framework used by Save the Children, and how to use the GIM framework to assess the impact of advocacy
Framework for understanding progress and impact	10	EXPLANATION : framework setting out indicators of progress, intermediate outcomes or milestones
4. Who are the Targets?		
Mapping power	11	EXERCISE : For political analysis, to analyse who has power in relation to the advocacy issue.
Mapping the policy system	12	EXERCISE to identify key players in different phases of policymaking and plan how to influence them
Stakeholder analysis	13	EXERCISE : To identify targets, allies and influentials and map out their will and power to bring about change.
Targets and influentials	14	FORMAT for summarising information about main targets, their influentials, and what we want them to do,
What do they know and care about?	15	EXERCISE : To analyse the perspective of the different targets and influentials.

See
Toolkit
examples

5. Who are your allies?		
Coalitions, networks, alliances and platforms	16	EXERCISE to consider different ways of working with others and to help decide whether or not to initiate or join a coalition
Table of allies	17	FORMAT for summarising information about allies and type of collaboration
6. What is your message?		
Developing effective messages	18	EXERCISE list of criteria for effective messages
Segmenting key audiences	19	EXERCISE to analyse the different levels of knowledge in your audiences
Different messages for different audiences	20	EXERCISE : Table to set out different messages for different audiences
Commonly asked questions and answers	21	FORMAT : a working document to make sure answers to questions are clear and consistent.
7. How will you achieve your objectives?		
Selecting tactics based on pathways of influence	22	EXERCISE flowchart and exercise to select most effective tactics to influence decisions
Evidence and research for advocacy	23	EXPLANATION of how to plan and design research in support of advocacy objectives
Budget Analysis	24	EXPLANATION of how to track budgets to provide evidence of government priorities and trends over time
Lobbying and negotiation	25	EXPLANATION of how to lobby decision makers and get to the negotiation table
Coalitions, networks, alliances and platforms	16	EXPLANATION of how to decide whether to work with coalitions
Campaigning	26	EXPLANATION of how to plan campaigning activities, and of some basic campaigning tools
Using media for advocacy	27	EXPLANATION of how to use media coverage to disseminate your advocacy message
Risk assessment	28	EXERCISE questions and a table to assess the level of potential risks of using advocacy to address an issue
Risk management matrix	29	EXAMPLES Of types of risk and ways of mitigating them
8. Action plan		
Identifying advocacy opportunities	30	EXERCISE To plan activities taking advantage of all advocacy opportunities
Planning and phasing activities	31	EXERCISE to plan calendar of activities, and who is responsible for what
Advocacy planning format	1	FORMAT for writing up advocacy strategy
9 and 10: Implement the plan, monitor and evaluate		
Monitoring and evaluation framework	32	EXERCISE framework for monitoring and evaluating the advocacy process
Documenting meetings	33	FORMAT : for writing up advocacy meetings to ensure focus remains on advocacy objectives
Recording activities	34	FORMAT : for recording all activities related to advocacy
Shared log of events and achievements	35	FORMAT : to keep a simple log of all events and achievements related to advocacy
Shared log of quotes	36	FORMAT for a log of quotes related to advocacy
Advocacy updates	37	FORMAT : to produce regular updates of the advocacy process
Evaluating advocacy	38	EXPLANATION of how to evaluate advocacy
Self-assessment questionnaire	39	EXERCISE regular self assessment of the advocacy process

See Toolkit examples

See Toolkit examples

See toolkit examples

1. Advocacy Planning Format

PURPOSE: Format for writing up your advocacy strategy concisely. You can adapt the format for your own requirements if necessary.

HOW TO USE IT: when you have developed your advocacy strategy by working through the ten steps, fill in this report format. Use the tools in its appendix to carry out target analysis etc. If you need further help developing these, then use other more detailed tools in the toolkit.

INSERT title of Advocacy strategy

*Insert dates and name of Country Programme
(maximum 5 pages)*

Date _____ Version _____ Author _____

1 Advocacy Group

Project Manager:

Core Team: *people working closely on the planning/delivery of the strategy*

Satellites: *people who act as reference points/have occasional involvement (including London office staff whose involvement is desirable)*

2. Overall aim(s)

Identify the overall goal(s) of the advocacy initiative

3. SMART Objectives

Insert agreed Specific, Measurable, Achievable, Realistic and Resourceable and Time bound change objectives and sub-objectives that will achieve the overall aim(s). Note any key sensitivity relating to any of these objectives e.g. Save the Children Alliance positioning, national government sensitivity etc.

4. Timeliness/Opportunities

Outline why it is timely to tackle this issue now and for how long, & briefly identify the top 1-3 opportunities in which to target the identified decision makers to bring out key policy change, highlighting any need for public campaigning or platform building.

5. Targets

Identify the top 1-3 main decision-makers that the advocacy will target at national level, regional and/or local as appropriate and briefly outline, where possible, what tactics you envisage using to target these decision-makers, e.g. behind-the-scenes lobbying, political lobbying in the UK, high profile public campaign etc.

6. Key Messages

Insert the top-line messages for each of your key targets. Express these as calls for the change that we are asking for in each of our objective – maximum two per objective (note: it is understood that these calls may change slightly in the course of further planning. However an early but clear indication is needed here).

7. Partners/Allies

Highlight the top 1-3 partners/allies/corporates that you plan to work closely with in order to influence decision-makers, with specific reference to those that have a high public profile that might cause potential branding or profile-raising concerns for SC UK.

8. Links with international advocacy

Indicate whether your advocacy strategy is linked with existing international advocacy in Save the Children, and if so how it is connected. Highlight areas where international pressure is crucial to achieving your national advocacy objectives.

9. Evidence

Insert strong evidence from your programme work including any key "killer facts" (i.e. those undisputed and verifiable facts that form the backbone of your advocacy); identify evidence and baseline data that is already available and/or research, which will need to be carried out as part of the strategy and the timeframe by which this new evidence would be required.

10. Risks

Outline the top 1-3 risks to the success of the advocacy strategy (e.g. key opponents, obstacles etc) and steps that will be taken to mitigate risk.

Key Risks	Mitigators

11. Monitoring progress and impact

Identify the main indicators that will be used to measure impact for each SMART objective below or other means of monitoring progress and impact under the 5 GIM dimensions of change.

12. Advocacy Plan Outline

List all the key activities under each objective, the milestones you need to reach to move from A to B for each key activity; as well as the financial and human resources necessary and the person responsible for delivering each activity.

SMART OBJECTIVES	MILESTONES <i>What are the key time-specific milestones for getting 'from A to B' for each key activity?</i>	Resources <i>Specify budget & source & any human resource issues</i>	Activity Lead <i>Who will be responsible for delivering on each activity</i>
OBJECTIVE x Activity A Activity B Activity C			
OBJECTIVE xx Activity A Activity B Activity C			

Compiled by: _____
Name Date

Approved by: _____
Date

2. Child participation in advocacy

Purpose

To plan appropriate children's involvement in the advocacy strategy

How to use it

- At the planning stage, to consider how children might be involved in different ways.
- For monitoring and evaluation: to assess the levels of children's involvement.

The tools in this toolkit can be adapted for use with children and young people where appropriate, by modifying the language where necessary and ensuring they are used in accordance with the practice standards. To ensure that children and young people's participation in advocacy is safe, meaningful and ethical:

- ◆ Plan around the needs of children and young people and bear in mind that they might have other commitments such as school etc.
- ◆ Ensure venues and spaces are child friendly
- ◆ Think about language and information – is it accessible to children and young people?
- ◆ Make sure that children and young people are kept at the centre of advocacy initiatives

Overview of practice standards in child participation¹

1. **An ethical approach: transparency, honesty and accountability.** Adult organisation and workers are committed to ethical participatory practice and to the primacy of children's best interests.
2. **Children's participation is relevant and voluntary.** Children participate in processes and address issues that affect them – either directly or indirectly – and have the choice as to whether to participate or not.
3. **A child friendly, enabling environment.** Children experience a safe, welcoming and encouraging environment for their participation.
4. **Equality of opportunity.** Child participation work challenges and does not reinforce existing patterns of discrimination and exclusion. It encourages those groups of children who typically suffer discrimination and who are often excluded from activities to be involved in participatory processes.
5. **Staff is effective and confident.** Adult staff and managers involved in supporting/ facilitating children's participation are trained and supported to do their jobs to a high standard.
6. **Participation promotes the safety and protection of children.** Child protection policies and procedures form an essential part of participatory work with children.
7. **Ensuring follow-up and evaluation.** Respect for children's involvement is indicated by a commitment to provide feedback and/ or follow-up and to evaluate the quality and impact of children's participation.

¹ Practice Standards in Children's participation. Save the Children Alliance, 2005.

Use the following matrix to plan how to involve children at different stages of the advocacy strategy: planning, implementation, monitoring and evaluation. The matrix shows degrees of “participation” as a spectrum ranging from “being informed” to “being in control”. Different degrees of participation will be appropriate at different stages of the advocacy process. Save the Children Alliance Practice Standards apply in deciding if and when to involve children. It is important to consider their best interests at all times and to consider all possible consequences of their participation, particularly if they are involved in public advocacy.

	Kept Informed about activities	Consultation	Provide inputs	Partnership	Control
Planning	E.g. Children are informed about advocacy plans.	Children’s views are incorporated into advocacy plans	Children help to collect information,	Children have significant influence on decisions at planning stage, e.g. Determining when, where and how advocacy activities should take place.	Children have controlling influence on advocacy at planning stage
Implement-ation	Children are provided with information.	Children are consulted and their views incorporated, for example in advocacy materials,	Children take part in implementation for example they produce materials, attend meetings, etc.	Children have partnership role in advocacy– including decision-making responsibility	Children are in charge of running advocacy
Monitoring	Children are provided with information about how the advocacy is running	Children are asked for their opinions on how the advocacy working	Children help to collect information on the progress of the advocacy	Children have influence on how monitoring is done: What questions are asked, what data is collected, how it is presented, analysing findings etc.	Children are in control of monitoring process -
Evaluation	Children are given information about advocacy and its effects/impact	Children are asked for their views on the effects and impact of the project on their lives.	Children help to collect information about advocacy effectiveness.	Children involved in analysis and conclusions about effectiveness	Children are in control of evaluation.

The following key questions might also be useful when evaluating children’s participation in advocacy:

- How many children were involved?
- Which children were not involved and why? (girls/boys, age, ethnic background, working children etc.)
- What was the process by which they were genuinely involved? Are there factors that may have prevented them from freely giving their opinion?
- What key successes/impacts in your advocacy work can be ascribed to children’s participation?
- Did you face any ethical issues and/or challenges during the process?

3. Rights-based advocacy

Purpose

An explanation of the concept of rights-based advocacy.

How to use

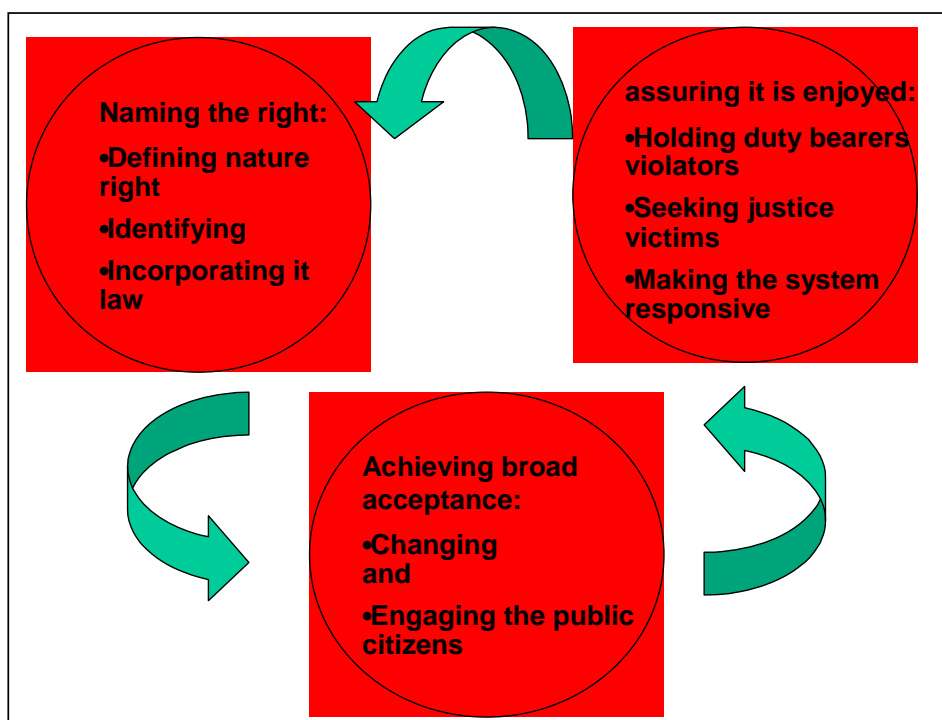
Use as basis for discussion to ensure the problem analysis is carried out from a rights-based perspective.

See also: *Reporting to the UN Committee on the Rights of the Child: A Starter Pack for Country Programmes*

Child rights advocacy

The United Nations Convention on the Rights of the Child (UNCRC) has been ratified by all but two countries and yet children's rights are still violated across the globe. Child rights based advocacy involves using the UNCRC to push for the enforcement of child rights at the national or local level. It expresses the view that children have a right to, rather than simply a need for, certain forms of protection and opportunities and it identifies the state as the primary duty bearer with ultimate responsibility to ensure the promotion and protection of all children's rights.

When engaging in rights-based advocacy it might be useful to consider the following:



The child rights advocacy activities on the ground will vary greatly from country to country depending on the child rights situation. For example in Serbia, Save the Children UK has been advocating for the creation of a Children's Ombudsman. Using the child rights

situational analysis as a basis for advocacy and following extensive lobbying and mobilisation of partnerships, a draft law establishing the Ombudsman was agreed in consultation with children², and should be adopted shortly by Parliament. The Ombudsman will act as an independent and accessible mechanism for the promotion of children's rights and will serve as a voice for children in influencing law and policy. SCUUK has also succeeded in getting children's rights principles and standards in to constitutions in South Africa, Iraq and the European Union where they are not in line with the UN's Convention on the Rights of the Child (CRC). We have also supported many country programmes to contribute to the reporting process of the Committee on the Rights of the Child.

A Child Rights approach is also applied to the objective areas. In the case of education for instance, arbitrary and discriminatory imposition of fees may result in denial of equal access to education and therefore constitute a violation of the state's obligations. The same concept applied to children's right to health could be considered within the simple framework below.

CONCEPT	DEFINITION	EXAMPLE
Core content of a right	The specific individual entitlements that make up a right	The right of all children to have access to health care
State obligation	The responsibilities of the State to respect, protect, promote and fulfil the entitlements under the right.	The state is to develop policies and programmes to meet its obligations. In the case of health: to deliver health care to their citizens, particularly the most vulnerable
Obligation of conduct	Obligation to undertake specific steps (acts or omissions).	All steps required to establish a universally accessible health system,
Obligation of result/impact	Obligation to obtain a particular outcome	Decrease in child mortality from preventable causes, such as endemic diseases, lack of pre and antenatal care.

² The first time in the country's history that children were involved in drafting a law.

4. Advocacy competency and capacity

Purpose

To help identify the key competencies required at different stages of the advocacy process

How to use it

A workshop format for assessing country programmes' advocacy capacity is being piloted late 2006/2007. Workshop materials, including rating sheets, are available from the International Advocacy Adviser in the London Office.

Formatted: Bullets and Numbering

The following list of key individual staff competencies and overall programme capacities has been developed to help Country Programmes assess their capacity for advocacy work. Country Programmes can use this list to rate their capacity on a scale of 1 to 4 (with 4, the highest score, representing the ideal situation). This will help determine where they stand in relation to the different aspects of advocacy capacity and decide what areas need strengthening. It is best to go through this process in a workshop, with a facilitator. Plans for building capacity can then be developed, with target levels to achieve in an agreed space of time.

