



# **EAA Advocacy Evaluation Guide**

Ecumenical Advocacy Alliance  
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## Glossary

**Advocacy:** A set of strategic activities organized to persuade decision makers to change policies, laws, programs or practices.

**Accountable:** Answerable to an individual or organization. Decision-makers are accountable when a group has the power to assess their performance and take action if necessary.

**Attribution:** Establishing a particular actor as the cause of an effect.

**Baseline:** Initial basic information gathered at the start of a project or campaign that will be used to measure progress or impact.

**Beneficiary:** Someone who receives assistance, money, property, gifts, or other benefit.

**Campaign:** A series of activities linked strategically together to accomplish a common purpose.

**Coalition:** A group of diverse organizations and individuals working together to pursue a single goal.

**Consensus:** An opinion or decision reached by a group.

**Constituent:** A resident of a district or member of a group represented by an elected official. People who authorize another person to act as their representative.

**Empower:** To equip or supply with an ability; to enable.

**Framework:** A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality.

**Indicator:** Term that measures progress, usually defined as a number or ratio. For example, an indicator that lobbying activities are successful is the number of policy makers that express they will support a new/changed policy (70% of policy makers declare they will vote in favor of the policy change).

**Impact:** Long-term results or effect of a campaign.

**Lobby:** Try to influence the thinking of legislators or other public officials for or against a specific cause.

**Media:** General name for people, businesses and organizations in the communications industry.

**Objective:** Something worked toward or striven for; a goal.

**Opponent:** A person who disagrees with another or others.

**Outcome:** Short-term and medium-term results or effects of a campaign.

**Output:** Product or result of an activity. If the activity is to conduct a workshop, the output is that a workshop has been conducted and that so many participants attended.

**Position:** A preferred solution to a problem.

**Stakeholder:** Anyone who has a direct interest in the outcome of our advocacy campaign. Stakeholders include those responsible for the problem, those who can solve the problem, those affected by the problem, and those who are interested in the problem.

**Target:** For our advocacy campaign, targets are stakeholders with the greatest ability to influence the success or failure of our advocacy campaign. Targets are people not institutions.

**Theory of change:** Theory that explains why a particular course of action can be expected to achieve the advocacy objective.

**Transmit:** To send or communicate from one person, thing, or place to another.

**Transparency:** Sharing information about how decisions are made.

**Value:** A principle, standard, or quality considered worthwhile or desirable.

## I. Introduction

This *Advocacy Evaluation Guide* aims to provide evaluators with simple guidelines for evaluating advocacy work at the national and local level. The guide uses the following structure:

- I. Advocacy Evaluation Basics
- II. Dimensions of Advocacy Evaluation
- III. Planning the Evaluation
- IV. Advocacy Planning and Leadership
- V. Advocacy Outputs (Implementation Indicators)
- VI. Advocacy Outcomes (Short- and Medium-Term Indicators)
- VII. Advocacy Impact (Long-Term Indicators)
- VIII. Presenting Evaluation Findings

Evaluating advocacy work is a difficult task. Advocacy poses many challenges for evaluators, including:

**Long timeframe.** It can take decades before an objective is reached and NGO project timeframes are usually much shorter than the lifespan of a campaign.

**Complexity.** Advocacy usually involves a range of strategies and it may be difficult to identify a single strategy as being responsible for success.

**Attribution.** Advocacy requires multiple actors and it is difficult to prove that a particular organization or activity is responsible for change. It makes more sense to focus on the **contribution** of advocacy work to reaching an objective rather than trying to establish **attribution** (causal link).

**Unpredictability.** External forces play a large role in advocacy. Advocates may do everything right and still not reach their objective. They may even find themselves backtracking to avoid reversal of earlier victories. Often they are forced to change strategies and objectives to respond to changes in the advocacy environment.

**Knowledge accumulation is rare.** Advocates are so busy that they often feel that they have little time to document their experiences so that others may benefit from their wisdom.

Evaluators will need to keep the above challenges in mind when preparing the evaluation design. For example, if the campaign is relatively young and is expected to take a long time, it may not be appropriate to include long-term indicators in the evaluation. In the case of unpredictable events that create a setback for the campaign (e.g. Parliament is suspended), the focus of the evaluation may need to be on how effective the strategies have been until the interruption and examine opportunities to get the campaign back on course.

This *EAA Advocacy Evaluation Guide* is designed as a tool for evaluators to use in designing their own advocacy evaluations. It is composed of a mix of explanations, guiding questions and workbook areas. The following discussion is intended to serve as a guide for evaluators, not as a rule written in stone. Above all, it is important to base evaluation of advocacy on common sense!

## II. Advocacy Evaluation Basics

This section examines the following topics:

1. Definition of advocacy
2. Why do we need to evaluate advocacy work?
3. What is the difference between monitoring and evaluation?
4. Types of advocacy evaluation
5. General evaluation questions
6. Dimensions of advocacy evaluation

### 1. Definition of Advocacy

This *Advocacy Evaluation Guide* uses EAA's official definition of advocacy as a set of strategic activities organized to persuade decision makers to change policies, laws, programs or practices. Advocacy includes a range of strategies such as awareness raising, campaigning/public mobilization, and policy engagement. An advocacy *campaign* refers to any set of organized activities in support of an advocacy objective and is different from a mobilization campaign or a public education campaign, which are considered strategies within advocacy. EAA recognizes that its member organizations may have their own interpretation of the term advocacy.

### 2. Why do we need to evaluate our advocacy work?

Monitoring and evaluation allow advocates to assess the progress of their advocacy work and identify the need for any adjustments. Advocacy monitoring and evaluation help us to:

- check whether advocacy work is **on track** and **determine next steps**;
- decide whether it is necessary to make any **changes to the strategy**;
- determine whether the **objectives have been achieved**;
- learn **which strategies work** and **avoid making the same mistakes** again;
- **produce credible reports** for donors and supporters; and
- **generate financial and political support** for our campaign.

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"Evaluation is about asking and answering questions that matter."

A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions (2009).

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### 3. What is the difference between monitoring and evaluation?

Although this guide focuses on evaluation, advocates need to understand the difference between monitoring and evaluation:

**Monitoring** refers to ongoing information gathering about advocacy activities. Monitoring is helpful to assess the quality and effectiveness of activities and progress made towards reaching advocacy objectives. However, because advocacy work can be so complex – involving different actors, for example when working in a coalition – it is sometimes difficult to assign responsibility for monitoring. Having a clear action plan and revising plans regularly as events unfold is thought to improve monitoring. Sharing information among campaign members on a website and getting regular telephone updates when a campaign is unfolding in different geographic areas can also improve monitoring.