INDIVIDUAL COMPETENCIES

1. *Analytical skills* (→ translates into Country Programme's overall ability to develop long-term strategic vision of change)

- Identify and prioritise issues that require policy change
- Ability to analyse political systems and institutions
- Assess power and influence of key actors
- Understand the impact of political, economic and social factors on children's rights

2. *Strategic thinking skills* (→ Ability to carry out policy analysis and research)

- Develop long-term advocacy goals and short-term objectives
- Identify key activities necessary to achieve the goals and objectives
- Identify and assess key stakeholders
- Ability to choose styles of advocacy appropriate to the issue and context

3. *Communication skills* (→ Ability to communicate messages and influence policies)

- Strong writing and presentation skills (reports; talking points; briefings)
- Able to develop and communicate messages to a variety of audiences
- Formulate clear and specific recommendations for change
- Use a range of approaches to influence and negotiate positions

4. *Social / networking skills* (→ Ability to create and support networks and partnerships)

- Build and maintain relations with decision-makers, media and partner organisations
- Motivate and organise stakeholders and public to take action
- Facilitate children's participation in advocacy
- Understand partners' needs and constraints and provide support

5. *Monitoring and evaluation skills* (→ Ability to carry out, monitor and evaluate advocacy)

- Define indicators of impact and progress (under the 5 dimensions of change)
- Gather relevant data to report and measure progress
- Select, use and present data for advocacy purposes
- Apply learning from past experience to planning future actions

ORGANISATIONAL CAPACITIES

6) *Ability to ensure sustainable advocacy work*

- Identify skills necessary for advocacy work (incl.M+E) and reflect in job descriptions
- Include advocacy in staff induction and provide opportunities for developing advocacy skills
- Ensure recruitment and retention of staff with advocacy skills
- Support and supervise staff (including workplans) involved in advocacy

7) *Ability to plan and manage advocacy*

- Develop and monitor advocacy plans as an integral part of TPPs
- Have an organisational structure conducive to integrating advocacy and involving relevant staff in developing advocacy strategies
- Conduct research and produce documentation for advocacy purposes
- Document key decisions (ensure institutional memory)

8) *Ability to respond to changing policy environment*

- Conduct, apply and update CRSA
- Have a clear vision of the change desired and a logical and coherent strategy for achieving it
- Carry out risk assessment and develop contingency plans
- Know and engage with other organisations advocating on the issue and their approaches

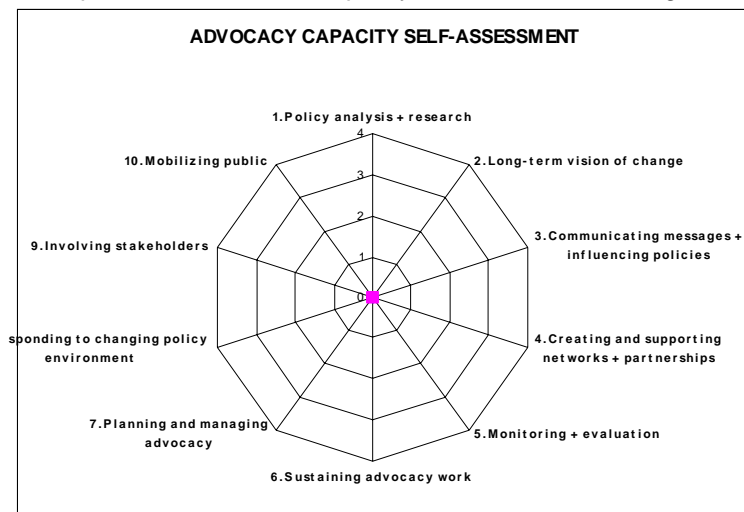
9) *Ability to involve stakeholders in all stages of advocacy*

- Consult key stakeholders in advocacy strategy development
- Involve children in all stages of advocacy
- Report to and seek feedback from all stakeholders
- Adapt plans to reflect stakeholders' feedback

10) *Ability to mobilize members of public*

- Apply principles of effective programming, with particular focus on the 3rd pillar (building constituencies)
- Mobilize public support for advocacy goals
- Build, maintain and coordinate strong strategic platforms
- Plan and carry out public campaigning events appropriate to local context

Outcomes of the capacity assessment can be plotted onto a spider diagram to get a visual picture of the current capacity, and decide on the targets for capacity-building.



5. Selecting key issues from a Child Rights Situation Analysis

Purpose

To help put the advocacy strategy in context and define change objectives as part of the Thematic Programme Plan

How to use it

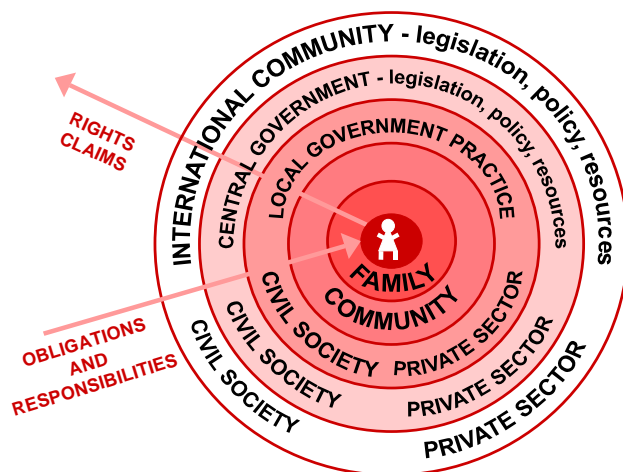
- Consider the advocacy strategy in relation to the following questions.
- Use this problem analysis to help develop change objectives that are clear, realistic and measurable in the context of your country programme.

See also: [TPP guidance](#)
[CRSA guidelines](#)

The Child Rights Situation Analysis helps to prioritise areas SCUk should address in its programmes by going through the following steps:

- Identifying **what** rights are not realised for **which** children (researching, mapping, making visible)
- Identifying **why** they are not realised – immediate & root causes
- Identifying **who/which institution** bears responsibility. What are they and other actors currently doing?
- Identifying the **constraints and obstacles** to meeting responsibilities (capacity, legislative, resources, attitude?) What might help or hinder the further realisation of children's rights?
- Identifying **how best to change** - what strengths can be reinforced, what more needs to be done, or done differently, who with?

The analysis of duty-bearers helps to identify key decision-makers and clarify the level of advocacy that might be required.



The following questions then help refine the decision about which issues should be addressed through advocacy:

Prioritising issues for advocacy: checklist of questions

- **Impact on Children**
 - Number of children and young people affected?
 - Which particular groups of children and young people are affected (boys, girls, age groups, ethnic groups)?
 - How severely are children affected? Does it lead to further harm?
 - Are there opportunities to empower children through participation or other means?
 - Will it bring about impact in the five dimensions of change of GIM?

- **Effectiveness**
 - Ability to influence – how much difference can/will we make
 - Are there specific external opportunities?
 - Can we build partnerships that strengthen our advocacy work and promote longer-term capacity building (who else is active/add value or duplicate)?
 - Is there, or can we generate public, government and media concern?

- **Fit**
 - Is this an issue that will engage programmes and provide an evidence/experience base?
 - Do we have/can we acquire the skills/expertise we need?
 - Does it help build Alliance co-operation?
 - Does it meet corporate needs (brand, fit, good for fundraising, supports other global campaigns)?

6. Setting change objectives

Purpose

Use as basis for discussion when setting change objectives, to ensure objectives are SMART –specific, measurable, achievable, realistic and time bound.

Cross reference: Tool 8: [Problem tree analysis](#)

Tool : [Checklist of criteria for advocacy goals and objectives](#)

Identifying problems and setting change objectives

What is the problem?

A problem, in this context, is a negative situation affecting a specific group of children. Each problem is made up of a variety of different issues. A ‘good’ advocacy issue is focused enough so that it can be linked to a clear policy/political solution and can be easily communicated to many people.

Generally, there are two types of problems: process problems and concrete problems. Although they are often interconnected, each type presents different dilemmas and possibilities for strategising our advocacy work. **Process problems** relate to how decisions are made and implemented. They include transparency, accountability, corruption, discrimination and repression. It is sometimes difficult to mobilise widespread support around process problems because they seem too abstract. **Concrete problems** have a concrete or a physical impact. They often have to do with basic needs or violations of basic rights such as healthcare, education, land use or ownership, food security, violence against children. To solve these problems you often need to tackle process problems too. The immediacy of concrete problems usually makes them an easier starting point to mobilise people.

Tip: When analysing your problem before you start strategising your advocacy work it might be useful to produce a common problem statement. A **problem statement** is a short description of a problem in a specific context. For example: Poor healthcare in Zimbabwe – *“Basic healthcare is too expensive for poor people and inaccessible to most rural residents. Drugs are unavailable and costly. Hospitals and clinics are understaffed or staffed by poorly qualified personnel. People are uneducated about their health and are unable to demand better treatment or clarify what ails them and their families. This problem has a greater impact on women and children, who have specific health care needs, and who must look after other family members when they are ill.”*

What do I want to change?

For advocacy planning you might want to consider long-term goals, short-term goals and objectives.

- A **long-term goal** is more abstract and it describes the social change you want to see. It is your realisable vision.
- A **short-term goal** describes your desired outcome or the proposed advocacy solution to a specific issue. It is a step towards the long-term goal.
- An **objective** defines concretely what will be accomplished, where, with whom, and in what period of time. Advocacy strategies usually have a number of different objectives that guide different activities, and ensure they all contribute to achieving the goal

Useful ‘helper’ questions to ask yourself when setting your goals and objectives are:

- What are we trying to achieve?
- What is stopping us?
- What are we going to do about it?

Remember that goals and objectives should fit in with the GIM dimensions of change.

Objectives should be SMART - specific, measurable, achievable, realistic and resourced, and time bound. They should also be change-oriented rather than activity oriented. In other words they should describe the change you intend to bring about, not what you intend to do.

For example, consider the difference between these two objectives drawn up by a group in Southern Africa working on domestic violence.

Original Objective

To mobilise and educate women and law enforcement agencies by the year 2001.

SMART objective

Rural women involved in savings clubs in three villages will have been educated about domestic violence and their rights with regard to family law. They will be able to form violence prevention groups at the community level within thirty months.

Tips to help you be SMARTer

Specific

- Watch out for jargon or rhetoric, Words like 'sensitise' and 'empower' are vague. They can be broken down into more clearly defined results.
- Watch out for words that can be interpreted in a variety of ways, e.g. reproductive health, accountability, transparency etc.

Measurable

- Be as exact as possible about who, what, where, and when. For example an objective might state, "Educate children about their rights". When possible, estimate the number of children and what they will do as a result.
- Objectives that refer to a state of mind and a process like 'empower' are almost impossible to measure. However process objectives are appropriate for advocacy, particularly when the process is the desired outcome. For example, bring together grassroots women in small groups to voice their concerns and define their common priorities". In many places that is a major accomplishment. 'Group formation' or 'strengthening' can be a good indicator for process words like 'empowerment'. So, when you use words that refer to a state of mind you should ask yourself: "What does an empowered person do?" Ask yourself "Sensitise for what?" Use the answers to formulate your objective better.

Achievable

- The more concrete you are about who, what, where and when, the more achievable your objective will be. Process goals like empowerment and awareness raising are long-term and elusive. Imagine concrete signs along the way of what an empowered or an aware person does and make those your objectives.

Realistic and Resourced

- Changing attitudes and behaviour is a very long-term endeavour. Try to be realistic when you decide which and how many people you plan to influence.
- Realistic objectives should be achievable in the planned timeframe and reflect the limits of available funding and staff.

Change oriented

- An objective should be worded in terms of what you hope to achieve, not what you intend to do. Consider what change you want to see.
- For example "Decision makers x y and z will clearly demonstrate their awareness of the implications of child rights" is change-oriented, while "to raise awareness of decision makers about child rights" is activity-oriented.

Taken from: "A New Weave of Power", 2002,

7. Criteria for advocacy goals and objectives

Purpose: This checklist of criteria can help you decide what advocacy objective to pursue, or to recognise areas of existing objectives that need special attention or can be strengthened. A feasible objective will meet many of these checklist criteria, but not necessarily all of them. Even if your objective only meets three or four of these criteria, it should not be dismissed.

How to use it: By testing your advocacy objective using these criteria, you will gain valuable information about what you can expect to encounter if you choose a particular objective and which areas might need improvement or special attention during the advocacy process.

**See also Tool 6: [setting change objectives](#),
Tool 8: [using a problem tree to set objectives](#)**

Advocacy goal is: the subject of your advocacy effort. It is what you hope to achieve over the next 5- 10 years. The advocacy goal can be general. For example, reduce childhood malnutrition to improve children's health or ensure that children affected by conflict have access to basic education. The goal can be your vision.

CRITERIA FOR ADVOCACY GOALS

- ◆ Will the goal attract the support of many people?
- ◆ Do people care about the goal deeply enough to take action?
- ◆ Will you be able to raise money or other resources to support your work on the goal?

Advocacy objective: aims to change the policies, programs or positions of governments, institutions or organizations. Your advocacy objective is what you want to change, who will make the change, by how much and by when. Generally, the time frame for an advocacy objective will be 1-3 years. An objective is an incremental and realistic step toward a larger goal or your vision; it is not a general goal. Rather, the policy advocacy objective must focus on a specific action that an institution can take. An objective should be specific and measurable.

CRITERIA FOR ADVOCACY OBJECTIVES

- ◆ Do qualitative or quantitative data exist which show that reaching the objective will result in real improvements in the situation?
- ◆ Is the objective achievable? Even with opposition?
- ◆ Will many people support the objective? Do people care about the objective deeply enough to take action?
- ◆ Will you be able to raise money or other resources to support your work on the objective?
- ◆ Can you clearly identify the target decision makers? What are their names or positions?
- ◆ Does the objective have a clear time frame that is realistic?
- ◆ Do you have the alliances with key individuals or organizations needed to reach your objective?
- ◆ Will the objective help build alliances with other sectors, NGOs, leaders, or stakeholders? Which ones?
- ◆ Is the objective easy to understand?
- ◆ Will working on the objective provide people with opportunities to learn more about and become involved with the decision-making process?

Taken from SARA/AED Advocacy Training Guide

8. Using problem tree analysis to set objectives

Purpose

This is a useful analytical method, which allows participants to focus on a central problem, identify its causes, and impacts, rank these factors, and define objectives for an intervention.

When it can be used

At the planning stage: To analyse connected problems in terms of cause and effects: Problem trees can be conducted separately with different stakeholders, for example with boys and girls to determine gender elements of a specific problem. In this way programmes can recognise and respond to different needs. If many problem trees are used with different groups around a central problem the aggregation of findings can give an overall picture of how children and young people see an issue.

To develop objectives and indicators within programming. The central problem becomes the main programme objective, with different parts of programming feeding into it, each with their own specific objective. The effects can be used as indicators. E.g. a reduced number of deaths through FGM would indicate a successful impact of the project.

It can show how different causes must all be addressed in order to make a difference to the central problem. E.g. it is no use changing laws if the attitudes in society remain the same.

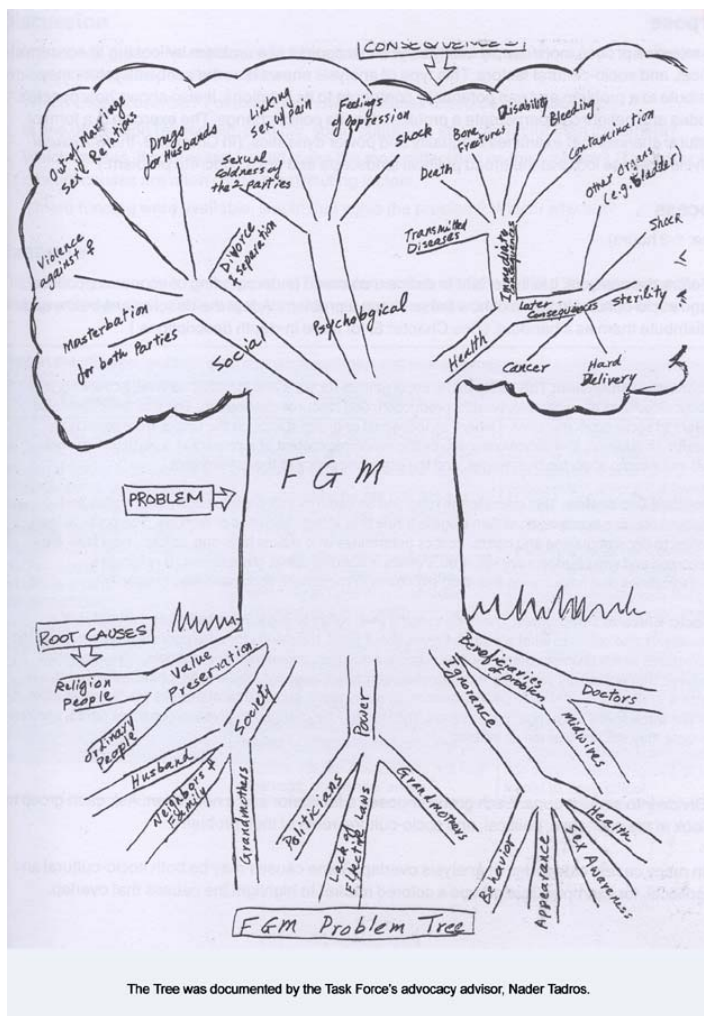
See also: Tool 6: [Setting change objectives](#)

Tool 7: [criteria for goals and objectives](#)

How to do it

1. Identify a “core”, “central” or “focal” problem. For example, an Egyptian coalition was advocating for the elimination of the practice of Female Genital Mutilation (FGM) under the auspices of the FGM task force.
2. Brainstorm to produce a list of causes, and consequences of the focal problem.
3. Rank them in terms of importance. The facilitators can discuss each topic as it is raised, and how it relates to the central problem.
4. Arrange into a problem tree, discussing the links between factors. Some causal links will be clear, and may go in one direction only, whereas others may be more complex, linking with other factors in a complex web of causal relations.

Problem tree on Female Genital Mutilation in Egypt



Setting your objectives

1. Turn the problem tree into an objective tree by turning each problem into an issue to address and then change. For example, if 'ignorance' is given as a cause, then the objective box would read 'reduce ignorance' or 'provide education'.
2. Do the same with consequences, so an effect that says 'high rate of sexually transmitted diseases (STDs)' would read 'reduce number of STDs'. This helps identify key problems; objectives and indicators, though not all the objectives may be relevant to the project.

9. Advocacy, Global Impact Monitoring (GIM) and the five dimensions of change

Purpose: To explain how GIM and the five dimensions of change can be used to help plan, monitor and evaluate advocacy

How to use: to help ensure advocacy objectives are relevant to Save the Children's GIM. To ensure advocacy monitoring uses the GIM framework

The five dimensions of change

1. **Direct changes in the lives of children and young people** (children's rights are better fulfilled and no longer violated).
2. **Changes in policies and practices affecting children and young people's rights.** (Duty Bearers are more accountable and take account of the rights and best interests of children).
3. **Changes in children's and young people's participation and active citizenship.**
4. **Changes in equity between, and non-discrimination against, children and young people.**
5. **Changes in civil society and communities' capacity to support children's rights.**

See also Tool 10: [framework for understanding progress and impact](#)
Tool 32: [Monitoring and evaluation](#)

The 5 Dimensions of Change should be considered firstly when planning advocacy, and secondly in the monitoring, evaluation and impact assessment of the advocacy work.

Planning advocacy

Dimensions 2 and 5 are always significant when planning advocacy and setting objectives.

- **Dimension 2: Changes in policies and practices that affect children and young people**
Advocacy work is often about changing policies and practices (i.e. the implementation of policies). Advocacy objectives that fall under this category contribute to Dimension 2 of GIM.
- **Dimension 5: Changes in civil society's and communities' capacity to support children's rights**
Advocacy work can also be about building constituencies of support that will enable children's rights to be fulfilled (i.e. building the capacity of civil society and communities). Any work that fits in this category will contribute to Dimension 5 of GIM.
- **Dimensions 3 (changes in children and young people's participation) and 4 (changes in equity and non-discrimination)** should also be considered. Questions to ask when planning the advocacy are:
 - Will the changes we seek in policy and practice result in increased participation of children and young people in decisions that affect them?
 - How will children and young people be involved in the process of achieving policy and/or practice change?
 - How will policy and/or practice change bring about an increase in equity or a decrease in discrimination? For which groups will this happen?

- How will empowered constituencies of support contribute to a decrease in discrimination or an increase in equity (for children and young people) through their attitudes and through the work they do?
- Who will make up the constituencies of support? Will they include or be comprised of our 'target groups' – so that the poor, vulnerable and marginalised (children and young people) are better able to represent themselves and have the means to create their own desired changes? If not, how can it be ensured that these constituencies represent the 'voice' of the poor, vulnerable and marginalised (children and young people)?

If our objectives and the activities that are aligned with them can answer (most, if not all) the above questions then we will also be fulfilling Dimensions 3 and 4 through our advocacy work.

Monitoring, evaluating and assessing the impact of advocacy work

Dimensions 2 and 5 principally need to be considered in monitoring, evaluating and assessing the impact of advocacy work.

Under Dimension 2 a programme will need to monitor its attempts to change policy and/or practice (learn from this and change its direction accordingly), and to assess the extent of their success in actually changing policies and/or practices.

When attempts to change policy and/or practice are done by working with others (partners, coalitions, etc) then the relative contributions of each party to the impact should be explained or taken into consideration as honestly and clearly as possible.

Under Dimension 5 a programme will need to monitor the extent to which constituencies are forming (where they did not already exist) or are changing (where they did already exist) in terms of attitudes, structures, function, ability to influence and so on, and this should include some examination of SC UK's own relationship with the constituencies; how it changes over time, the quality of the relationship, etc.

Impacts under Dimensions 3 and 4 would be considered in relation to the Dimensions 2 and 5, by examining the extent to which changes in policy and/or practice and changes in constituencies of support led to increased participation of (or increased 'space' for) poor, vulnerable and marginalised children and young people, and, increased equity or decreased discrimination.

Finally, it is also, where possible, important to look at the impact of advocacy work for **Dimension 1: Changes in the lives of children and young people**. Ultimately, the purpose of any advocacy should be to achieve such changes, so when assessing impact, we should examine the extent to which changes in policy and/or practice and changes in civil society capacity to support children's rights are actually having an affect (positive or negative, intended or unintended) on children and young people.

REMEMBER, The five dimensions are all interrelated – changes in one dimension may lead to changes in another, or changes in several dimensions might be required to achieve changes in another³. Often the boundaries between the dimensions are fuzzy (e.g. is a change in a policy that is about discrimination a change in Dimension 2 or in Dimension 4?) but this should not matter. The 5 Dimensions are there to help staff conceptualise and think about the work they are doing.

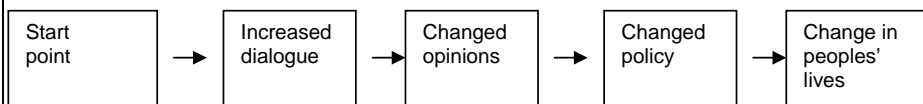
³ For example, a policy change that opens up space for people to be involved in decisions that affect them might not increase participation unless civil society's capacity to participate is also increased. On the other hand, an increase in civil society's capacity to participate might not increase participation unless there are policy changes that allow this to happen.

10. Understanding progress and impact

Purpose

This framework helps to set out what indicators of progress you might see on your way to achieving the more substantial change objectives and impact of the advocacy. These indicators of progress are sometimes called “milestones” as they are steps on the way to arriving at your destination.

A very simple example:



This idea is developed further to construct more sophisticated diagrams of the advocacy process. See the next sections: stakeholder analysis and tactics and activities.

How to use it

Set out your change objectives in the final column and then consider all the ways in which you expect to see progress on the way. This framework can then be used to set milestones and monitor the work as you go on.

The framework gives examples of the kinds of indicators that may be relevant and you should use these as a guide to set your own.

See also Tool 9: [Advocacy, GIM, and the 5 dimensions of change](#)
 Tool 32: [monitoring and evaluation framework](#)

Framework for understanding possible outcomes and impact of advocacy and campaigning work⁴

Dimension of work	Indicators{ XE “Indicators” } of progress (positive and negative)	Indicators{ XE “Indicators” } of change and longer term impact
Direct changes in lives of children and young people	<ul style="list-style-type: none"> <input type="checkbox"/> More/fewer children have access to basic services <input type="checkbox"/> More/less money spent on child-specific services 	<ul style="list-style-type: none"> <input type="checkbox"/> Children’s rights fulfilled/ no longer violated <input type="checkbox"/> Children have access to adequate education, health, protection, nutrition
Changes in policies and practices affecting children and young peoples rights e.g. Legislative change <ul style="list-style-type: none"> • Change in law • Change in corporate behaviour 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased dialogue on an issue <input type="checkbox"/> Raised profile of issue <input type="checkbox"/> Changed opinion (whose?) <input type="checkbox"/> Changed rhetoric (in public/private) <input type="checkbox"/> Change in written publications <input type="checkbox"/> Changes in key personnel <input type="checkbox"/> Offers of funding by corporations <input type="checkbox"/> Undermining activities from target or allies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Changed policy. <input type="checkbox"/> Change in legislation <input type="checkbox"/> Policy/legislation change implemented <input type="checkbox"/> High quality personnel in charge of implementing policy (and in the very long term) positive change in people’s lives as a result of the policy/legislation change

⁴ Adapted from Ros David & Barry Coates Draft Article on Monitoring Advocacy, 2000

<p>Changes in children's and young people's participation and active citizenship E.g. Children's groups to advocate for themselves.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Greater awareness of individual children's rights and the power systems that withhold rights. <input type="checkbox"/> Change in young people's skills, capacity and knowledge to mobilise and advocate on their own behalves. <input type="checkbox"/> Recognition of rights by decision-makers. <input type="checkbox"/> Evidence of willingness to listen to children's views. 	<ul style="list-style-type: none"> <input type="checkbox"/> Improved access to basic rights such as health, education, protection and food. <input type="checkbox"/> Action on the ground reflects real needs of people.
<p>Changes in equity between, and non-discrimination against, children and young people.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Changes in language used in policies to promote non-discrimination <input type="checkbox"/> Increased awareness of the impacts of discrimination on specific groups of children by decision-makers <input type="checkbox"/> Changes in the capacity of children and young people from discriminated against groups to organise and challenge discrimination <input type="checkbox"/> Changes in public perceptions of discriminated against groups e.g. visibility of disabled children or support for rights of migrants 	<ul style="list-style-type: none"> <input type="checkbox"/> Equal access to basic services for children of different ethnic groups/girls and boys/children with disabilities etc. <input type="checkbox"/> Introduction or strengthening of legislation to combat all forms of discrimination <input type="checkbox"/> Implementation of legislation/guidance to promote inclusion and equity <input type="checkbox"/> Discriminated against groups no longer experience unfair treatment <input type="checkbox"/> Representatives of discriminated against groups included in decision-making forums
<p>Changes in civil society's and communities' Capacity to support children's rights By working with... NGOs Movements/networks Trades Unions Community Based Organisation Popular Organisations Partner organisations Local journalists Academic organisations Human Rights Lawyers And so on.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Change in individual members' skills, capacity, knowledge and effectiveness? <input type="checkbox"/> Change in individual civil groups' capacity, organisational skills, and effectiveness? <input type="checkbox"/> Greater synergy of aims/activities in networks/movements, Or alliances/networks break down <input type="checkbox"/> Change in collaboration, trust or unity of civil society groups <input type="checkbox"/> Greater freedom of expression <input type="checkbox"/> Greater acceptance/recognition of civil groups <input type="checkbox"/> Existence of forums for civil groups to input into a wider range of decisions <input type="checkbox"/> Increased legitimacy of civil society groups <input type="checkbox"/> Increased number of civil society groups <input type="checkbox"/> People's monitoring committees on service delivery <input type="checkbox"/> Stakeholder consultation groups by companies. 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased effectiveness of civil society work <input type="checkbox"/> Civil groups active in influencing decision-makers in ways that will benefit children <input type="checkbox"/> More responsive policy-making structures set up. <input type="checkbox"/> Increased participation of civil society groups in influencing decisions <input type="checkbox"/> Change in accountability and transparency of public institutions <input type="checkbox"/> Change in accountability of civil society groups <input type="checkbox"/> Companies respond to stakeholder consultation groups.

Indicators

As shown above, indicators need to be linked to specific activities and change objectives. They are needed to show progress on the way, for intermediate changes and final expected change at the targeted institution. The following indicators are given as examples:

What to monitor	Possible indicators
Your relationships	<ul style="list-style-type: none"> Changes in the frequency and content of conversations with external sources and target audiences. Are you discussing new ideas? Are you becoming a confidante or a source of information or advice? Face to face. Wide range of characteristics of meetings in particular contexts signal significant achievements or changes. Generalisations are difficult and possibly inappropriate. Certain events signify the establishment of trust between parties, but not necessarily movement of relationship towards advocacy objectives.
The media (TV, radio, newspapers, internet)	<ul style="list-style-type: none"> Quantitative, volume and range of publicity Qualitative: analysis of contents and media response <p>For example: Column inches on your issue and the balance of pro and anti comment. The number of mentions for your organisation. Analyse whether media is adopting your language.</p>
Your reputation	<ul style="list-style-type: none"> Record the sources and numbers of inquiries that you receive as a result of your work. Are you getting to the people you wanted to get to? How and where have they heard of your work? How accurate are their pre-conceptions about you and your work? Perceived legitimacy of the NGO as advocate can be an indicator.
Public opinion	Analyse the popular climate through telephone polling, or through commissioning surveys. (can be very expensive)
The target institution	<ul style="list-style-type: none"> Changes in knowledge and attitudes of immediate recipients of the advocacy communications. What types of changes would they expect if advocacy messages were having an effect? Indicators showing changes in areas, which have been identified as strategically key from past campaigns. <p><i>E.g. Looking at impact on international finance institutions: Paul Nelson research: Record of advocacy proposals suggest four key strategic factors in motivating significant policy change:</i></p> <ol style="list-style-type: none"> Support from senior management, or midlevel management Initiative by major shareholders Active internal leadership External pressure
The stages of policy change and implementation.	<p>These stages can be:</p> <ul style="list-style-type: none"> Changes in rhetoric: Record and observe changes in the rhetoric of your target audience. Keep a file of their statements over time. What are they saying about you and your campaign? Are they moving closer to your position, adapting to or adopting any of your language or philosophy? (But beware co-option) Changes in policy or legislative outputs. It is possible to differentiate between generic types of policy change and their relative importance, for example, through looking at the authorities involved, and the explicit and public nature of policy statements. Budgets are important policy statement, signalling a real commitment to specific priorities. Can monitor budget allocations and expenditure. Changes in behaviour: policy implementation: To what extent has new legislation or policy been translated into administrative procedures or institutional practice (This is often not monitored very well, but is crucially important.) Where policy change is local it may be possible for local groups to monitor its implementation Include within the policy change the commitment to report on progress Seek agreement for allowing independent monitoring, often in addition to internal monitoring. Who bears costs for monitoring? Implementers bearing costs may signal greater commitment

11. Mapping power

Purpose

A tool for political analysis, to define and analyse different types of power in relation to your issue, to help identify the key targets for the advocacy.

When to use

At the stakeholder analysis stage, to ensure you are targeting the people who will have the most power to influence or make the changes you are seeking, and that you understand the different types of power. As power relations can shift and change you may need to keep updating it throughout the advocacy process.

See also Tool 12: [mapping the policy system](#)

Tool 13: [stakeholder analysis](#)

Tool 14: [targets and influentials](#)

Advocacy and Power⁵

First define and analyse power in relation to your change objectives. This is an integral part of advocacy. Poor analysis of power can lead to missed opportunities, poor strategic choices and risks. Power is dynamic and ever changing. Many actors are constantly competing for power and space. You must also analyse your own power base (see below) and stand up for it.

Remember that political power does not always operate in visible ways.

- **Visible Power:** i.e. the formal rules, structures, authorities, institutions and procedures, e.g. elections, laws and budgets.
- **Hidden power:** certain powerful people control the agenda. These dynamics exclude less powerful groups.
- **Invisible power:** this level of power shapes values and norms, and thereby also people's beliefs and attitudes. Such power perpetuates patterns of domination and inferiority. This level is the most difficult to deal with on the grounds that social values are sensitive and personal.

The three different powers usually operate simultaneously. Different strategies are required for tackling the respective forms of power. You can set out the position of your advocacy issue in relation to the different forms of power in a table.

Example: Early marriage in rural Ethiopia

Power	Situation
Formal, visible Power	Legislation is in place – but not enforced due to inadequate capacity among social authorities.
Hidden Power	Social affairs have low priority in the power hierarchy in government.
Invisible Power	Social norms and expectations force parents to follow the tradition.

The following exercise can be used to map out where decisions are made, help to show where the power lies and decide how to influence the decision-making process.

⁵ Save the Children Denmark, Child Rights Advocacy Guideline

Power base of Save the Children

Power relations are always unequal, but there are many situations in which those with seemingly less power can overcome those with more.

In general the source of power for Save the Children include its:

- Vision commitment and values
- Reputation and evidence derived from years of programming
- Legitimacy and credibility based on involving children
- Rights-based approach
- Experience and knowledge of our staff.
- Key Relationships with other policy makers

You can analyse the power of Save the Children in relation to your advocacy issue by looking at the above headings, and any others that are relevant in your country programme, in relation to the advocacy issue.

E.g. Rewrite the future campaign: Education for children in conflict

Vision	Children can have hope for a better future through education
Evidence/reputation	Work in education in conflict in Sudan, DRC, Liberia...
Involve children	Work with children in conflict – know their priorities
Rights based	All children have a right to education, including those in conflict
Experience of staff	Experience of policy and practice of key aspects of education in conflict situations including finance,
Key relationships.	Save the Children Alliance, links with DfID, links with national education ministries

Map of decision-making power

Adapt this map according to your needs!

- Ask people who know, and gradually build up a mental map of the different parts of government which might be relevant:

Represent this map graphically. Choose a flexible method such as sticky notes on a flipchart that can be added to and altered as you find out more. Put it on the wall in a room your colleagues use, so they can see it as it develops and add suggestions. Put arrows to show links between different decision-makers.

- Distinguish between policy makers (those who design and make decisions about policies) and those who implement policies. Find out about powers between different levels of bureaucracies. Do the professional institutions (e.g. training colleges, professional bodies) have a role in policy? You need to make sure you target the people who are able to bring about the particular change you want.

Adjust your map to take account of subtleties e.g. by using colour coding blue felt pens for policy red ones for national implementation green ones for local implementation.