**Evaluation** refers to analyzing the information we have gathered at a specific point in time. Evaluation is often done to evaluate the *impact* of advocacy work. Although monitoring and

evaluation are different activities, there is some overlap and it is difficult to completely separate the two. For example, the products and services produced during an advocacy campaign (outputs) are usually the focus of monitoring but they may be the focus of an evaluation of a young organization with limited advocacy experience. This guide focuses mainly on evaluation and what can be measured during the various stages of a campaign. Those particularly interested in monitoring will get a good idea of what can be monitored by turning to the section entitled [What documentation is available?](#) The section discusses the forms of documentation (i.e. the products of monitoring) that should be made available to the evaluators at the start of the evaluation exercise.

#### 4. Types of advocacy evaluation

There are three main types of advocacy evaluation: retrospective, prospective and developmental. A **retrospective** evaluation is done after the campaign has been implemented. It is backwards looking and cannot be used to make adjustments – although it does allow campaigners to identify lessons learned. A **prospective** evaluation is built into the campaign and permits continuous monitoring and adjustment. It also increases transparency and promotes a learning culture. A third type of evaluation is the **developmental evaluation**, which aims to support program, staff and/or organizational development. Recent advocacy evaluation literature places considerable importance on using advocacy evaluation as a learning and organizational development tool. Many evaluations tend to be retrospective because evaluation and monitoring were not included in the original campaign design.

Advocacy is still a young field. Advocacy literature recommends that for the time being evaluators facilitate a process that **promotes learning** and is **non-threatening** to the advocacy team. **Reflecting on lessons learned** should be part of the evaluation process.

#### 5. General evaluation questions

All advocacy evaluations will attempt to answer the following general questions:<sup>i</sup>

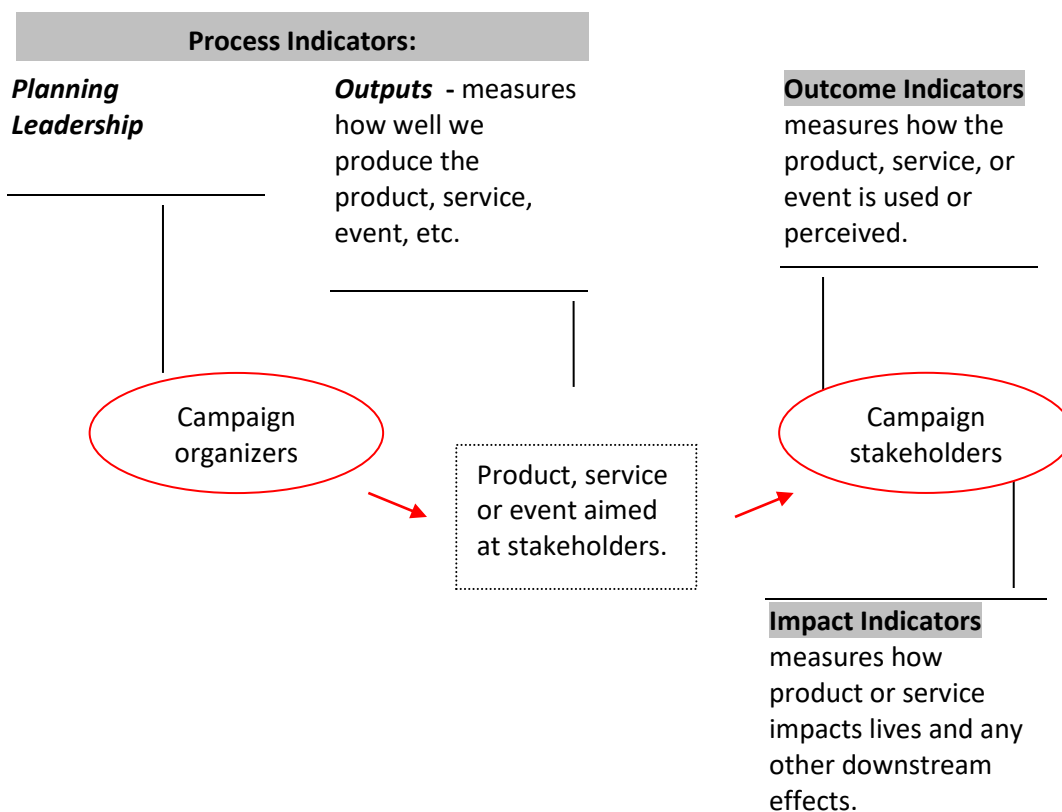
- How appropriate were the original objectives?
- To what extent were the objectives achieved and the problem addressed?
- How were the objectives achieved?
- What, if any, impact did any change have on the lives of communities?
- Which specific approaches worked and which did not?
- What factors contributed to success or failure?
- What should have been done differently given hindsight?
- How did the campaign deal with both intended and unintended consequences?
- What should be changed in the future as a result of this evaluation?

### III. Dimensions of Advocacy Evaluation

Evaluation of advocacy can take place at various levels and currently there are no standard dimensions for evaluating advocacy work. Many advocates approach evaluation with the three following categories in mind:

- **process**, to see how well the advocates conduct the campaign;
- **outcome**, to see how well they are reaching short- and medium-term objectives;
- **impact**, to see if the policy change has had the desired effect on people's lives.

The diagram below represents a campaign in terms of **organizers** who **produce products, services or events** aimed at influencing **stakeholders** (interested groups). Evaluation of the campaign can focus on process, outcome or impact. Process indicators focus on campaign organizers and products, services or events. Outcome and impact indicators focus on stakeholders.



**Process Indicators** examine the following categories:

**Planning.** Planning is a *critical* aspect of advocacy and it is important to consider the following with regards to the design of an advocacy campaign. This includes looking at areas such as appropriateness of objectives, analysis of the political and policy context, identifying targets and developing an appropriate strategy for the campaign.

**Leadership.** This category examines whether advocates were able to create and sustain a vision for the campaign, provide institutional support for advocacy, inspire others, respond quickly to unforeseen changes and integrate principles of successful advocacy.

**Implementation (outputs).** Evaluation of outputs looks at the quality of the various activities. Monitoring often focuses on assessment of outputs, although one criticism of past campaigns is that advocates focus too much on activities and not enough on results.

**Outcome indicators** look at the **short-** and **medium-term results** of the campaign to measure the immediate effect of advocacy activities on stakeholders or how stakeholders perceive or use the services, products, workshops, events and other activities that advocates organize. Stakeholders include all interested groups such as affected communities, decision makers, members of the media, members of the public, other NGOs, etc. Outcome areas can include changes in media coverage, public support (e.g. attendance at events), public opinion and attitude of decision makers.

**Impact Indicators.** EAA has identified 7 broad categories for evaluating the long-term impact of a campaign. An evaluation need not look at all areas. Including 2-3 areas is usually sufficient.