You can also use colours or symbols to differentiate between visible power, hidden power and invisible power.

- Within each of the key sections of government, focus on individuals. Who really has the power to make the final decisions that will bring about change? Is it the relevant Minister? Or the most senior official in the Department? Or does the President or some other minister really hold power over this issue? Add their names to the map.
- On the map show where invisible power – social norms and expectations, will have the most influence.

12. Mapping the policy system

Purpose

Two approaches to help develop appropriate strategies to influence policy-making. The first part shows the different phases of **the policy process as a whole** –from formulation to implementation and enforcement. The second part looks in more detail at the different stages of **decision-making**, and how to influence that process.

This tool can be used with the tool on mapping power (above) and the tool on stakeholder analysis (below). It will be more or less straightforward – or appropriate – depending on the transparency of the political system and decision-making processes at the national level.

What it is for

Use the first part of this tool to help plan your interventions in the whole policy making process. You can also then develop milestones towards achieving your overall advocacy objectives. Use the second part of the tool for more detailed planning about what to do at different stages of the policy decision-making process.

See also Tool 11: [Mapping power](#),

Tool 13: [Stakeholder analysis](#)

Tool 15: [What do they know and care about?](#)

The Policy process as a whole

The first framework lists the key institutional and individual players in each phase of the policy process and spells out their interest and positions. The second can be used with other tools to plan aims and activities that will be part of your advocacy in each phase. The dimensions show which actors or systems you will target or engage at different moments.

Policy map

Issue/Policy:

Phases	Institutions	Individuals	Interests	Positions
Agenda setting				
Formulation and enactment				
Implementation & enforcement				
Monitoring and evaluation				

Setting objectives for phases of policymaking

Dimensions	Agenda-setting	Formulation and enactment	Implementation and enforcement	Monitoring and evaluation
Government National: -Executive -Bureaucracy -Courts -Legislature Local Councils International Agencies:				
Private sector				
Civil Society				
Political and social culture				
Individual				

Decision-making in the policy process

Adapted from SARA manual: An Introduction to Advocacy, training guide

PURPOSE

Use this to plan more detailed involvement in a decision-making process. This corresponds to the phases of *agenda setting* and *formulation and enactment* in the previous exercise.

Policy decision-making can be through formal, informal and/or alternative processes:

- **Formal Process**

The formal decision-making process is the official procedure as stated by law or by documented organizational policy. For example, within an organisation or institution regulations for instituting policy changes may have to be voted on by the board of directors, or officially approved by the president.

- **Informal Process**

Activities and procedures in the decision-making process that occur concurrently with the formal process, but are not required by law or organisational policy. For example, an organisation's president may informally discuss the proposed policy change with each board member before the board meets to vote on it.

- **Alternative Process**

A process to influence decision-making that exists wholly outside the official process. For example if the president of an organization feels that a decision by her board of directors is not warranted for a minor policy change, she can discuss the change with key staff, make a decision and implement the change without official action.

Stages of Decision-Making

There are five basic stages of decision-making in policy processes. The exact methods, procedures and techniques vary widely among institutions, but these stages are present in some form in all decision-making processes.

Stage 1: Agenda setting

Generate ideas/proposals within the decision-making body. An issue is added to the action agenda of an institution. The institution develops a policy proposal. Proposal ideas may come from outside or inside the organization.

Stage 2: Introduce proposal

Formally introduce the proposal into the decision-making process. The formal decision process for the proposal begins. For example, an act is introduced into parliament, a proposal is sent to a board of directors for consideration, or an item is added to the agenda of a ministry meeting.

Stage 3: Deliberation

Deliberate. The proposal is discussed, debated, and perhaps altered. For example, a group of decision-makers has a discussion or the proposal is debated on the floor of parliament.

Stage 4: Initial approval

Approve or reject. The proposal is formally approved or rejected. For example, a vote is taken or decision makers reach consensus or one or several decision makers reach a decision.

Stage 5: Final approval

Advance to the next level, implement, or return to a previous stage. If the proposal is approved, it may move to the next higher level of decision-making. For example, it may move from a council or committee to the full national assembly. If the proposal is accepted at the highest level of decision-making, it will move to implementation. If rejected, it may return to a previous stage for alteration or reconsideration.

Mapping the decision-making process in 2 steps

1. Analyze the process

- What organization or policy-making body will make the decision you are trying to influence?
- What is the formal decision-making process for this institution? What are the steps in the formal process? When will each step take place? (these may not be exactly the same as the 6 stages set out above)
- What are the informal workings or behind the scenes actions for the decision-making process?
- Who is/are the key decision makers at each stage?
- Which steps are open to outside input? Which stages in the process can you influence? How can you influence these stages?

2. Plan your interventions in the process

The following table shows how the information can be used to plan advocacy activities around the different stages of the decision-making process. This example is from the first stage. You can develop similar tables for the other stages you have identified in your analysis.

Stage One: Agenda setting	
Institution/organization: Ministry of Health	
Formal Process	The Nutrition and Child Health Offices in the Ministry of Health generate proposal for a national salt fortification program. One or two people from these offices are assigned with the task to develop the proposal fully.
Informal Process	Informal discussions among the Child Health Office, Nutrition Office, Ministry of Food and Agriculture, salt producers, children's organizations and health organizations take place. Elements of the policy are proposed and discussed.
Decision Makers involved	Directors of the Child Health and Nutrition Offices at the Ministry of Health.
Approximate date of action	January and February. Offices at the Ministry of Health are most open to new ideas at the start of the fiscal year.
How we can influence the process at this stage	<ul style="list-style-type: none"> • Meet with child health and nutrition officials to introduce our proposal and to gain their interest, support and enthusiasm. • Be helpful to these offices with other issues they are working on, when appropriate. Become knowledgeable about the issues in which the key decision makers in these offices are interested. • Meet with groups that might support the program, such as salt producers, child health and health organizations to enlist their support. • Work closely with the person or people tasked with developing the proposal. Offer assistance, ask to see drafts of the program and give comments.

For more detail on this approach see the *SARA manual: An Introduction to Advocacy, training guide*

13. Stakeholder analysis

Purpose

To identify the targets of advocacy and possible allies and opponents, and to map out their respective will and power to bring about change.

What to use it for

At the planning stage of stakeholder analysis to work out who are the allies we will cooperate with and who are the opponents who we should try and influence.

See also Tools 11 and 12: [mapping power](#) and [mapping policy-making](#)

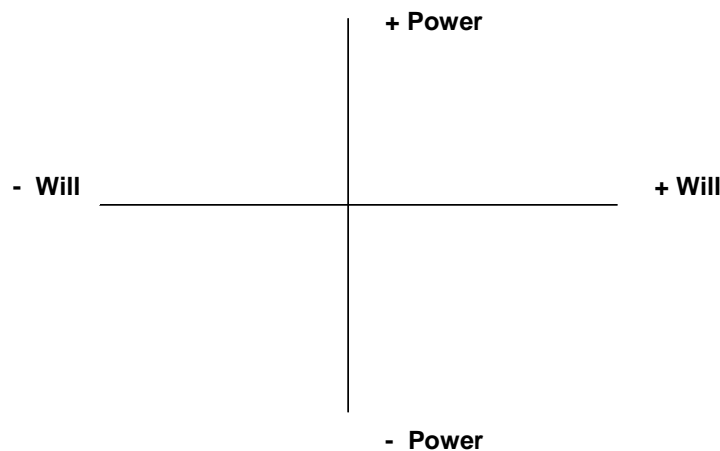
Tool 14: [Targets and influentials](#)

Tool 17: [Table of allies](#)

A stakeholder mapping exercise

You need to identify all the relevant stakeholders through a mapping process identifying who they are and then the links, power dynamics and relationships between them. Start with the targets and then include other stakeholders including allies and opponents.

- Do this in a group
- On a flip chart draw two axes (see below) showing **will** and **power** at place a plus and a minus sign at each end of each axis.
- As a group brainstorm possible key advocacy targets and place each name on one post-it or card (this should be done for a single change objective).
- Then place your targets on the axes according to your perception of their will (to what extent they agree with your advocacy objectives) and power to make a change.
- Those with the **most power** are your main **targets** and should be prioritised.
- The hardest targets to influence will be those with the most power and the least will.
- Then do the same to identify possible **allies** (actors with the most will) and influentials (those with will and access to those with power) as well as **opponents**.



Some tips

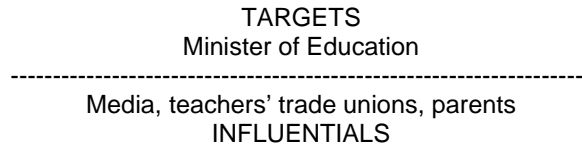
- Go beyond those that you already work with
- Think where the power really lies.
- Targets must be the main decision-makers that the strategy must target to bring about change
- Be as specific as possible (e.g. think individuals and departments rather than whole ministries or organisations)

- Be aware that key individuals may leave their posts. Their replacements will need to be briefed or contact will be lost.

Identifying influentials

Once you have identified your key targets you should also map out influentials.

- For each target, decide who are the influentials: those who have some influence (positive or negative) over the targets you have identified and can affect their decision-making.
- Summarise the targets and influentials in an 'influence tree' for each objective:



Your change objective is to affect the content of proposed education legislation, so your key target is the Minister of Education. Influentials include the media, key civil servants, members of a parliamentary education committee and the teachers' trade unions.

Now think more specifically about the role of the influentials. What form might this influence take? Summarise this in a table. An example is given in Tool 14, [targets and influentials](#).

Some of the terms used in Stakeholder analysis are:

Targets	The key individuals who are in a position to bring about the change you want.
Stakeholders	Everybody who can affect or will be affected by the proposed activity.
Influentials	Those with some influence over your target – and can use this influence for or against your case.

All of the above can be further broken down into the following:

Supporters	Those in favour of your issue; you must plan how to get the best out of this support.
Opponents	It is important to understand the background for their opposition in order to convince them or at least "neutralize" them.
Neutral	Sometimes it is better to invest your time and energy in the neutrals – and win them to your side – rather than working on the opponents.

From Save the Children Denmark –Child Rights Advocacy Guidelines.

14. Targets and influentials

Purpose
A format to summarise findings from your stakeholder analysis

How to use it
Complete the table after carrying out your initial stakeholder analysis, then continue to refine it as you develop your tactics and refine your objectives

See also *Tool 11: [Power mapping](#)*,
Tool 12: [Mapping policy making](#)
Tool 13: [Stakeholder analysis](#)

For each objective you can summarise information about different stakeholders in a chart of targets and influentials that will look something like this:

Targets and influentials

Target <i>Main decision-makers, should be individuals not organisations</i>	Influentials <i>Those who can influence the decision-makers and the likely form of their influence</i>	Power of Target to bring about change. HIGH/ MEDIUM/ LOW	Will of Target to make change happen STRONG/ MEDIUM/ WEAK	Interest of target in relation to advocacy & what we want them to do to bring about changes



15. What do they know and care about?

Purpose

To analyse the perspective of the different targets and influentials.

How to use it

Use to discuss with your colleagues involved in the advocacy initiative who have an insight into the different audiences.

See also Tools 11-13: [Power mapping](#), [Policy mapping](#), [Stakeholder analysis](#)
 Tool 20: [Different messages for different audiences](#)

What to do

- Choose one of your change objectives
- List your targets and influentials
- Chart everything you know about them that might be relevant to the process of influencing

In this example:

- The change objective is for national education policy to require officials developing the national curriculum to seek children’s views
- The target for making this policy change is the Minister of Education

Audience i.e. targets and Influentials	What does the audience know about the issue?	What does the audience believe? What is his/her attitude?	What does the audience Care about (even if it is unrelated to your issue)
The Minister of Education	Has not heard much about children’s participation in decision-making that affects them.	Not an important issue. Decision-making is an adult’s role. Children are not capable of making informed choices.	Re-election. World Bank support.
Media	As above	Not on their agenda.	Circulation rates – i.e. stories that sell Breaking high profile stories.
Teachers’ trade unions	Have had presentations about children’s participation in decision-making from NGOs.	Split in the ranks between those that think children should and should not be consulted about the curriculum.	Whether the curriculum Results in a greater Workload/more stress for Staff. Whether their position as Experts on children’s education will be weakened.
Parents			

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

16. Coalitions, networks, alliances and platforms

PURPOSE: to discuss the benefits and drawbacks of working with others and take a decision whether or not to initiate or join a coalition

Cross reference: [Save the Children UK Coalitions strategy](#)

See also Tool 17: [Table of allies](#)

See also Tool 13: [Stakeholder analysis](#)

Working in networks and alliances

Successful advocacy in major policy issues requires collaboration (and sometimes competition) with others. Child rights advocates must cooperate with other child rights actors as well as those with a broader development agenda.

Collaboration assumes many forms and can be formal and informal, temporary or permanent. Many terms are used, such as alliances, coalitions, networks and platforms. While such distinctions are fluid, some form of categorization can be helpful.

Style	Characteristics
Networks	Emphasis is mostly on the exchange of information and less on joint work. Networks are often informal or with a limited structure.
Coalitions	Often have a more formalized structure and involve joint work, often among fairly diverse civil society organizations around a single event, issue or campaign. Different organizations divide the tasks in the most appropriate manner.
Alliances	Long-term agreement on common ideals among trusted partners. Strategies and plans may be jointly developed and implemented.

From Save the Children Denmark – Child Rights Advocacy guideline

Platform	Can be any of the above if the focus is on a specific issue and so provides a “platform” for joint action on that issue.
----------	--------------------------------------------------------------------------------------------------------------------------

Benefits of working with others	Disadvantages of working with others
<ul style="list-style-type: none"> • Efforts at one level can build on those at another level • Speaking with a common voice is more powerful • Can reach wider audience • Joint representation for those able to act alone • Different organisations bring different areas of expertise and represent different constituencies • Strengthens civil society • Funds and resources can be shared • Provides unity, moral support and solidarity • Collaboration helps avoid competition and duplication 	<ul style="list-style-type: none"> • Coordination can be time-consuming • Difficult to agree on clear goals • Can require compromises • Can lead to conflicts of interest • Individuals or groups may not always get credit for their work • Distinctive identities may get lost • Organisations may have conflicting agendas • Participation may be frustrating and difficult • If the network breaks down, can damage credibility • Opponents can exploit divergence of views • Some organisations may dominate the group

From “Saferworld” Training for Action pack, 2005

Guidelines for Country Programmes on coalition work

- **General guidance for coalitions:** guidelines in the SC coalition strategy⁶ apply to national programmes as well as UK or international coalitions. They should be with preferred partners, on priority issues, and should not create a conflict with the SC “brand”. SC should have a clear objective for membership of a coalition.
- **Conduct** for best practice is set out in the SC coalition strategy and includes: guidance on process: policing: leadership: communication: representation:
- **Capacity building:** Building civil society capacities is an end in its own right at country level, especially building capacities for children’s involvement in civil society and children’s rights. This is an even greater concern in countries and regions where civil society is presently weak.
- **National platform building:** This refers to the process of building and strengthening alliances which focus on a specific issue. Save the Children’s four Objective strategies all emphasise the need to develop strong national platforms in key countries to support international change objectives. Country Programmes have a key role in making this happen (with the support of the London office).
- **Profile:** If Save the Children fundraises with the public in your country, profile is a stronger consideration than in countries where Save the Children is mainly a ‘spender’ of resources raised elsewhere.
- **Cultural relevance:** networking and coalition work follows unique patterns in different countries and regions because of history, tradition, culture and capacities. You should develop locally relevant and appropriate strategies for coalition work.
- **Political positioning:** If your country has an over-oppositional or over-conservative civil society, or an authoritarian or restrictive government, then you clearly need to weigh up risk factors more closely than in more open societies with a greater tolerance for a diversity of voices.

If you decide to form a coalition:⁷

Participants should be clear about what they want and be prepared to invest resources in it. One way to avoid problems is to develop basic and simple rules or structures for collaboration, for example in a *Terms of Reference* or *Memorandum of Understanding*

Important points to include

- **Mandate:** decide what the coalition will and will not do.
- **Membership:** who can join?
- **Participation:** how are participants expected to participate? Equally or according to capacity?
- **Leadership:** how and when are leaders chosen?
- **Management:** decide rules for decision-making and conflict management. Agree on when members act as a group and when can they act alone. Decide on systems for communication and information sharing. Monitor progress regularly.

Key principles for cooperation can also be expressed this way:

- Decide what you want do to
- Secure good leadership
- Identify partners
- Agree on core principles
- Formalize the relationship
- Set objectives

⁶ SCUK coalition strategy 2006

⁷ from *Save the Children Denmark, Child Rights Advocacy Guideline*

Forming Coalitions

Decision-making flow chart Based on the Save the Children UK Coalitions Strategy

1 Fit with SC and effectiveness

- Is the issue a priority for the organisation? Will joining a coalition help deliver priority objectives & external priorities?
- Is it supporting the strategic objectives of our coalitions strategy?
- Does Save the Children add value?
- Is it supporting platform-building and strengthening civil society around core priorities?
- Will the coalition have sufficient impact?
- Do the benefits of joining the coalition outweigh the disadvantages? Would it be better to work in bilateral partnerships or alone?
- Exceptionally: is there a compelling reason for supporting membership even when it falls outside core priorities?

2 Profile, legitimacy and fundraising

- Will being in the coalition have a beneficial (or at worst neutral) impact on profile, legitimacy and fundraising?

3 Practicality

- Does Save the Children have the practical capacity to engage?
- Do we have the organisational capacity and resources to commit. or will the coalition drain our resources?

4 Risks

- Are the risks of membership manageable?
- What compromises may we need to make?

Set Clear objective for involvement

In the next year Save the Children will secure x, y and z from membership of this coalition.

REMEMBER

Thinking strategically about working with other organizations helps you move from coping with other organizations to using them to your advantage. *Mapping* can help you see the wider picture of actors within your issue⁸.

See also Tool 28: [Assessing risks for advocacy](#)
Tool 13: [Stakeholder analysis](#)

⁸ Save the children Denmark, Child Rights Advocacy Guideline

17. Table of allies and partners

Purpose
Use this table to summarise findings from the stakeholder analysis on who will be your main allies, and the best form of collaboration with each ally.

When to use
Use it when planning your advocacy strategy, and keep this updated as you refine your tactics and objectives. You may need a separate table for each objective. This table can be added as an appendix to the advocacy planner.

See also *Tool 13: [Stakeholder analysis](#)*
Tool 16: [Forming coalitions](#)

Allies & Partners

ALLY/PARTNER <i>Identify the key (the TOP 1-3) individuals, corporate organisations or coalitions that aim to ally/partner ourselves with whether at national, regional or international level</i>	Level of influence <i>Identify the added value in working with them</i>	Ally/Partner Position on issue <i>Clarify the ally/partner position in relation to the advocacy issue – is it same as ours/where different?</i>	Ally/Partner capacity and motivation to engage with SC UK	Tactics for Collaboration <i>Identify ways in which we could successfully collaborate with each ally/partner</i>

18. Developing effective messages

Purpose

To help develop clear, concise and consistent messages for the different advocacy audiences.

How to use it

Use it to check that everyone involved understands what is required in advocacy messages, and to check specific messages will be effective.

See also Tool 15: [What do they know and care about](#)

Position Paper⁹

It may be a good idea to develop a 1-2 page position paper presenting all of the relevant aspects of the issue based on your knowledge of the problem, the issue you have decided to focus on, your objectives and the targets. The document ought to include the background, statement of the problem, documentation, examples and the action, e.g. the positive solutions you desire.

Clear positions are the basis for effective advocacy. This may sound simple but can in practice be difficult – especially when working in networks. Partners may agree on the problem and objective – but disagree on how to reach to solutions.

You can circulate this document among partners and colleagues for inputs and sign off. The position paper can serve as the background document from which to develop the advocacy messages.

Different messages for different audiences: Each change objective will involve different targets, and we will have to develop messages for each of our different audiences. We need to develop one **core message**, which clearly summarises our position, and the change we want to bring about. This will then guide the development of more specific, tailored messages, which will be directed at different audiences. The core message will also guide slogans, sound bites or stories, which we rely on in our advocacy work. Research should help us to identify our audiences and understand their positions, in order to develop more effective messages.

Content is only one part of a message. Other non-verbal factors such as who delivers the message, where a meeting takes place or the timing of the message can be as, or more, important than the content alone. In addition, sometimes what is not said delivers a louder message than what is said.

Content/Ideas: What ideas do you want to convey? What arguments will you use to persuade your audience?

Language: What words will you choose to get your message across clearly and effectively? Are there words you should or should not use?

Source/Messenger: Whom will the audience respond to and find credible?

Format: Which way(s) will you deliver your message for maximum impact? e.g. a meeting, letter, brochure, or radio ad?

Time and Place: When is the best time to deliver the message? Is there a place to deliver your message that will enhance its credibility or give it more political impact?

⁹ Save the Children Denmark, Child Rights Advocacy Guideline

Message content

General guidance on developing key messages:

- Combine short-term policy messages with comprehensive, long-term change objectives – this allows us to engage our constituency and sustain their support
- Frame messages in the most inclusive manner possible – this expands the potential support base
- Make messages clear, compelling and engaging
- Remember: concise and consistent messages are critical for advocacy.

The core message will include:

- Your analysis of the problem
- The evidence on which your analysis is based
- The problem's cause
- Whom you hold responsible for solving it
- Why change is important
- Your proposed solution
- Actions you ask others (message recipients) to take to bring this change about

Tailored messages are created for a specific audience based on an analysis of:

- What will be the most persuasive for that audience
- What information that audience needs to hear
- What action you want that audience to take (given that different audiences have different capacities to bring about change)

Further principles of message development

- Keep it simple (easy to grasp and retain, short, avoid jargon)
- Put your 'frame' around the issue (i.e. highlight your perspective)
- Know your audience – is there something they need to know? What values and beliefs do they have? What needs and priorities do they care about? (E.g. some audiences prefer highly scientific evidence, others are swayed more by personal testimonies)
- Use clear facts and numbers creatively
- Allow your audience to reach their own conclusions
- Present a solution if possible

The one-minute message¹⁰

Concise and consistent messages are critical for advocacy. You should be able to summarize and present your advocacy messages in 3-4 sharp sentences. Some agencies use the term "the one-minute message" for situations where you have very limited time to present your case – e.g. chance meetings, tv-spots etc.

The one-minute message consists of:

Statement + evidence + example + action desired

The statement is the central idea in the message. The evidence supports the statement with (easily understood) facts and figures. An example will add a human face to the message and the action desired is what you want your target to do.

Developing a 1-minute message is a good (and enjoyable) test, which you can carry out together with your colleagues and partners.

¹⁰ Save the Children Denmark – Child Rights Advocacy Guideline

19. Segmenting key audiences

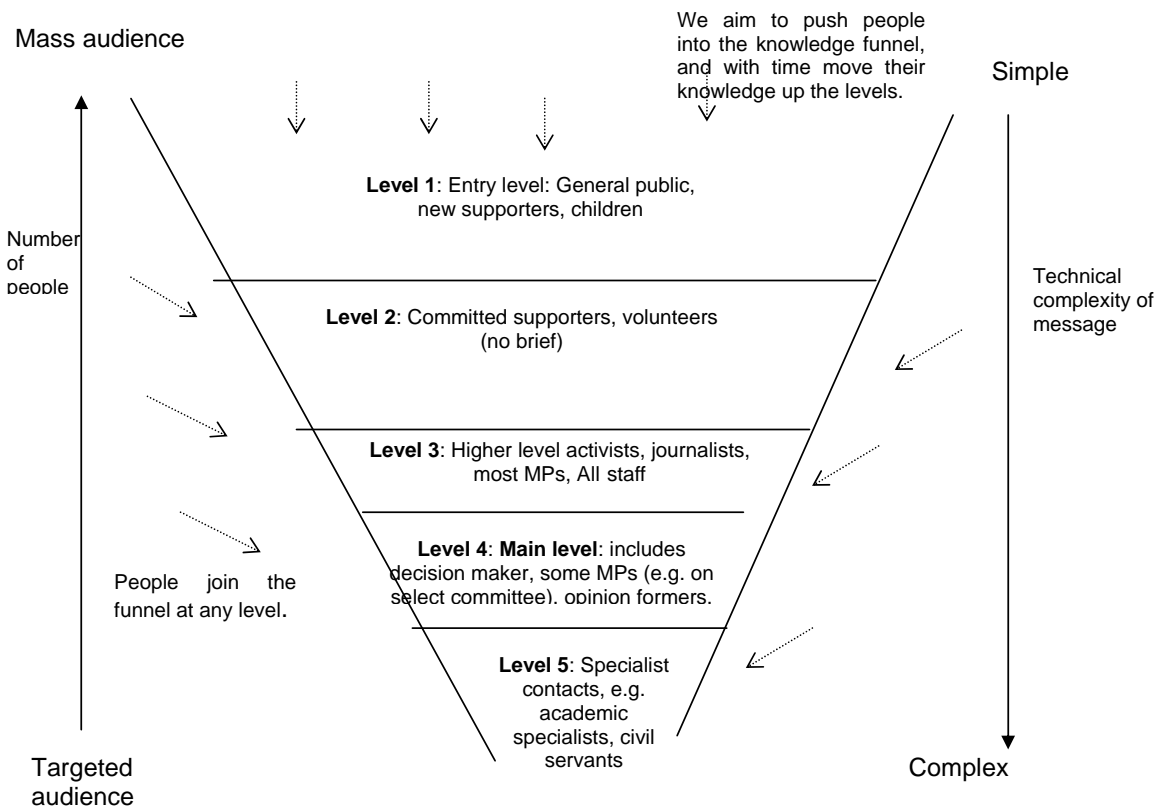
Purpose

This is a “knowledge funnel” which shows how different audiences have different levels of knowledge about the advocacy issues. The audience can be defined according to its position in the funnel. Different messages need to be designed for those different levels, and framed in a way to help each level influence the decision maker

What it is used for

Analysing the different levels of knowledge in your audiences, and designing messages accordingly. An example is given for the different levels of message in the 0.7% advocacy initiative.

Save the Children works with vulnerable children in the UK and worldwide to create real and lasting change in their lives



20. Different messages for different audiences

PURPOSE: A summary of the things to consider when developing different messages for different audiences.

HOW TO USE IT: Use the principles in tool 18 to work out the best way of getting a message across to each of the different audiences for your advocacy.

See also Tool 18: [Developing messages](#)

Audience	Concerns	Message content	Notes on language	Source/ messenger	Format
Decision-makers - Ministers - Chief of police - Legislators - President etc.					
Donors - Foundations - Multilateral agencies - Bilateral agencies etc.					
Journalists - Reporters - Editors - Economics reporters etc.					
Civil society groups - CSOs - Trade unions - Grass roots groups etc.					
Issue-relevant practitioners - Individual professionals - Trade associations etc.					
General public					
Opinion leaders - Religious leaders - Traditional local leaders					

21. List of commonly asked questions and answers

Purpose

This is useful as a working document for internal use. It enables everyone involved in the advocacy process to give clear, accurate and consistent answers to the most common questions. It can be used when communicating with SC staff, external technical experts, organisations and media.

How to develop it

The list of questions and answers can be developed through a series of drafts so that different people can contribute to the answers. It can then be updated as and when further response is received to advocacy activities and following media interviews. It is divided into different sections. The questions that need to be answered will depend on the particular advocacy initiative. Particular attention is needed for the most controversial aspects of the advocacy and of the issue that it is addressing. Answers must be carefully worded, unambiguous and comprehensive.

See example of a questions and answers in Advocacy Toolkit Examples

QUESTIONS AND ANSWERS

Most of the following headings will probably be relevant for most advocacy initiatives. Additional ones may be required.

Key messages

- *Clearly articulated key messages of advocacy initiative*

General overview on research underlying advocacy

- *What exactly has your research found?*
- *What would you like to happen as a result?*

General questions relating to the issues addressed by the advocacy

- *Any questions that are commonly asked concerning the issue the advocacy is addressing, especially when advocacy seems to go against commonly held beliefs.*

Study/research methodology

- *Any questions relating to the methodology of the specific research on which the advocacy is based.*

Major stakeholders' response

- *What do governments of countries A B and C think about the research and issue?*
- *What do advocacy target institutions say?*
- *What does UK government say?*

How do other allied organisations, especially other Alliance members, view this issue?

How does SCUUK practice differ from other Save the Children organisations? What do you think about their approach?

22. Selecting key tactics: Pathways of influence

Purpose

The pathways of influence approach¹¹ helps develop conceptual clarity about **whom** they are trying to influence, **how** they will go about this (given the activities and strengths of partners and other agents) and **what** they should monitor to assess progress. The flow diagram below illustrates a hypothetical example of pathways of influence for pressurising decision-makers. The second part of the exercise helps to develop appropriate approaches for the different audiences.

What to use it for

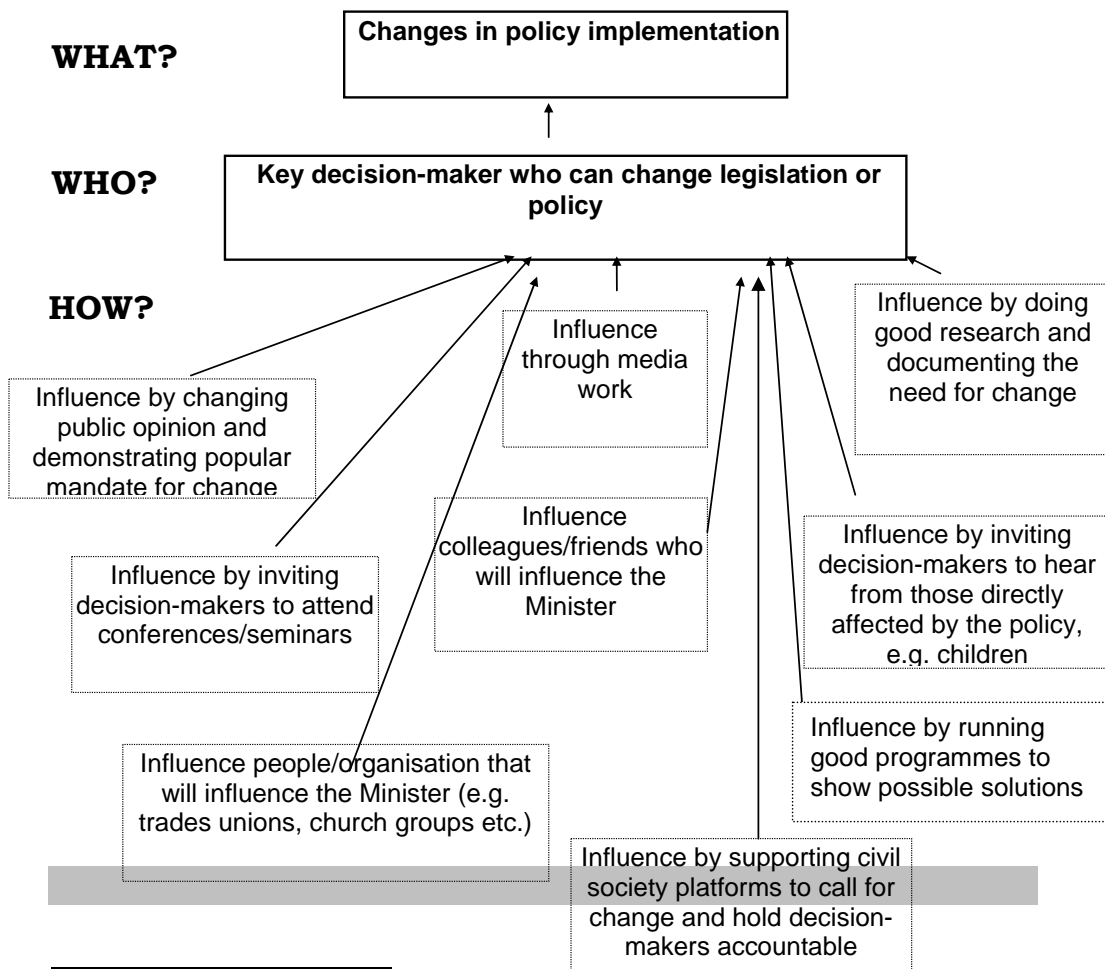
This helps to make strategic decisions about the most effective ways to influence policy, and how to monitor the process.

See also Tool 6: [Setting change objectives](#)

Tools 11 and 12: [Mapping power](#), [mapping policy making](#)

Tool 13: [Stakeholder analysis](#)

Pathways of Influence



¹¹ adapted from { XE "ActionAid" } Ros David , Action Aid, 1998

CHOOSING TACTICS

To help you choose appropriate approaches for the different targets and influentials, and to make a strategic decision about where to concentrate effort and resources.

1. Consider: What will it take to win this? The best way to make a judgement about this is often through direct backroom lobbying of the key decision maker to find out what approach would be the most effective.
2. List key targets and influentials.
3. Take a blank sheet of paper for each key target or influential. On this you are going to create a table of the factors you need to take into account, and your decisions about approaches for that particular actor. [The example on the next page suggests one way to set this out.]
4. Decide what are the key characteristics of these individuals and groups in relation to both policy creation and implementation? For example, if local government is the target, you might note that they are not involved in policy design, but they are centrally involved in implementing policy.
5. Next, from your experience or that of your partners, identify which strategies have been most effective in influencing them in the past? If you can give details of a specific example of a successful strategy, so much the better.
6. Make some conscious decisions about the kind of style will you adopt. It might be:
 - ⊙ Co-operative (as an insider) – for example, working with government to find solutions.
 - ⊙ Persuasive (work from inside and from outside) – presenting evidence in the hope of getting your targets to recognise the merits of your arguments. This could be with Save the Children acting alone or working with coalitions or through support to CSOs to build pressure for change.
 - ⊙ Confrontational (as a complete outsider)– forcing an issue onto the agenda through mass mobilisation, media campaigns, etc. Only use this approach when there is a blockage of the target.