1. Policy change
2. Capacity of civil society
3. Democratic space
4. Policy impact
5. Empowerment
6. Base of support
7. Social norms

This guide will examine indicators for evaluating processes, outputs and impact in greater detail after reviewing how to plan and prepare for an evaluation exercise.

## Tool 1: **Determining** the focus of an advocacy evaluation

The success or failure of a campaign depends heavily on the quality of initial planning and campaign leadership. For this reason, *every evaluation exercise should review planning processes and campaign leadership*. The decision to focus the remainder of the evaluation on implementation, outcomes or impact will depend on the:

- a. maturity of the organization
- b. primary focus of the exercise (to *monitor implementation* to improve performance or *evaluate the results* of the campaign)
- c. current status of the campaign (completed, ongoing).

<b>Campaign/organization characteristics</b>		<b>Evaluation focus</b>
Organization is new to advocacy	→	Quality of implementation
Want to monitor campaign.	→	Implementation or outcomes.
Campaign ongoing.	→	Short-term and medium-term outcomes.
Campaign ended some time ago.	→	Impact, too late to focus on campaign management and implementation.

Explain which of the following applies to your organization and campaign:

Our organization is new to / experienced in advocacy and advocacy evaluation.

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The focus of this exercise is monitoring / evaluation.

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Campaign is in its early / late stage.

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Describe whether the focus of your evaluation will be on implementation, outputs outcomes, or impact:

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## IV. Planning the Evaluation

In order to prepare the evaluation, the following points need to be addressed:

1. What is the purpose of the evaluation?
2. Who will participate in the evaluation?
3. How will stakeholders be involved?
4. Who will conduct the evaluation?
5. What documentation is available?
6. TOR, evaluation questions and methodology
7. Feedback mechanism

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*Policy change should be evaluated only when there is a reason to evaluate. The most important reason to evaluate policy change efforts is to see if you are on the right track... Campaigns need data for decision making in real time, not afterward when the work is finished.*

Patricia Patrizi

OMG Center for Collaborative Learning

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Use the guiding questions and space in Tool 2 on page 12 to complete the above sections for your evaluation.

### 1. What is the purpose of the evaluation?

To obtain the desired results, it is important to be frank about why you are conducting an evaluation. Is it to adjust an ongoing campaign, improve implementation or demonstrate impact to stakeholders, a donor, the media or the general public? What are the *broad* questions that this evaluation will seek to answer?

Managers or program staff responsible for preparing the evaluation can develop 2-3 key questions that the evaluation should answer. In keeping with the above stated purpose of the evaluation, the key questions should refer to some of the points below:

- identifying achievements, problems and need for change related to planning, leadership and implementation of the campaign;
- assessing positive and negative results or shortfalls of the advocacy work;
- analyzing changes in the external environment and their impact on the campaign;
- extracting lessons learned for future campaigns.



**An evaluation need not assess every single category. Choose 2 or 3 key areas at most!**

### 2. Who will participate in the evaluation?

Applying good principles of advocacy, the evaluation should involve stakeholders from the start, before the evaluation objectives and questions have been defined. **A stakeholder is anyone who is interested in or affected by the campaign.** Including stakeholders in the evaluation process is likely to result in better questions and more useful evaluation results. It increases transparency, demonstrates a commitment to inclusiveness and increases the probability that recommendations

**Make sure the evaluation design is gender sensitive.** This means including a balance of men and women in the management of the evaluation and among respondents. It also means looking at how women are involved in decision making, in resource distribution and on the receiving end of benefits (and costs) of the campaign.

will be more widely accepted. It also helps to build capacity of stakeholders, increase networking and build ownership of monitoring processes. Stakeholders should include people who are *inside* and *outside* the campaign.

Stakeholders can include:

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| technical experts                   | researchers                         |
| members of affected community       | donors                              |
| community-based organizations       | coalition partners                  |
| people with diverse views/interests | policy makers                       |
| advocacy staff                      | those with other types of influence |
| volunteers                          | members of the media.               |

Stakeholders include policy makers that the campaign wants to influence. It may or may not be wise to include them in the evaluation. In some cases policy makers have been known to become very supportive of a campaign position after participating in an evaluation. However, there may be negative repercussions, particularly if the policy makers are opponents.

Consider why stakeholders may be interested in participating. Possible reasons include commitment to the advocacy issue, having a personal stake in the campaign (for example if they are campaign organizers), and opportunity for professional development. Keep in mind that a potential stakeholder may be interested in the opportunity to earn additional income and compensation may be necessary.

### 3. How will stakeholders be involved?

Stakeholders can participate through individual meetings, group meetings or surveys. Engagement can take place in person or virtually through electronic correspondence and the internet. Deciding factors will include evaluation deadlines, available budget, geographic location, and availability to meet. Stakeholders can take part in:

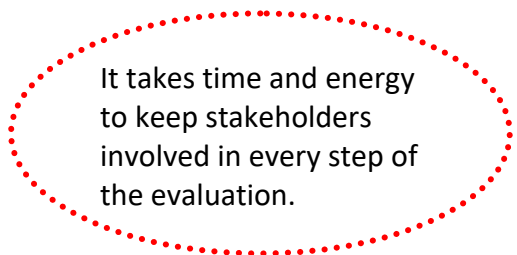
- selecting evaluation team
- developing terms of reference & evaluation questions
- analyzing the logic of the campaign strategy
- providing feedback on data analysis.

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The **Most Significant Change** technique asks participating stakeholders to decide how the evaluation should be focused by reaching consensus on the most important impact of the campaign.

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Before starting the work, make sure that stakeholders have a common understanding of the terms and concepts that will be used in the evaluation (such as the definition of advocacy). Emphasize with stakeholders that evaluation is a partnership effort and let them know how the organization will use the evaluation findings.



It takes time and energy to keep stakeholders involved in every step of the evaluation.

### 4. Who will conduct the evaluation?

The evaluation can be internal, external or a combination. An **external evaluator** may have more data expertise and capacity (takes more resources, but frees up staff time), while an **internal evaluator** may have a better understanding of the needs of the organization and the context. If this is the first time that your organization is conducting an evaluation of its advocacy work, we recommend hiring an external expert to work with staff. Staff members can then do the next evaluation on their own.

If the decision is made to select an external evaluator, it is important to identify available funding early on in the planning process as this will determine the extent and scope of the evaluation. Funding is a significant limiting factor that planners of an evaluation need to keep in mind.

Since advocacy evaluation is challenging, campaign managers will want to select evaluators with previous experience evaluating advocacy. Previous experience with participatory evaluation and proven track record in working with a team are also important. Finally, language skills and ability to address cross-cutting thematic issues (like gender) are other qualifications to look for in the external evaluator. Make sure to inquire about the possibility of reading sample reports written by the evaluator. Ask other organizations engaged in advocacy if they can recommend an evaluator. Some countries have a professional society or formal network of evaluators that may be able to circulate a stated request for an evaluator with specific qualifications to its members.