Which of these is most appropriate for your context?

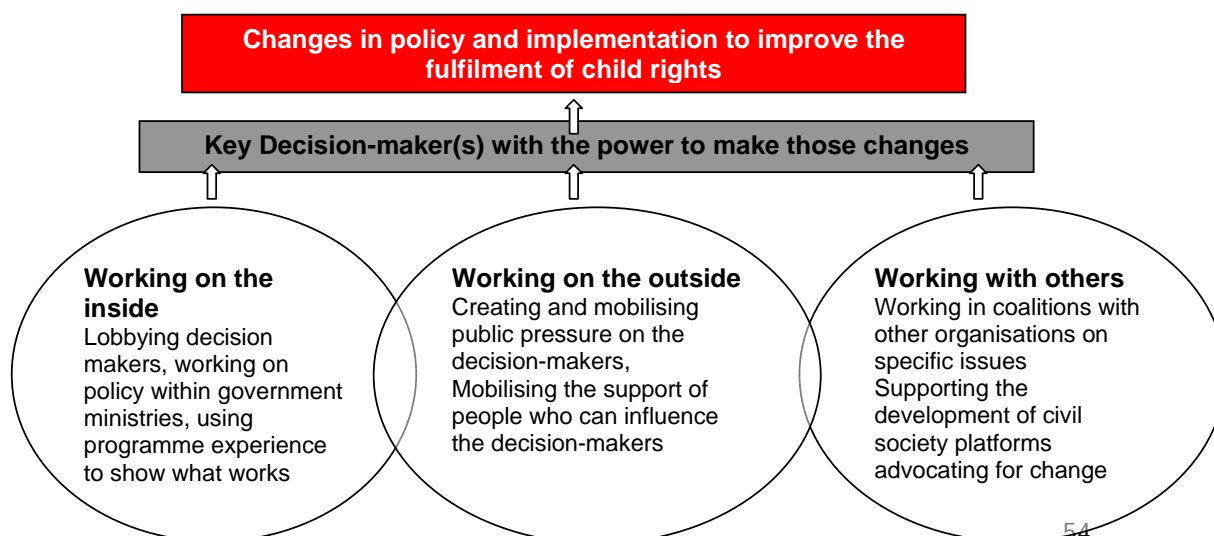
The key question is: "Who has the power to make the decision, and what will get the decision-maker to make the change?"

In this example, we have split the analysis between policy creation and implementation since the characteristics and advocacy approaches seemed distinctly different between these two. Adjust the criteria to fit your own context.

Actor & Local Context e.g. Central government in India

	Key characteristics	Advocacy approaches	Style	Specific examples
Policy Creation	<ul style="list-style-type: none"> - Policy led by the centre - Bureaucratic process 	<ul style="list-style-type: none"> - Building international pressure (campaigning) - Critiques and debates in civil society (media) 	<ul style="list-style-type: none"> - Persuasive - Confrontational but constructive 	<ul style="list-style-type: none"> - Child labour
Implementation or Practice	<ul style="list-style-type: none"> - Lack of political stability - Division between political leaders and populace positions - Bottlenecks in bureaucracy 	<ul style="list-style-type: none"> - Building on personal contacts (lobbying) - Building on public commitments made by politicians (lobbying and campaigns). 	<ul style="list-style-type: none"> - Co-operative - Confrontational 	<ul style="list-style-type: none"> - Violence against women - Implementation of the Convention on the Rights of the Child

The diagram below summarizes how different tactics can be used to influence decision makers.



23. Evidence and research for advocacy

Purpose

To help plan and design research in support of advocacy objectives

See [evaluation of save the children nutrition advocacy](#)

Evidence is essential for advocacy

Advocacy depends on evidence: about the causes of the problem you are addressing, and about the viability of the proposed solution to the problem. A reputation for good research is also important in providing legitimacy – so that policy makers take seriously what you say. However, evidence is never enough on its own. It must be complemented by sound political analysis and relationships.

Do you have enough evidence to support advocacy?

When considering potential issues for advocacy:

- Is the issue rooted in your experience/partners' experience? Do we have enough experience / information?
- What is the nature of the evidence? Is it reliable?
- Is more research needed to provide more evidence?

Scientific research into specific issue carried out by Save the Children or coalitions to:

- Identify problems, the nature and scale of the issue, different perspectives on problem, and in particular children's perspective on problem
- Communicate the issue in a way that will influence the decision-makers
- Establish a baseline to demonstrate effectiveness of interventions

Programme evaluation carried out to:

- Identify potential programmatic solutions to the problems identified, demonstrate the costs and effectiveness of proposed solutions
- Analyse lessons from programme experience that are relevant to the decision-makers.

Checklist for research to influence policy

- MUST be rigorous and of high quality (Check with peer group/professional institution where relevant)
- Findings and conclusion must be agreed by key stakeholders (e.g. where carried out with different partners)
- Should be challenging to current assumptions, offering a new perspective
- Implications for action should be clear
- Relevant to its audience
- Timely
- Clearly expressed and well promoted
- May involve the researched in speaking for themselves
- Involves policy makers in the research process

From Research for Development, A practical Guide, Save the Children 2003

Evidence-base

It is often useful to map out what evidence you think you'll need to build a robust case that will influence your targets for each of your objectives:

Objective	Evidence Needed	Evidence Available	Gaps to Address

The following table summarises how to plan the collection of evidence through research to ensure it has a greater impact on policy change.

How to influence policy and practice

What researchers need to know	What researchers need to do	How to do it
Political Context <ul style="list-style-type: none"> Who are the policymakers? Is there policymaker demand for new ideas? What are the sources / strengths of resistance? What is the policymaking process? What are the opportunities and timing for input into formal processes? 	<ul style="list-style-type: none"> Get to know the policymakers, their agendas and their constraints. Identify potential supporters and opponents. Keep an eye on the horizon and prepare for opportunities in regular policy processes. Look out for – and react to – unexpected policy windows. 	<ul style="list-style-type: none"> Work with the policymakers. Seek commissions. Line up research programmes with high-profile policy events. Reserve resources to be able to move quickly to respond to policy windows. Allow sufficient time and resources
Evidence: <ul style="list-style-type: none"> What is the current theory? What are the prevailing narratives? How divergent is the new evidence? What sort of evidence will convince policymakers? 	<ul style="list-style-type: none"> Establish credibility over the long term. Provide practical solutions to problems. Establish legitimacy. Build a convincing case and present clear policy options. Package new ideas in familiar theory or narratives. Communicate effectively. 	<ul style="list-style-type: none"> Build up programmes of high quality work. Action-research and Pilot projects to demonstrate benefits of new approaches. Use participatory approaches to help with legitimacy and implementation. Clear strategy for communication from the start. Face-to-face communication.
Links: <ul style="list-style-type: none"> Who are the key stakeholders? What links and networks exist between them? Who are the intermediaries, and do they have influence? Whose side are they on? 	<ul style="list-style-type: none"> Get to know the other stakeholders. Establish a presence in existing networks. Build coalitions with likeminded stakeholders. Build new policy networks. 	<ul style="list-style-type: none"> Partnerships between researchers, policymakers and policy end-users. Identify key networkers and salesmen. Use informal contacts.
External Influences: <ul style="list-style-type: none"> Who are main international actors in the policy process? What influence do they have? What are their aid priorities? What are their research priorities and mechanisms? <p>What are the policies of the donors funding the research?</p>	<ul style="list-style-type: none"> Get to know the donors, their priorities and constraints. Identify potential supporters, key individuals and networks. Establish credibility. Keep an eye on donor policy and look out for policy windows. 	<ul style="list-style-type: none"> Develop extensive background on donor policies. Orient communications to suit donor priorities and language. Cooperate with donors and seek commissions. Contact (regularly) key individuals.

Tools for Policy Impact, a handbook for researchers, Daniel Start and Ingie Hovland, 2004, from The Research and Policy in Development Programme (RAPID) of Overseas Development Institute.

24. Budget Analysis

Purpose

Budget analysis is becoming an increasingly popular advocacy tool for NGOs. It uses information from government budgets to provide evidence of government priorities, and to show trends in spending over time.

You first need to get hold of relevant budget information/documents and population figures. Then you can make some calculations, which give you figures to analyse. The analysis can show you if the area you are monitoring (e.g. children's right to education) is provided with enough resources, and/or is given priority in comparison with other areas. You can also find out if resources are fairly allocated, spent well, and spent on the right things, in relation to the area of your focus,

Here are a few basic calculation formulas to use:

a) Priority

Formula to calculate what share of government expenditure went to the area of your focus (e.g. education) for each year:

$$\frac{\text{Expenditure on education}}{\text{Total expenditure}} * 100$$

b) Real expenditures

Formula to calculate the real amount spent on the area of your focus (e.g. education):

$$\frac{\text{Nominal exp on education}}{\text{Deflator}}$$

c) Growth in real expenditures

Formula to calculate the real growth in (e.g. education) expenditure over time:

$$\frac{\text{Amount year 2} - \text{Amount year 1}}{\text{Amount year 1}} * 100$$

d) Equity

Formula to calculate the (e.g. education) per capita expenditures of geographical areas – such as cities/provinces/regions or other:

$$\frac{\text{Education expenditure in the province city/province/region}}{\text{Total population of the city/province/region}}$$

For further information on Budget Analysis see the website of the International Budget Project at <http://www.internationalbudget.org/>

Another useful tool for financial analysis is **Poverty and Social Impact Analysis (PSIA)**, which is the analysis of the impact of policy reforms on the well-being or welfare of different stakeholder groups, with particular focus on the poor and vulnerable. It can be used, for example, to demonstrate the impact of policy change on children. For further information on this see: www.worldbank.org/psia

25. Lobbying and negotiation

Purpose

To introduce the key elements of lobbying and negotiation, with an exercise to help develop the skills required.

See also Tool 11: [Mapping where decisions happen](#)

Lobbying involves direct one-to-one communication with decision makers and others who have influence on decision makers. It is aimed at educating and convincing them to support and advance your agenda. The primary targets of lobbying are the people with the power to influence a policy change on your issue.

The term 'lobbying' comes from the word 'lobby' which refers to an entrance area or meeting place. In the case of advocacy, it refers to conversations and meetings where people get access to and seek to persuade those in power.

Lobbying can occur either:

- Formally, through visits to and briefings of decision makers and others;
- Informally, through conversations in corridors, restaurants, parking lots, golf courses, etc. as decision makers go about their daily lives, or at events that are not directly related to your advocacy.

There are four key steps, which will help your lobbying advance to serious negotiation:

1. Familiarise yourself with the corridors of power

- The system, procedures, timelines, and key leaders and players;

2. Classify the players

- On the basis of where they stand on your issue and how much influence they have

3. Inform and build relationships

- Through visits and briefings to help them understand your issues and to gain their trust in you as both a reliable source of quality analysis and as a representative of people's voices;
- Find a champion. Present him or her with a specific problem and recommendations. Keep track of your contacts, don't let them off the hook, and always credit them when advances are made.

4. Get attention and show your power

- By timing your media, outreach and mobilisation activities in such a way that decision makers are aware of the support behind your proposals.

Tips for a lobbying visit

- *Set objectives for the meeting*
- *Rehearse difficult questions and responses – try them out on an insider "champion" if possible*
- *Introduce yourself*
- *Express appreciation*
- *Be personal, where possible*
- *Make it clear that you are willing to help with information and support*
- *Be prepared for a conversation*
- *Do not avoid controversial topics but remain calm*

- *Try to get a commitment from the decision-maker*
- *Look where it leads you – no meeting is a dead end*
- *Keep assessing your position: where are we? Is it working? If not, why?*
- *Leave information about your efforts*
- *After you leave, make notes and evaluate your visit with colleagues*
- *Send a thank you note*

If there's a blockage

- *Never give up*
- *Work the angles*
- *Try through your other contacts*
- *Give them information to demonstrate your value/help improve their status*
- *Make them feel guilty*
- *If all else fails use the media (but be careful!)*

Talking points

The brief statement, or talking points, that you include in a conversation with a decision-maker usually covers four main categories of information:

1. What the issue is, and what the social, political and economic costs are;
2. Who or what is primarily responsible;
3. What your concrete policy demands and proposals are;
4. What the decision-maker can do to help, and how might it be worth his or her while to do so.

The talking points should be presented slowly; pausing to see whether the person with whom you are speaking has a question or comment. A slightly longer version of no more than two pages should be left behind after the visit. It should include your contact information and a short description of Save the Children's work in your country.

Briefings

A good way to educate policy-makers and bureaucrats about your issue is to hold periodic briefings for them or their staff. Briefings usually feature experts talking about the latest information on your issue and its importance.

Points to remember are:

- Have handouts so that policy people can read them at their leisure or pass them on to their staff. Short fact sheets are especially good.
- Have participants sign in before the briefing so you can send thank you notes to everyone who attended and build up a list of interested people.
- Follow up with a phone call to ask if they need more information or to request a meeting to discuss your efforts in depth.

Adapted from:

"A New Weave of Power, 2002, People & Politics – The Action Guide for advocacy and Citizen Participation" Lisa VeneKlasen with Valerie Miller, World Neighbours 2002

Negotiation

Your lobbying should bring you closer to the negotiating table.

Advice for Getting to the Negotiating Table

The following reflections from the International Campaign to Ban Landmines on what helped NGOs to become key partners in the campaign are useful reminders:

- The ability to provide to governments and the entire international community expertise on the issues involved and credible documentation to back the expertise;
- The ability to articulate goals and messages clearly and simply;
- The ability to maintain a flexible coalition structure – inclusive and diverse – while still managing to speak with one voice on the issues;
- The ability to recognise that most coalitions operate based on the extensive work of a committed and dedicated few, supported by the many;
- The ability to communicate key developments to members of the coalition itself as well as to governments and other agencies involved in the issue;
- The ability to organise a strong power base – expertise in an issue itself does not necessarily translate into expertise in forming a coalition and moving it forward; it is critical to recognize the difference and use individual skills appropriately;
- The ability to formulate action plans with deadlines – and always follow up so that the goals of the action plans are achieved, building momentum and excitement.

Jody Williams, International Campaign to Ban Landmines, reflections, 2001

Formatted: Bullets and Numbering

26. Campaigning

Purpose:

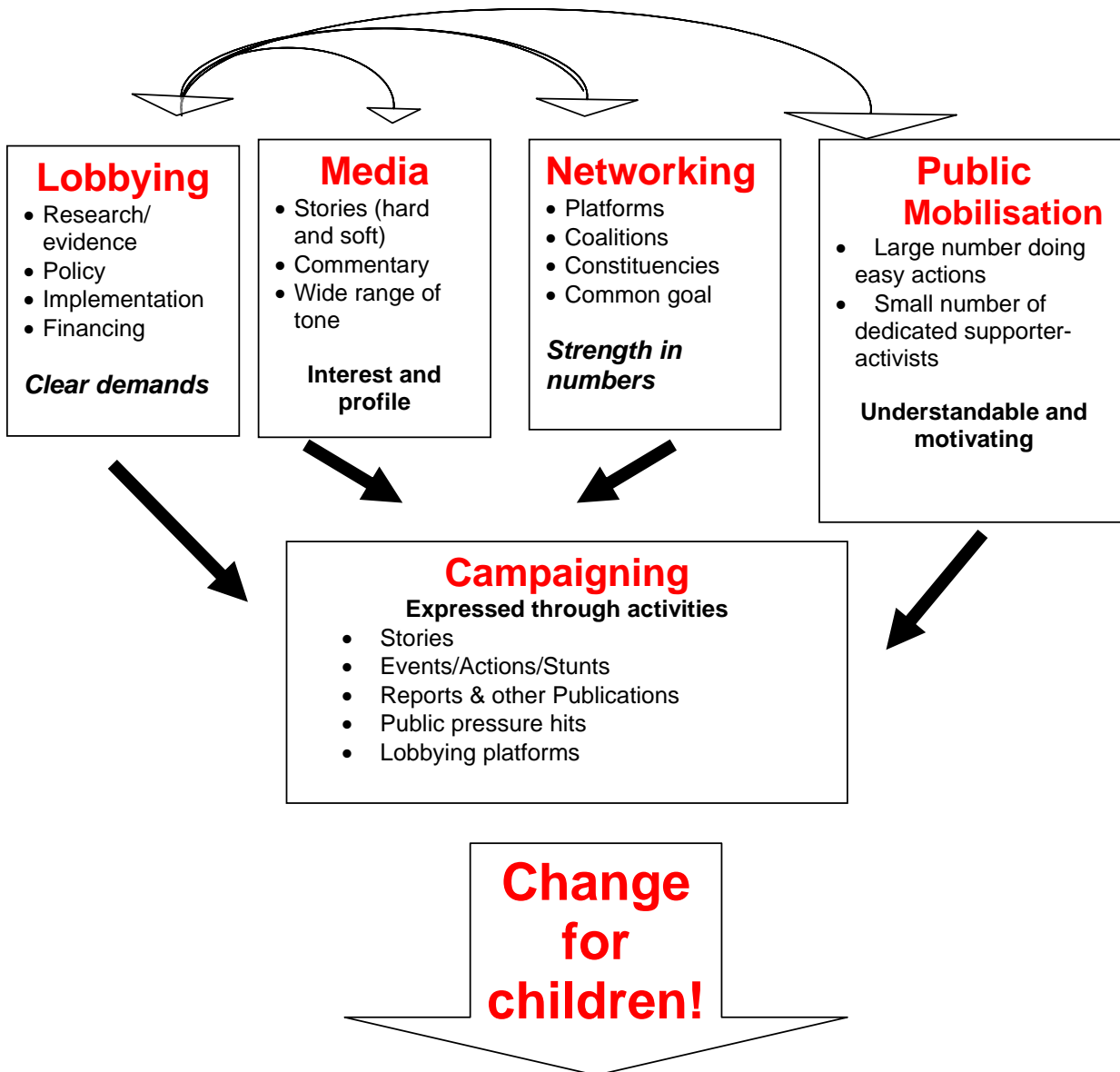
To help plan campaigning activities and introduce some basic campaigning tools

How to use:

Select campaigning approaches appropriate to local context in situations where public pressure can help advance advocacy objectives.

Cross reference: *Campaigns Strategy*
Coalitions Strategy

Campaigning is the *process* of creating and mobilising public pressure for the desired changes in policy, practice or behaviour through bringing together lobbying, networking, media and involvement of people.



Step one - a situation analysis.

Is it possible to campaign in your country? Is anyone else doing it? Can you design the kind of campaigning that works in your country culturally and politically? If campaigning is possible, then include it in your Thematic Programme Plans and resource it properly.

Step two - align with the national voices & build platforms

If you see there is campaigning potential, the next step might be to align, add weight and bring the children's agenda into the local style of campaigning. The SC coalitions strategy helps work through our choices about who to work with and how. If you don't have these skills in your programme, consider buying them in. Our coalitions strategy now puts the responsibility on programmes to build platforms locally on their TPP issues.

Step three- design campaigning that is culturally & politically relevant

Identify the tactical approaches that work culturally and politically for you and invest in events and activities and media. If you don't have staff able to deliver good events and activities, buy capacity in.

Some campaigning tools:

Mass or specialist petitions: Internet petitions; action cards; giant petitions (patchworks); - anything where numbers matter. Specialists or VIPs put their names to something public.

Create your own 'platforms': Public speeches and platform debates; letters to targets or to media; counter or 'shadow' events: summits, seminars and conferences, press conferences; speakers' tours; stalls at events.

Symbolic actions: waving flags, wearing wristbands or t-shirts, holding vigils; organising big or small visually interesting actions, (street) drama (e.g. an outdoor classroom).

Public demonstrations: marches, parades or protests.

Use the system: Use of Parliamentary procedures, legal cases or judicial review creative use of government statistics and announcements, use of obscure procedures, get ordinary people involved in government consultations

Mass communications/arts events: Posters, billboards, radio, Internet or TV advertising. Organising pop concerts, festivals or other events that engage large numbers of people., or 'PR' activity with celebrities, art exhibitions or auctions.

Letter writing: lots of people writing to targets; using pre-written letters or pre-printed postcards

Campaigning with children (variations on the above themes):

Debating clubs (inviting politicians); youth forums / youth parliaments; speakers' tours; children's choirs, bands, theatre groups performing in halls or in the streets; essay / poetry / drawing / painting competitions; marches or vigils with visual props/symbols; exhibitions/showings of photos or videos taken by children; peer education.

27. Using media for advocacy

Purpose

Utilising media coverage, at no cost, to disseminate your advocacy messages.

How to use it

To reach audiences that you cannot easily access directly, stimulate debate and build a consensus for change.

*See also Tool 18: [Developing effective messages](#),
Tool 20: [Framing messages for different audiences](#),
Tool 21: [List of commonly asked questions and answers](#)*

What to do

1. Identify which media outlets would reach your advocacy targets. It may be that you want to reach as many people as possible in which case you need to go for mass media or you may be wanting a specific Minister to change his/her mind so think through what media outlet they may read or listen to.
2. Prepare your key messages for public dissemination - these may be slightly nuanced from the direct messages you are delivering to opinion-formers and policy makers. What is the scale of the issue? What needs to be done to rectify the situation? Who needs to do what and by when? What is the impact on children?
3. Identify a key spokesperson/spokespeople who will be available to talk to the media.
4. Be creative about how you are going to get the media to cover your issue. Below are some suggested tactics:
 - a. You could take a journalist to see the issue for himself.
 - b. You could release some new and shocking statistics that illustrate the seriousness of the issue.
 - c. You could hold a demonstration or photo stunt (perhaps handing in a petition) that the media will want to report on.
 - d. You could prepare an opinion-editorial for publication in a newspaper.
 - e. You could hold a debate, seminar or press conference and invite keynote speakers and the media.
 - f. You could identify a child whose situation personifies the issue and invite a responsible journalist to interview them to give it a personal/human face. Guidelines for interviewing children are available on the website.
 - g. You could write an open letter to the Government and try and get it published in a newspaper.
 - h. You could pay for advertising space in a newspaper.
 - i. You could give a media outlet an exclusive, sometimes one well placed article or report is more powerful than a press release that goes to all and sundry.
 - j. You could prepare some materials for journalists to help them cover the story, for example a background briefing on the issue, some photography, some video footage or some case studies.

When preparing an advocacy press release do bear in mind that you still need to be issuing news. Your worthy recommendations will not be enough to get journalists interested – you need give them a reason to cover the issue. Look for key date and events that lend themselves to discussion of the issue. Always include a punchy quote that gets right to the issue and clearly states what you are demanding and make sure it is attributed to someone relevant. Avoid using jargon – few journalists understand the acronyms and language of development and child protection

28. Risk Assessment

PURPOSE: To identify and consider possible risks of advocacy in advance and have contingency plans ready.

HOW TO USE: Adapt and complete the table below to make it relevant to your situation. Identify possible risks and consider contingency plans.

See also Tool 29: [Risk management matrix](#)

Risks are unavoidable in advocacy, especially where the organisation has decided to take a strong stand on an issue. For example there may be a simple choice between speaking out strongly about an issue and getting kicked out of the country, or not speaking out and losing legitimacy.

Potential risks might arise from:

Choice of tactics

Especially 'campaigning' tactics involving the public (actions, events):

- Damage to reputation
- Damage to relationships (with stakeholders, partners or government)
- Undermining organisation's legitimacy
- Physical harm/injury
- Financial loss arising from the above (litigation, insurance)

Involving children in advocacy/campaigning

- Protection issues
- Appearance of manipulation
- Appearance of tokenism

See Tool 2: [Child Participation in advocacy](#)

Working in coalitions/partnerships

- Loss of distinctive identity
- Quality control
- High risk partners (e.g. corporates or government operated NGO or agency)
- Party-political affiliations etc

See Tool 16: [Coalitions as part of advocacy strategy](#)

Decision to speak out or not speak out on sensitive/politicised issues

- Reputation/credibility
- Ability to function in country
- Relationships (with stakeholders; partners; government etc.)
- Physical risk to individuals (partners, children etc.)

This list is not exhaustive - there may be other risks depending on political and social context.

To assess the level of risk these steps can be followed:

1. Identify possible risks arising from proposed action (or lack of action)
2. Assess the potential benefit of the proposed action +
3. Identify who could be harmed
4. Assess level of risk
5. Consider measures you can take to mitigate the risks
6. Assess the level of risk remaining after mitigating measures have been taken
7. Decide if the benefit outweighs the risk

The following table can be adapted to your specific circumstances to help analyse the risks.

Risks assessment matrix					
Risk to:	Examples	Level of risk <i>High, medium, low</i>	Potential benefit <i>High medium low</i>	Mitigating measures	Remaining risk: high, medium, low
Organisation					
Reputation/ Credibility					
Ability to function					
Quality control					
Other					
Other					
Other					
Relationships With:					
Government					
Donors					
Partners					
Stakeholders					
Other					
Other					
Individuals					
Staff					
Partners					
Children					
Members of public					
Other					
Other					

The findings from this table can be summarised in table 10 on the [advocacy-planning format](#), Tool 1.

29. Risk Management Matrix

The following framework gives some examples of risks and ways of mitigating them

Risk to:	Nature of Risk (For example)	Contingency plan (For example)
Personnel and partners	May be targeted or subject to violence as a result of speaking out.	Protection /security measures
SCUK programmes	May be constrained or even closed	Ensure programme staff and partners aware of reasons for advocacy and consulted on decisions /messages as appropriate
Relationship with government	May be strained May be broken off May cause potential ally to lose face.	Use lobbying and negotiation first. Make sure targets know why you have taken action. Ensure power-analysis is accurate
Relationship with others e.g. other NGOs, professional bodies,	Cause allies to lose face if advocacy criticises work of other organisations. Offend allies if research with others is published without consultation	Ensure evidence and quality of research is sound Ensure allies know what you are doing and why and are involved in developing advocacy messages
Children involved in advocacy	May be exposed to abuse as a result of speaking out on contentious issues	Use false names Provide on-going support Ensure best interests of the child are central Do not involve children in advocacy where risks are too great
Reputation of SCUK	Professional reputation can suffer if research is not sound Association with certain partners can damage relations with others Legitimacy can be undermined if you take money from certain sources	Ensure good quality research Scrutinise reputation of allies and or coalition members to be prepared for criticism Scrutinise causes of

30. Identifying advocacy opportunities

Purpose

To plan activities taking advantage of all advocacy opportunities

See also Tool 31: [Planning and phasing activities](#)

How to use it

1. As a group, tape together three flip-chart sheets end-to-end and draw on it a wide river flowing from west to east. This represents the timescale of your advocacy project. At the eastern end, draw a simple illustration of how the world will be when your advocacy has succeeded.
2. Discuss social or political events that are likely to impact on your project through its lifetime. Mark these in sequence on your drawing, showing them as smaller streams joining the river. This gives a simple picture of the external environment in which your advocacy will unfold.
3. Now brainstorm possible activities within your advocacy initiative. As people think of activity ideas, discuss them in the group briefly to prompt more ideas, but each individual should also write them on Post-it notes, or pieces of paper or card that can be stuck on the picture. All ideas are included at this stage; even those that seem unrealistic may inspire great alternatives.
4. When there is a good range of possible activities, group members stick them on to the river, discussing the appropriate sequence and how they would tie in with outside events. Discuss which activities should be priorities, i.e. which ones contribute best to the overall goals, are most realistic, affordable, and fit in well with other events.

The chosen activities and their sequencing then becomes the time-line for your advocacy strategy.

Opportunities Planner

Date	Event opportunity to influence	Target	Possible advocacy activity	Who will take it forward

31. Planning and phasing activities

Purpose

Exercise to plan calendar of activities, and who is responsible for what.

What it is used for

Detailed planning of sequences of activities, and who is responsible for what.

What to do

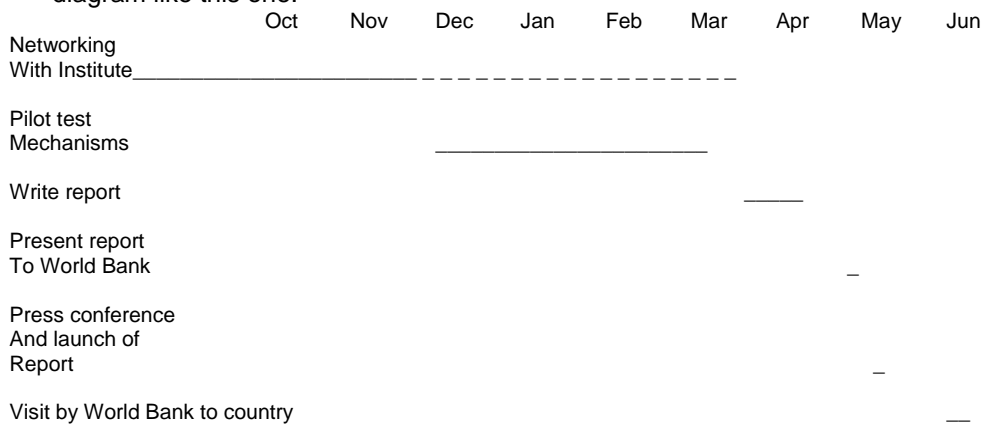
Here is an imaginary scenario:

Your target is the Minister of Education, who needs persuading about the value of consulting children in curriculum development. An event around which to plan: high-level representatives of the World Bank are planning a visit to your country in June of next year. They could be a channel of influence to reach the Minister.

Your influentials: To reach the World Bank representatives, you plan to work mainly through the Civil Society Institute on Education which you think will have much more influence than if you approach the Bank directly.

What you decide to do:

- You must start building personal links with Institute members immediately.
- The aim is to have them produce a report, which supports the consultation of children in developing the new curriculum.
- This must be ready at least one month before the visit.
- You will need a high-profile member of the Institute to present the report to the World Bank around this time. You will need to organise a launch and press coverage to increase the impact of the report in this country. This needs to take place the week before the visit.
- To make the report persuasive, it should include concrete examples showing where such consultation has brought benefits in other countries. It should also describe how the consultation mechanisms might be done in this country and an assessment of cost.
- To do this, you need to run a couple of pilot research projects, preferably with a member of the Institute on the research committee. It may help if you map this out visually.
- You can do this anyway that is clear to you. It may look like a flow chart. Alternatively, or to see how your whole timeframe fits together, you can use a diagram like this one:



What resources are needed? Who will do it?

You now need to put together something that shows practically how all this is going to get done. Again you can use your own tools, but a simple summary might look like this:

What do we need to do?		By when?	Who will do it?	What funds are needed?
Output	Activities			
1. Networking with Institute	1.1 Monthly meetings 1.2 Send updates	14th each month 26th each month	Marie Sita	Transport Duplication + Postage
2. Pilot test mechanisms	2.1 Design approach 2.2 Negotiate sites 2.3 Implement 2.4 Evaluate mechanism 2.5 Determine cost of replication	11th January 20th January 10th March 20th March 22nd March	Sita with Institute rep. Marie Sita + Marie with Institute rep. As 2.3 As 2.3	Communication costs Communication costs Transport meals, accommodation, equipment Office running costs only
Etc				

The different activities relating to the advocacy strategy objectives can then be summarised in the table below (from the advocacy strategy format, Tool 1)

Advocacy Plan Outline

SMART OBJECTIVES	MILESTONES <i>What are the key time-specific milestones for getting 'from A to B' for each key activity?</i>	Resources <i>Specify budget & source & any human resource issues</i>	Activity Lead <i>Who will be responsible for delivering on each activity</i>
OBJECTIVE x Activity A Activity B Activity C			
OBJECTIVE xx Activity A Activity B Activity C			

32. Monitoring and evaluation framework

Purpose: Clarify what you need to learn from the advocacy work, who needs to learn what and how to feed it in to the planning.

How to use it: This can be used at the beginning to put in place a monitoring framework, and plan for an evaluation. It should be regularly updated through implementation to ensure the findings are useful and feeding back into the planning process.

See also Tool 10: [Framework of progress and impact](#)
Tool 9: [Advocacy, GIM and the five dimensions of change](#)

The Purpose of monitoring is to identify problems and issues as they arise and deal with them quickly. It is also to enable you to respond quickly to changes in the external context. Documentation of the process will then help to evaluate the advocacy strategy.

The purpose of evaluation is to assess how effective the advocacy has been in bringing about the changes intended, what has been the unintended impact, and what can be learnt from the process to make future advocacy more effective.

Develop a monitoring framework

The first question is to consider WHO NEEDS TO KNOW WHAT?

What do we need to learn from the advocacy? How will you find out what you need to know, when will the monitoring be carried out, and who will make it happen?

Monitoring the Advocacy PROCESS:

What are you monitoring?	How will it be done?	When will it be done?	Who will make it happen? Who will record it?
Internal: how well is the organisation working? Identify and tackle problems in teamwork and communication etc	E.g. regular meetings to identify issues coming up.	Monthly?	
External: What different advocacy activities are going on, what changes in the external context, what opportunities are coming up?	E.g. Regular meetings E.g. - Log of events - Log of one liners - Documentation of meetings. - Regular updates	Weekly?	
Work with others: What issues are arising about work with coalitions or capacity building with others	E.g. Regular meetings Documentation of coalition meetings	Weekly?	
Progress towards achieving objectives	Self-assessment	Every 6-12 months	

Monitoring the advocacy IMPACT

Using the GIM as a framework for looking the impact of our work, the following framework can be used to look at different stages of impact in the five dimensions of change, and should be linked to your advocacy objectives.