## 5. What existing documentation is available?

After defining the overall purpose of the evaluation, identifying participating stakeholders and deciding whether the evaluator will be internal or external, the next step is to collect and review available documentation on the campaign and identify additional sources of information. Although it is common for the Terms of Reference (TOR) to include the major questions to be answered by the evaluation, **when it comes to advocacy, proper preparation is critical**. Evaluators need to have a sense of what information is available in order to define questions that can be answered. For this reason it is highly recommended that the sequence below be followed:

- compile advocacy information
- draft general Terms of Reference for the evaluation and/or evaluator(s)
- develop specific questions to be addressed and identify methodology.

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If the evaluation is poorly planned, no amount of later analysis will save it.

*World Bank  
IPDET Handbook*

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If implementation and monitoring of the campaign has been done correctly, some of the following sources of information should be available to evaluators:

**Project planning documents.** Material documenting the problem analysis, selection of the advocacy issue, situation analysis, etc. (discussed in greater detail in the next section).

**Baseline surveys.** A baseline survey can be used to document the problem, assess access to services and measure attitudes regarding the issue. (Note that often baseline data is not collected during the campaign and it is the evaluation that provides the baseline information.)

**Activity reports.** In campaigns where project funding is involved, staff will be required to prepare regular narrative reports.

**Meeting minutes.** Advocates can be expected to document meetings with decision makers and other influential figures.

**Research report & policy proposal.** The campaign may have conducted research on the problem to back up a policy proposal submitted to decision makers.

**Records of events.** Any time the campaign organizes a workshop, public meeting, petition drive or public event, they will keep records of attendance and/or participation.

**Media monitoring files.** Campaign organizers will keep clippings of media coverage of their issue and a media log or tracking file.

**Press releases, written and audio visual campaign materials.** Any media materials produced by the campaign will be of interest to evaluators.

All of the above materials need to be compiled for the evaluator(s) in a reader-friendly format with a table of contents. Note that inadequate monitoring may make it difficult to assess the effect of the campaign.

## 6. TOR, evaluation questions and methodology

The following outline can be helpful in defining the Terms of Reference (TOR) for the evaluation:

**Background.** Provide general information about the issue, organization, campaign objectives, strategy, and progress to date.

**General Purpose of the Evaluation.** Explain the overarching reason for the evaluation.

**Key questions to be answered by the evaluation.** Define a few key questions. Specific sub-questions should be developed subsequently by the evaluation team and stakeholders (although it is possible to suggest sub-questions for consideration by the evaluation team).


**Scope & Timeline.** Indicate structures, institutions, geographic areas, and time period to be covered by the evaluation.

**Methodology.** Outline the general approaches that the evaluation team will use. Specify which stakeholders will participate by providing input and feedback to the evaluation team and which stakeholders will be included as respondents. Include a mechanism for feedback of evaluation results to advocates, project staff and/or managers as well as to participating stakeholders.

**Activities.** Outline general steps to be taken by the evaluation team.

**Deliverables.** Specify what products the evaluation team is responsible for, including work plan, timeline, progress reports and final evaluation report. The evaluation team may also be required to develop terms of reference and plan for obtaining stakeholder input into the evaluation design and analysis. Describe any provisions for the evaluation team to present the findings to the various stakeholder groups.

**Roles and responsibilities.** If there is more than one evaluator, clearly define the competencies, roles and responsibilities of each person on the team as well as lines of reporting and what tasks need to be approved by management, a stakeholder group or the evaluation committee (if one has been established).

 One of the tasks of the evaluation team may be to identify appropriate monitoring and evaluation systems to provide regular feedback to the advocacy team in the future.

As mentioned above, it makes more sense for the evaluation team to develop the specific evaluation questions – sometimes referred to as the sub-questions – once team members have become familiar with the campaign documentation. It is not a problem to begin with a long list of sub-questions that is cut down by the evaluation team after input from stakeholders.

In addition to the existing documentation on a campaign identified in the previous section, evaluators can use the following tools to obtain new information:

- Surveys
- Individual and group interviews (e.g. focus groups, community meetings)
- Observation

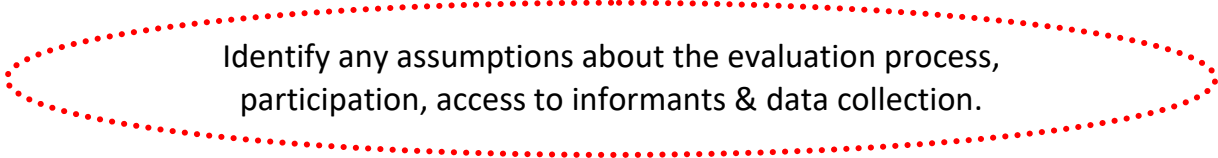
- Logs, records and reports – such as information about services or cases, census data, and official records
- Media files and content analysis
- Policy timeline.

There are ample evaluation manuals available online including the World Bank *International Program for Development Evaluation Training (IPDET): Building Skills to Evaluate Development Interventions* (2001) the Organizational Research Services *A Handbook of Collection Tools: Companion to "A Guide to Measuring Advocacy and Policy"* (2007). This guide will not go further into discussing data collection except to remind readers of the importance of ensuring that information collected is:

- **credible** – trustworthy, believable
- **valid** – measures what we are trying to measure
- **reliable** – measures the same thing in the same way on repeated tests.

## 7. Feedback Mechanism

When the exercise takes place during an ongoing campaign, one of the main benefits of evaluation is to relay findings to the advocacy team as quickly as possible. When feedback takes place, advocates can use the observations to improve their work. For this reason, it is important to establish a feedback mechanism at the start of the evaluation. This can take the form of brief meetings with the advocacy team or regular written updates.



Identify any assumptions about the evaluation process, participation, access to informants & data collection.

## Tool 2: Planning the Evaluation

### 1. The purpose of our advocacy evaluation is to:

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Clarify expectations by indicating what the evaluation is not expected to achieve. The purpose of our advocacy evaluation is **NOT** to:

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Develop 2-3 key questions that your evaluation will seek to answer:

**Key question 1:**

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**Key question 2:**

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**Key question 3:**

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### 2. The following stakeholders will be asked to participate in the evaluation:

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Once you have created a list of possible stakeholders to include, decide which ones you really need to have, and which ones it would be *nice* to include. Consider that including members of the affected community is very important.

**3. Describe how stakeholders will be involved in the evaluation:**

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**4. Explain who will conduct the evaluation – internal or external evaluator or combination of both:**

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**5. List documentation that is available for the evaluators to read:**

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**6. Using the example below as an illustration, develop sub-questions for each key evaluation question:**

**Key Question**

To what extent was the advocacy strategy appropriate?

Key Question 1.

Key Question 2.

Key Question 3.

**Sub-questions**

1. On what assumptions was the strategy based?
2. To what extent did it take political realities into account?

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**7. If the campaign is ongoing, describe how the information gathered during the evaluation can be fed back to the team:**

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## V. Advocacy Planning & Leadership

Successful advocacy depends on sound analysis and setting of appropriate and realistic objectives. It also depends on strong leadership support for advocacy within the organization or coalition. This section proposes indicators for evaluating the planning and leadership functions of advocacy work.

### 1. Planning Indicators

Because planning of advocacy is so important, this section identifies a number of tools or tasks that should be completed before implementation begins. These include:

- a. Problem Analysis
- b. Situation Analysis
- c. Policy Context
- d. Stakeholder Analysis & Targets
- e. SWOT Analysis
- f. Theory of Change
- g. Objectives and Strategy Design

Each of the above is discussed below. Evaluators can use the Evaluating Advocacy Planning Worksheet on page 19 to guide their work.

#### a. Problem Analysis

Evaluation of problem analysis aims to ensure that the process of analyzing a problem and identifying the advocacy issue is documented and is based on the needs and priorities of the affected group. It also aims to confirm that the original analysis was based on sound data. For advocacy to be successful, responsibility for the problem must be attributable to individuals or an institution. It must also be realistically possible to solve the problem through a policy proposal.

#### b. Situation Analysis

Once problem analysis has been examined, the evaluation will focus on the situation analysis. Ideally, advocates will have prepared a written situation analysis documenting the broader political, social and economic trends at local, national and international level and how they affect the problem and the affected community. The situation analysis should include a reflection on how issues in adjacent sectors or areas may impact the problem. If any length of time has passed since the situation analysis was conducted, the document should be updated to reflect recent events.

#### c. Policy Context

When problem and situation analyses indicate that advocacy for a policy solution is the appropriate response to a problem, advocates need to conduct a thorough analysis of the policy context. This should include analysis of the current policy agenda, analysis of interests and concerns of both policy groups (such as research institutes and other lobbyists) and political groups that affect the policy agenda. Most importantly, it needs to take into account all the steps in the decision-making process, including policy calendars and timelines and an in-depth analysis of the power dynamics around the issue. Is it clear who

has *ultimate* authority over the policy decision? Is it clear that the policy makers are in a position to allocate sufficient funding for the proposed policy solution? Who does have authority over funding?

Since policy change takes place within a context of competing values and beliefs, it is important for advocacy to take these into consideration in order to understand how underlying beliefs may help or hinder the advocacy work.

#### **d. Stakeholder Analysis & Targets**

Stakeholder analysis requires exhaustive examination of all actors that may engage in the campaign because they are:

- affected by the problem
- responsible for causing the problem
- influential in solving the problem
- interested in the problem (e.g. NGOs, research institutes).

Another factor of success is the ability to engage groups that may not think they have a link to the problem. Thus individuals and groups who are not knowledgeable or interested in the problem at the start may become important stakeholders at a future time. For example many (if not most) NGO-led campaigns neglect the private sector as potential stakeholders. Evaluators should be looking to see if advocates have interpreted the term 'stakeholder' in the widest and most creative sense possible.

Once a list has been generated, stakeholders need to be analyzed according to their level of influence and position regarding the solution. This is done in order to identify the targets of the campaign – that is to say individuals who have the most power to assist campaign organizers in reaching the advocacy objective. Advocates should focus most of their energy on the *most influential* decision makers who have a *neutral* position regarding the policy proposal. Although some energy can go towards persuading opponents, this should not be a priority. The strategy should be to get allies to persuade neutrals who in turn pressure moderate opponents to support their positions. Hard core opponents will not be persuaded, so no resources should be spent on them.

In advocacy it is people – **and never institutions** – who are the targets of the campaign. In order to do identify appropriate targets advocates must first identify influential institutions, but once this is done they will need to identify influential actors within those institutions. Every advocacy campaign must identify targets by name. Advocacy evaluators will be looking for evidence that appropriate analysis of targets has been completed, including identifying the knowledge, attitude and interests that a target may have regarding the problem and proposed policy solution. For every primary target, advocates should have identified one or more secondary targets, that is to say people who can influence the primary target.

#### **e. SWOT Analysis**

A SWOT analysis examines the **Strengths** and **Weakness** internal to the advocacy campaign (of an organization or a coalition) as well as the **Opportunities** and **Threats** in the advocacy environment. The purpose of the SWOT analysis is to find ways to strengthen the campaign

internally and mitigate external circumstances in order to increase the probability of success. A SWOT analysis is considered so important that some advocates consider it an advocacy strategy in its own right. The SWOT analysis should include an assessment of forces favoring change and those opposing change (also called force field analysis). This would include an assessment of other ongoing campaigns and competing policy agendas. The SWOT analysis should also take into consideration the impact that the presence of donor funding might have on advocacy.

Assumptions, beliefs and understandings about development, decision making and social relationships affect choice of strategies and chances of success. As ActionAid points out, "*We found that what people believed or assumed to be true about power, gender and social change influenced their choice of strategies and chances for success. Yet these beliefs and assumptions usually remained un-examined in advocacy work.*"<sup>ii</sup> Beliefs about power and decision making as well as ability to handle dissent greatly affect coalition building, which is one of the main strategies for combating tyranny. At times the values of NGO staff – in what is becoming an increasingly bureaucratized field – are not fully aligned with the values of the affected group and staff may inadvertently obstruct activism. This 'soft' issue remains unaddressed in most campaigns. Because it is so critical, examining beliefs of those organizing the campaign is included as an indicator in the advocacy planning process.

Advocacy campaigns often fail to assess public opinion – either of the general public or of sub-groups in society regarding the issue. Organizations that have never been exposed to public opinion polling are reluctant to try this unfamiliar technique. Polling, however, is a very informative and powerful tool, and experienced advocates urge campaign organizers to 'use polls in countries where they are uncommon,' particularly in situations where a minority controls the discourse.<sup>iii</sup> To emphasize the importance of conducting public opinion polls, this guide includes a specific planning indicator on polling public opinion.

A public opinion poll is not an in-depth study but a quick easy-to-administer survey providing a realistic snapshot of public understanding and willingness to support an advocacy issue. Polls are useful for understanding how different parts of society think and can be used to gain media attention and persuade politicians of public backing for your advocacy campaign. Polls are generally made up of 10-12 socio-economic questions and 3-4 opinion questions and do not always require expensive pollsters to complete.