Dimensions of change	Early outcomes	Intermediate outcomes	Long-term outcomes
Individual outcomes/direct benefits for children			
Policy/ Practice			
Improved participation/ Citizenship Democracy			
Reduced discrimination			
Collaborative working Civil society Coalitions Networks			

An extra column of other/unintended impacts could be added to the table and completed during or after the advocacy intervention.

Stages here are represented as early outcomes, intermediate outcomes, long-term outcomes to allow programmes to be flexible in setting milestones. The timeline should also help draw out the different stages between policy change and policy implementation in practice.

Planning an evaluation

An evaluation should be planned to assess the impact of the advocacy. The terms of reference of the evaluation should be designed to answer the specific questions required, and to establish what sort of evaluation is needed – internal or external.

See also: *Tool 38: [Evaluating advocacy](#)*
Tool 39: [Self-assessment questionnaire](#)

See Advocacy Toolkit Examples for TOR for evaluation of nutrition advocacy.

33. Documenting meetings

Purpose

This is a simple “Word” based format. It ensures that each meeting has a clear objective, and is analysed immediately in terms of how effective it was and what should be done to follow it up.

How to use it.

All meetings related to the advocacy work can be written up according to this format. They can then be compiled by a coordinator, and used as a basis for deciding what follow up needs to be done. The meeting notes can be used as a record of contact with different targets and influentials, and can be used to track any changes in attitude over time.

PROJECT NAME:

Meeting title:

MEETING: place date and time

Who attends:

Objectives of meeting:

What happened in relation to the objectives?

What happened in terms of targets’ attitudes, motivation, influence.

Comments.

Follow up action:

What:

When:

Who:

34. Recording activities

Purpose

Framework for keeping record of all activities relating to the advocacy strategy at international and country level, at head office and to key players in the project. It can be used as a diary of anticipated events, and as a record of what has happened.

The framework can be used as:

- an aid to planning
- an ongoing monitoring tool,
- a record of events,
- a timeline of the advocacy process.

How to use it

- This can be kept up to date by a coordinator
- Planned activities, travel plans, and events can be entered in the appropriate week
- Log is continually updated to show what has actually happened, and how plans may be changed.

MONTH 1	Week beg:			
	E.g. 6 Jan	13 Jan	20 Jan	
International activities				
Country A Activities				
Country B activities				
Country C activities				
Key person X's wkplan				
Key person Y's wkplan				
Key person Z's wkplan				

MONTH 2	Week beg:			
	6 Feb	13 Feb	20 Feb	
International activities				
Country A Activities				
Country B activities				
Country C activities				
Key person X's wkplan				
Key person Y's wkplan				
Key person Z's wkplan				



35. Shared log of events and achievements

Purpose:

This is a very simple method for monitoring activities and events in relation to an advocacy project. It enables all members of an advocacy team to keep track of events and activities as they unfold, and to share information in the team about key actors and motivators. It can also encourage people to think strategically by constantly reviewing what has been done and considering where to go from here.

How to use it

It is a document accessible to all members of a team on a shared drive. All members of a team make a one-line entry on any events, activities or achievements, which might be relevant to the advocacy project. It is useful as a live document, also as a monitoring tool to capture events.

How it is done

- Use a word document accessible on a shared drive (possible when all working in one office)
- Anyone involved in the advocacy work makes a note of all activities or achievements relating to the advocacy work or the issue, including: a) anything they do, b) events they attend or hear about, c) contact with media, d) media articles, e) policy changes relating to the advocacy issue or work, f) any day to day learning about our approach to activities.
- All entries are one liners, e.g. “ meeting with, discussed.....” and entered as bullet points.
- Positive and negative change can be recorded.

Date	Event, activities, achievements	Comment	Who posted

Why it is particularly valuable

- Invaluable record of multitude of activities
- Often don't know at the time what is a significant event or meeting. Good to have record of everything.
- It can become addictive – people like to show what they have done
- Very useful across teams – to see what others are doing
- Useful to encourage people to think strategically. They see what has been done each time they make an entry and can develop work from there.
- Extremely easy and quick. You don't need to decide what to put in. everything is relevant!
- Very useful record of what has happened, especially with staff turnover

36. Shared log of quotes

Purpose

To keep a record of quotes which are relevant for the advocacy. These can be used to show how people's attitudes change over time, and to gather quotes, which may be used in advocacy materials.

How to use it

In a similar way to the log of one-liners. Each member of an advocacy team contributes quotes, which they have read or heard to a word document on a shared drive.

Why is it useful?

- This tool is a particularly useful way of recording and documenting attitudes and views of key advocacy targets and stakeholders in 'sound bite' form.
- It is not time consuming and can be easily shared by all members of the advocacy initiative co-ordination group.
- It is particularly useful to record changes over time in stakeholders' views and attitudes.

How to do it

Set up a simple table on a shared drive, which can be filled by you and your colleagues.

Who	What they said	When (date)	On what occasion
The Minister for Health in country X	"I am aware of recent research by Save the Children that has shown that user fees have a very bad effect on poor children and their families. We are looking into this with a view to reviewing our policy on user fees for health in our country...."	May 2005	East and Central Africa Ministerial Conference on User Fees

37. Advocacy updates

Purpose

A newsletter can be sent out (usually by e-mail) to all involved in advocacy work at regular/irregular intervals to keep everyone up to date on developments.

How to use it.

It should be compiled by people coordinating advocacy initiatives from meetings in Farringdon, from e-mail or telephone updates from country offices, and from activity and quote logs etc. Its circulation needs to be carefully considered and possibly controlled to ensure everyone who needs to know is kept informed, without risking leakage to target institutions. If necessary two versions can be compiled – one for inner circle distribution and one for wider consumption

Suggested contents:

CONTENTS:

1. Country update: developments in country level advocacy activities
2. Contact with target institutions at head office level
3. Contact with relevant UK government departments
4. Contact with other agencies
5. Publications
6. Media Update
7. Forthcoming significant events and proposed actions

- Contacts reported can be in the form of meetings, correspondence, informal, telephone.
- Any significant notes from meetings, letters etc. can be added as appendix
- Confidentiality needs to be carefully considered.

38. Evaluating advocacy

Purpose

To provide an introduction to the evaluation of advocacy work.

How to use it

Use it at planning stage to consider how an evaluation might be carried out.

See also *Tool 32: [Monitoring and evaluation](#)*

Tool 10: [Framework for understanding progress and impact](#)

Tool 9: [Advocacy, GIM and the five dimensions of change](#)

Tool 33: [Format for documenting meetings](#)

See also *[Findings from evaluation of SC Nutrition advocacy 2002-05](#)*

Evaluation

There are various methods you can use in your review process. When choosing a method you should be aware that there is always a trade off between the rigour in which you do this assessment and the resources available. The important thing to keep in mind is that evaluation is about learning, about improving our advocacy in response to experience. Choose an approach, which ensures that what we *learn* changes what we *do*. Some of the more common methods are:

☉ **Baseline and Follow up surveys**

The best way to show change is to compare the situation before and after you began work. Some data can be collected using surveys. If, for example, you have good information on attendance rates at school by children from a minority group both before the date your advocacy work started and afterwards, many audiences will find this convincing evidence of your impact.

You can collect survey information on a range of measures, such as the levels of knowledge of people being educated and the attitudes held by stakeholders.

However, you must choose carefully the information you collect since the work required can be very expensive both in money and/or person-hours. You should only gather information that you are sure you will actually analyse and use.

☉ **Key informants and Focus Group Discussions**

An alternative to the quantitative survey approach is to rely on a more qualitative approach such as the judgements of a small number of people who have been in a good position to assess your impact. Such 'key informants' (who may also have been among your targets or influentials,) may be able to give subjective judgements about how effective you have been. For example, journalists may be able to give you feedback on how the media is interpreting the importance of your message; bureaucrats may give you insight as to whether the opinions of politicians are changing. A similar approach may be to bring together informants into so-called 'focus groups' where they can discuss their assessments collectively. Such an approach allows you to gather the views of more people at a single time and to hear whether individual views are agreed with or challenged by others.

Issues around review and evaluation

Whatever approach you take, there are a number of issues that you need to bear in mind as you design your evaluation and interpret the results:

☉ **The problem of attribution**

How do you link what you did (as opposed to all the other things that were going on) to the change that has happened? How do you know how important your particular

contribution was? It may be that what you did a decade ago is only now starting to have an impact. This is a problem for doing your evaluation, but there is another dimension to consider. Attribution often becomes a political issue. Who was responsible for bringing about change? Does it matter if a particular politician takes the credit?

⊙ **Real vs. apparent change**

For example, has the existence of a new law really changed anything? Has it been properly implemented? Always try to look at real impact. You may feel very pleased with the amount of work you did, but what was the impact? Measuring your efforts is not the same as measuring your impacts, but you might want to measure them anyway. It could be a good lesson for others to learn if you conclude, 'we did all this, and it still didn't have an effect!' particularly if you think you know why you had so little effect.

⊙ **Direct vs. indirect impact**

You may or may not have achieved your objectives, but there will be other impacts you have had. Perhaps these in themselves are justification enough for considering your work successful. For example you may not have achieved your policy change objective but you have enabled a range of civil society groups to develop a much better understanding of the policy process and be much better prepared to take forward their own advocacy in the future.

Unexpected outcomes

The Health Action Schools project in Pakistan discovered that teaching practices in its pilot schools had improved, even in subjects unrelated to health. The techniques introduced to teach health awareness were being used in the teaching of other subjects. This impact was an unexpected bonus.

⊙ **Objective vs. Subjective impact assessments**

Matters of judgement are just as important as objective impact assessments. If, for example, you want to measure changes in civil society it is valid to make your own judgements, or use those of key informants. You will probably find it useful to look at various kinds of assessment - both objective and subjective - to do a complete review of your work. Whichever methods you use, it is important that you are transparent about how you did the evaluation.

Ladder of participation

There are ways of trying to measure subjective judgements more systematically. For example, an NGO in Peru was working with a child to child programme looking at self-esteem, etc. The Hart 'Ladder of Participation' was used and the children were asked to express at what level on the ladder they thought they were when participating in the project. The children did the exercise and the results showed different levels of participation among the group. This was one way of systematising subjective judgements.

⊙ **Involvement of the audience**

It is often a good idea to involve your audience in the monitoring and evaluation process. The external reason for doing review and evaluation is to share learning. The involvement of allies and key informants during the evaluation itself is one of the best ways of promoting this sharing process. Elements of your audience may also be better placed to make neutral judgements about the effectiveness of your work.

☉ **Sharing your results**

Even if your audience is not directly involved in your evaluation process, you need to think about how to share the lessons you have learned. It does not matter how good the quality of the study or the excellence of the design of the final report if it is not noticed, read and acted upon by the people who should know about it. There are many creative ways to get your results heard. Perhaps you could publish a case study, or make a presentation at an appropriate meeting. You could put information on web-sites of individual organisations or networks. Perhaps you could create interactive tools that allow the user to select the information they need.

Appealing visual approaches like videos, television programmes, advertisements or photographs might stimulate a more emotional reaction that is often needed for action to result.

Videos presenting results

The Aga Khan Foundation in Pakistan, for example, produces videos of their work on the Aga Khan Rural Support Programme. Similarly, Save the Children's Sialkot Child Labour Project in Pakistan also produced a video and media pack explaining their work.

The means for monitoring and evaluating the advocacy process should be summarised in table 11 on Tool 1: [Advocacy Planning format](#)

39. Self-Assessment questionnaire for advocacy

From Introduction to Advocacy (SARA/AED Training Guide)

Purpose: to chart your progress and improve your activities.

How to use: Use the questionnaire every 6-12 months as a format for team discussion.

The questionnaire is divided into six areas: advocacy objective, message delivery/communications, use of data and research, coalition building, impact on the decision-making process, and overall management/organizational issues. Adapt the questionnaire to be relevant to your advocacy strategy

Advocacy Assessment Questionnaire

1. Advocacy Objective

- Is your advocacy objective moving smoothly through the process or have you encountered some obstacles?
- What are the obstacles and how can they be overcome?
- What else can you do to move your objective forward? Would building new alliances or increasing your media outreach help move your objective through the decision-making process?
- If your objective does not seem achievable, should you alter it? What would be achievable? Could you achieve part of your objective by negotiating or compromising?
- How much does the policy/program change reflect your objective? Did you win your objective entirely, partly, or not at all?
- Can you/should you try to achieve the rest of your objective during the next decision-making cycle? Or should you move on to an entirely new advocacy objective? What are the pros and cons for each decision?
- Did the policy/program change make a difference to the problem you were addressing? If you achieved your objective in whole or in part, has it had the impact you intended?

2. Message Delivery/Communications

- Did your message(s) reach the key audiences? If not, how can you better reach these audiences?
- Did your audiences respond positively to your message(s)? Which messages worked? Why? Which did not work and why? How can you alter the messages, which were not effective?
- Which formats for delivery worked well? Which were not effective and why? How can these formats be changed or improved?
- Did you receive any media/press coverage? Was it helpful to your effort? How could your media relations be improved?

3. Use of Research and Data

- How did using data and research enhance your effort?
- Were data presented clearly and persuasively? How could your presentation be improved?
- Did your advocacy effort raise new research questions? Are more data needed to support your advocacy objective? If so, are the data available elsewhere or do you need to conduct the research?



4. Decision-Making Process

- How is the decision-making process more open because of your efforts?
- Will it be easier to reach and persuade the decision makers next time? Why or why not?
- How many more people/organizations are involved in the decision-making process than before you began?
- How has this helped or hindered your efforts?
- How could you improve the way you move the decision-making process forward?

5. Coalition Building

- How was your coalition successful in gaining attention to the issue and building support for the advocacy objective?
- Was information distributed to coalition members in a timely fashion? How could information dissemination be improved?
- Are there any unresolved conflicts in the coalition? How can these be addressed and resolved?
- Is there a high level of cooperation and information exchange among coalition members? How could internal coalition relations be enhanced?
- Did the coalition gain or lose any members? How can you enlist new members and/or prevent members from leaving?
- Does the coalition provide opportunities for leadership development among members?
- How was your network helpful to your advocacy? How can you expand your network?

6. Overall Management/ Organizational Issues

- Is your advocacy effort financially viable? How could you raise additional resources?
 - Is the accounting system adequate? Can you provide to funders an accurate accounting of how money was spent?
 - How could your financial resources have been used more efficiently?
 - Were all events produced successfully and meetings run smoothly? Which were not and why not? How could logistics be improved?
 - Are you or your organization overwhelmed or discouraged? How could you get more assistance? Should you narrow your goal or extend your time frame to make your effort more manageable?
- 
- 

4. References and Source materials

Save the Children Guidelines, toolkits and frameworks

- [Advocacy Toolkit Examples](#)
- [CRSA guidance](#)
- [TPP guidelines](#)
- [Reporting to the UN Committee on the Rights of the Child: A Starter Pack for Country Programmes](#)
- [Coalitions strategy](#)
- [Campaigns strategy](#)
- [Save the Children Denmark Advocacy guideline](#)
- [Save the Children Alliance Practice Standards in Children's participation](#)
- [Introduction to Child Rights Programming](#)
- [Global Impact Monitoring guidelines](#)
- [Working for Change in Education. A Handbook for planning advocacy \(2000\)](#)

Other recommended advocacy resources

Sharma, Ritu R. *An Introduction to Advocacy: TRAINING GUIDE*. Support for Analysis and Research in Africa (SARA), Academy for Educational Development (AED) SARA /AED Advocacy Training Guide 1997
http://pdf.dec.org/pdf_docs/PNABZ919.pdf

Daniel Start and Ingie Hovland *Tools for Policy Impact: A Handbook for Researchers* Research in Policy and Development Programme, ODI, October 2004
http://www.odi.org.uk/RAPID/Tools/Toolkits/Policy_Impact/Index.html

L. Gosling with M. Edwards, *Toolkits, A practical guide to planning, monitoring, evaluation and impact assessment*, Save the Children 2003

L. VeneKlasen with V. Miller, *A New New Weave of Power, 2002, People & Politics – The Action Guide for advocacy and Citizen Participation*, World Neighbours 2002

David Cohen, Rosa de la Vega and Gabrielle Watson: *Advocacy for Social Justice. A Global Action and Reflection Guide*, OXFAM/Kumarian Press 2001

Pathways to Partnership. Toolkit for Building Strategic Partnerships. International HIV/AIDS Alliance 1999
http://synkronweb.aidsalliance.org/graphics/secretariat/publications/ppe0399_Pathways_toolkit_eng.pdf

Advocacy in Action. A Toolkit to Support NGOs And CBOs Responding to HIV/AIDS. International HIV/AIDS Alliance 2002
http://synkronweb.aidsalliance.org/graphics/secretariat/publications/adv0602_Advocacy_toolkit_eng.pdf

Networking for Policy Change. An Advocacy Training Manual. The POLICY Project, 1999. <http://www.policyproject.com/pubs/AdvocacyManual.pdf>