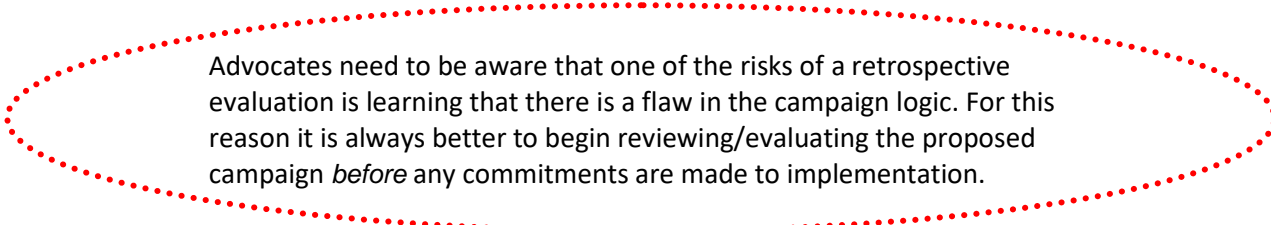
A final indicator related to internal and external factors influencing advocacy is analyzing media ownership and media coverage to assess how those who control information are shaping perceptions of stakeholders, the affected group and members of the public. In countries where the mainstream media is controlled by government or large commercial interests may need to access alternative media to get their message across.

#### **f. Theory of Change, Objectives, Strategies and Activities.**

In order to increase the probability of success, every campaign needs a theory that explains why a particular course of action can be expected to achieve the advocacy objective. Currently many campaigns do not articulate a logic for the campaign. The composite logic model and logical framework are examples of tools that are used to articulate the logic of an advocacy campaign. Another interesting emerging tool is the 'theory of change' model. Although the theory of change of a campaign can be expressed in something as simple as a

single sentence, it is rapidly becoming a more formal process. In this model, the desired advocacy objective is identified and advocates then work backwards to identify all the necessary and sufficient preconditions to achieving the objective. What is meant by necessary and sufficient? Necessary means the advocacy objective cannot be achieved if the preconditions are not met. Sufficient means that additional activities are unnecessary. Necessary and sufficient implies that a campaign strategy aims to meet the preconditions without expending more energy and resources than are absolutely necessary.

For example, if the ultimate objective of a campaign is for a government to practice meaningful accountability of resource revenues, what are the necessary and sufficient preconditions that need to be met for this to take place? A new law may be required, as well as a functioning body to implement the law. There may also be a need for an independent monitoring body. But what needs to happen for the law to be passed and the implementing and monitoring bodies to be established and functioning? Working backwards, campaigners then identify a second level of preconditions. This backwards mapping continues until they arrive at the current existing situation. The final entry on the theory of change reflects the outcome of our campaign's initial activities, so it should be realistic. An important aspect of the theory of change is to articulate assumptions regarding the effectiveness of proposed activities. Done correctly, a theory of change increases the likelihood of setting realistic objectives. The theory of change model simultaneously increases the possible avenues for action while requiring a rigorous explanation of the 'mini-steps' to achieve desired change and identification of assumptions.<sup>iv</sup>



Advocates need to be aware that one of the risks of a retrospective evaluation is learning that there is a flaw in the campaign logic. For this reason it is always better to begin reviewing/evaluating the proposed campaign *before* any commitments are made to implementation.

Once the logic of a campaign is developed, advocates can specify short, intermediate and long-term objectives and accompanying indicators (measurements of change). Objectives are the expression of the desired change. Objectives are about what we want the targets of the campaign to do (e.g. MPs amend a law) and should not be confused with what campaign organizers do (activities). In order for evaluators to be able to assess whether they have been achieved, it is vital for objectives to be SMART:

**S**pecific (who will do what)

**M**easurable (defined so we can measure against a standard?)

**A**chievable (given internal resources)

**R**ealistic (given the policy environment) and

**T**ime bound

Reviews suggest that campaign outcomes tend to vary considerably from original objectives. For this reason, evaluators need to examine any adjustments in the original objectives (for example, in response to unfolding events) and the justification for the changes. Each objective will have one or more indicators. Indicators are like signposts along the road that

allow us to measure change and know how far we have come. Each indicator needs to describe a *specific* change within a *timeframe* for a particular group.

After examining the campaign objectives, the evaluation will review the campaign strategy to assess whether it represents an appropriate response to the problem, political context and policy environment. Every combination of circumstances requires a unique response. In particular, advocates in less open regimes will need to find a balance between pressure campaigns that include public mobilization and more conciliatory lobbying.

The most common components of an advocacy strategy are:

Research	Media campaign
Lobbying	Public mobilization / pressure
Negotiation*	Building coalitions
Public education	Court system/judicial advocacy*

\* Note: Since judicial advocacy and negotiation are less common advocacy strategies, they will not be discussed in this guide.

Campaign organizers should have considered the following questions when developing their objectives.

Is there any evidence that they did?

- Does data exist to show that the objective will improve the situation?
- Is the object achievable, even with opposition?
- Does measuring the objective require a baseline survey?
- Will the objective gain the support of many people?
- Will people care deeply enough to take action?
- Will you be able to raise money or other resources to support your work on the objective?
- Do you have the necessary alliances with individuals/organizations to reach your objective?
- Will working on the objective provide people with greater opportunity to learn about and become involved in the decision-making process?

## 2. Evaluating Advocacy Planning Worksheet

The evaluator(s) will be expected to write a narrative about the campaign planning process, highlighting strengths, weaknesses, analysis and recommendations for improvement – either in the ongoing campaign or for future campaigns. The worksheets on the following pages can be helpful in producing a graphic illustration of the strengths and weaknesses of the planning process. The graph can easily be re-created in Excel.

### Tool 3 Evaluating Advocacy Planning

<b>A. Problem Analysis</b>	None Very weak 1	Weak 2	Average 3	Strong 4	Very strong 5	Subtotal
A1 Causes and effects of problem are analyzed and documented in writing.						
A2. Problem identification based upon consultations and participation of affected group and reflects needs and priorities.						
A3. The problem analysis is based on valid and credible information.						
A4. Problem identifies responsible actor(s) and can be realistically addressed through policy proposal.						
<b>Subtotal A</b>						
<b>B. Situation Analysis</b>	None Very weak 1	Weak 2	Average 3	Strong 4	Very strong 5	Subtotal
B1. A written situation analysis exists that reviews political, social and economic trends at the local, national and international level.						
B2. The situation analysis takes into consideration how overarching trends impact the problem and the affected community.						
B3. The situation analysis identifies overarching issues or issues in adjacent areas or sectors that may impact the problem?						
B4. The situation analysis has been updated since the launching of the campaign to reflect current events.						
<b>Subtotal B</b>						
<b>C. Policy Context Analysis</b>	None Very weak 1	Weak 2	Average 3	Strong 4	Very strong 5	Subtotal
C1. Analysis of the policy context, competing agendas, competing agendas and inhibiting and facilitating factors completed.						
C2. Identification of <u>all</u> the steps in the policy decision-making process, including timelines and calendars, completed.						
C3. Analysis of power dynamics – including informal decision-making processes – and ability to appropriate necessary funding for the proposed policy solution concluded. Ultimate authority over the decision-making process established.						
C4. Policy issue considered in context of competing values and beliefs that may help or hinder the campaign.						
<b>Subtotal C</b>						

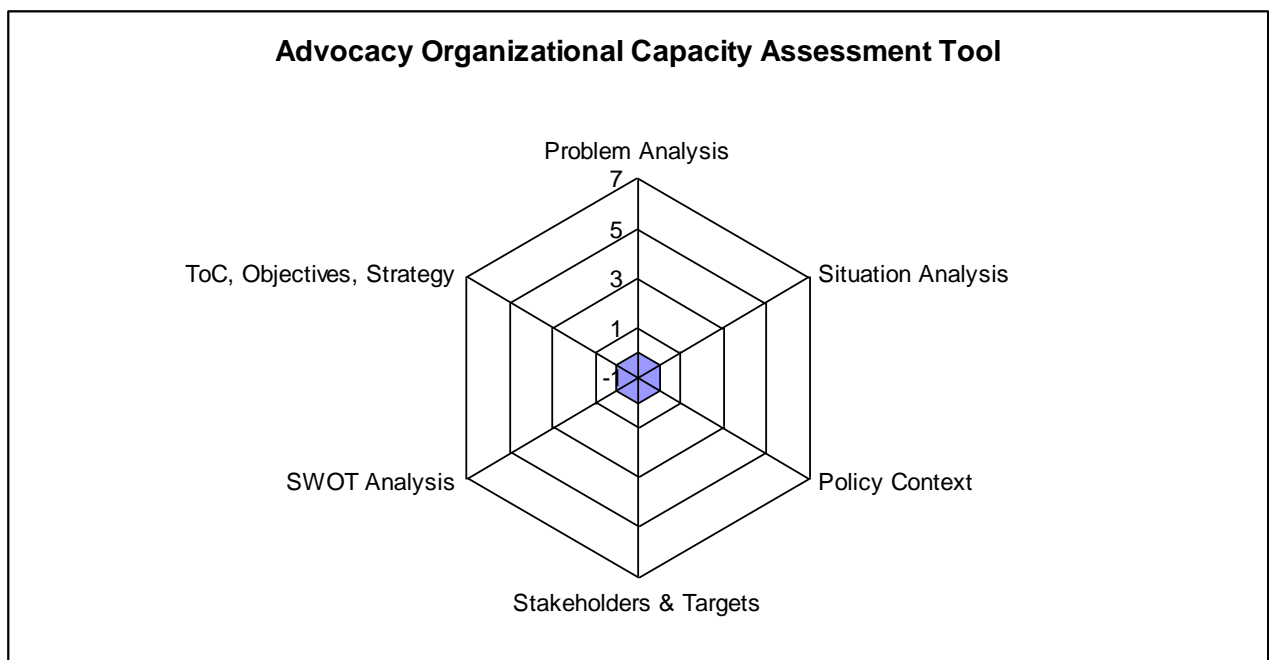
<b>D. Stakeholder Analysis &amp; Targets</b>	None Very weak 1	Weak 2	Average 3	Strong 4	Very strong 5	Subtotal
D1. Thorough stakeholder analysis of all responsible, affected, influential and interested groups.						
D2. Stakeholders analyzed according to level of influence & position regarding policy solution (allied, neutral, opponent).						
D3. Targets have been identified by name and position within their institution.						
D4. Primary and secondary targets have been analyzed according to their knowledge, attitude and interests related to the problem.						
<b>Subtotal D</b>						
<b>E. SWOT Analysis</b>	None Very weak 1	Weak 2	Average 3	Strong 4	Very strong 5	Subtotal
E1. SWOT analysis of strengths and weaknesses internal to the campaign and opportunities and threats in the advocacy environment completed.						
E2. Advocates examine their own beliefs regarding power, gender, and decision making, etc., as a potentially crippling threat to advocacy.						
E3. Public opinion relative to the problem has been measured.						
E4. Analysis of media conducted to assess how those who control information are shaping perceptions of stakeholders and members of the public.						
<b>Subtotal E</b>						
<b>F. Theory of Change, Objectives &amp; Strategy</b>	None Very weak 1	Weak 2	Average 3	Strong 4	Very strong 5	Subtotal
F1. Theory of change developed to identify (a) assumptions and (b) all <i>necessary and sufficient</i> preconditions for achieving advocacy objectives.						
F2. SMART short-, medium- and long-term objectives defined. Changes documented.						
F3. Objectives are accompanied by one or more indicators that state specific change to occur for particular population within a timeframe.						
F4. Campaign strategy (and activities) developed that represent appropriate response to the nature of the problem, national context, and policy environment.						
<b>Subtotal F</b>						

### Calculation of planning scores

Transcribe the subtotal calculated for each planning area in the preceding pages to the corresponding line in the first column below. Then divide this figure by 4 (the number of questions answered for each competency) and enter the score in the second column.

	<b>Subtotal</b>	<b>Score</b>
A. Problem Analysis	_____ ÷ 4 =	_____
B. Situation Analysis	_____ ÷ 4 =	_____
C. Policy Context Analysis	_____ ÷ 4 =	_____
D. Stakeholder Analysis & Targets	_____ ÷ 4 =	_____
E. SWOT Analysis	_____ ÷ 4 =	_____
F. Theory of Change, Objectives & Strategy	_____ ÷ 4 =	_____

Next mark each score in the chart below on the corresponding level, connect the dots and shade in the resulting shape.



### **3. Leadership**

Successful advocacy is linked in part to characteristics such as institutional support for advocacy, attention to gender dimensions and application of key principles of a good advocate. Additionally, the principles of participation, accountability, legitimacy and representation are considered key to the success of advocacy, yet many advocates do not take them seriously enough. This section provides a discussion of these points. It is intended as a narrative although evaluators can decide to rate the different leadership areas using Tool 4 on page 24.

#### **a. Institutional Support for Advocacy**

A common challenge cited by staff within organizations that are working on campaigns is that do not receive sufficient institutional support from management. The best efforts peter out if top leadership does not openly support advocacy. Conversely, campaigns led by organizations where the top leadership is pro-advocacy tend to be very dynamic. For this reason, evaluators will want to assess leadership support for advocacy. Examples of support include:

- promoting the institutionalization or mainstreaming of advocacy, for example by requiring that top management and staff receive advocacy capacity building and integrate advocacy into their projects;
- mobilizing sufficient resources for campaigns
- creating and sustaining a vision of change that involves advocacy
- inspiring others to join that vision.

#### **b. Adaptive Capacity**

The California Endowment cites adaptive capacity as another important institutional characteristic of success of advocacy. This refers to the ability of an organization or coalition to monitor and assess changing events in order to respond to them.

#### **c. Strategic Capacity**

Organizations are often obliged to work together to build the strength in numbers required to reach an advocacy objective. Many campaigns fail due to the inability or unwillingness of organizations to work together. Coalition building is addressed in a separate section, but it is appropriate to inquire whether the campaign leadership understands the need to position itself strategically and to create strategic alliances. Do egos get in the way or is the emphasis on building consensus in order to reach advocacy objective?

#### **d. Focus on Gender (and other groups)**

Of interest to evaluators around the world is the degree to which the campaign promotes and requires gender mainstreaming into advocacy work. This includes looking at staff breakdown by sex, inclusion of women (staff and stakeholders) in decision making, and gender analysis of policy proposals. The campaign should be sensitive to the needs and inclusive of other marginalized groups that may be affected by the campaign such as youth, elderly, disabled and ethnic groups.

#### **e. Participation**

Involving as many people as possible in all aspects of decision-making increases the likelihood of success of advocacy. Each participant brings different skills, contacts, resources and ideas. Participation increases a sense of ownership over the process. Evaluators will want to

understand how campaign managers involve stakeholders in the campaign. One form of participation is to ensure diversity on the campaign steering committee or other decision making structure within a coalition. In particular, evaluators will be interested in understanding to what extent members of the affected group participate in decision making.

**f. Accountability**

Accountability is the process by which those holding ultimate power can compare outcomes to expectations, approve or disapprove of performance and take action accordingly. Accountability requires a mechanism for those in power to take disciplinary measures. The concept of accountability is often linked to that of transparency, which means providing information on decisions and how they are made, such as how government contracts or concessions are awarded. What are the mechanisms of accountability practiced by the organization or coalition towards the affected groups, coalition members and/or other stakeholders?

**g. Legitimacy**

Legitimacy in advocacy means having the authority to speak on behalf of the affected group. Some of the ways a campaign achieves legitimacy include:

1. Affected group is represented on organization's board or coalition/campaign committee.
2. Campaign conducts collective, open decision making with affected group members.
3. Campaign is proposing realistic policy alternatives.
4. Organization provides ongoing support or capacity building to members of affected communities.
5. Organization provides ongoing services to the affected community.
6. Organization has a track record and credibility for working on the issue in question.

**h. Representation**

Advocates can play various roles vis-à-vis the affected group. They can:

- negotiate
- accompany
- empower
- represent
- mediate
- network
- model behavior

Evaluators will be interested to learn how the organization/coalition has defined its role with regard to the affected community. Are there any indications that the role is expected to change over time, shifting more responsibility for the campaign onto the affected members (if appropriate)? Would the evaluator rate the advocacy leadership's attitude toward representation as one of low, medium or high commitment to empowering the affected group?'

## Tool 4: Leadership for Advocacy Worksheet

For each capacity area, indicate whether the leadership commitment is low, medium, or high. Then write a brief narrative explaining the rating.

**Institutional Support for Advocacy**                      Low                      Medium                      High

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**Adaptive Capacity**                                      Low                      Medium                      High

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**Strategic Capacity**                                      Low                      Medium                      High

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**Gender Dimension**                                      Low                      Medium                      High

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**Participation**    Low                      Medium                      High

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**Accountability**

Low

Medium

High

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---

---

---

**Legitimacy**

Low

Medium

High

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**Representation**

Low

Medium

High

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**Conclusion**

Write a brief summary of the above observations. In which areas has the leadership demonstrated a high level of commitment? Which areas are weak? How has the leadership affected the campaign?

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## VI. Advocacy Outputs (Implementation Indicators)

Earlier we defined outputs as the products and services that result from the inputs and activities. This can include everything from research reports to workshops and mass demonstrations. Advocacy literature regularly remarks that too much attention is focused on outputs and not enough on results. While there is some justification for this view, it is still important for campaigns to assess the quality of their activities by measuring outputs.



Measurement and assessment of outputs is a monitoring function rather than an evaluation function thus well-functioning monitoring mechanisms should be tracking information about outputs.

### 1. Why is monitoring of outputs important?

Monitoring of outputs provides the campaign with feedback on accomplishment, timing and quality of activities. By comparing planned and actual activities, it is possible to know whether organizers are keeping up with the campaign work plan. Correct monitoring brings any problems to the immediate attention of campaign organizers and their managers.

### 2. What do output indicators measure?

Output indicators measure the following:

**Accomplishment.** To what extent have the campaign organizers implemented the activities set out in the work plan? If not, why? Is there a need to change the objectives or the strategy? Are there any barriers that can be removed?

**Timing.** Are activities on track with the schedule in the work plan? What has been the cause of any delays?

**Quality of activities.** Whether it is audio visual materials, workshops or lobbying meetings, is the quality of the activities adequate? If not, why not?

**Participation.** Who is participating in activities organized by the campaign? Is the desired attendance being reached in terms of numbers, profile of participants and quality of participation?

Output indicators should be SMART and defined in terms of products or services made possible by the resources provided in the project. They should define changes for which some entity can be held responsible and they should quantify the expected product as well as specify the quality of the output. (UNDP Handbook on Planning, Monitoring and Evaluating for Development Results.)

Additionally, monitoring of outputs should **identify any strengths and weaknesses** in implementation, and **justify changes in achievements** due to unforeseen circumstances that present obstacles to the campaign.

Definitions of outputs and outcomes vary across organizations. Some organizations consider participation in a service an output, while others consider this an outcome. This is an individual decision – one that hopefully is made before the monitoring system is in place.

### **3. Questions to guide output monitoring**

Below are some questions that could be asked as part of monitoring outputs of a campaign. This list is illustrative and is not intended to be comprehensive.

Note with regards to research: if the findings of a study are neither sound nor presented in a useful format, a study can be a complete waste of resources and effort. Advocates need to ensure that proper monitoring of research takes place from the start.

- |                         |  |
|-------------------------|--|
| <b>Research</b>         | <ul style="list-style-type: none"><li>Does the research project have a formal oversight structure?</li><li>Are the steps in the research process being carried out in time?</li><li>Are the researchers providing regular feedback to the committee?</li><li>Has the committee reviewed and approved the research design?</li><li>Is the data collection considered sound?</li><li>Does the research highlight on-the-ground experience and insight of civil society organizations?</li><li>Was the research report submitted on time? Why not?</li><li>Does the research report have an executive summary?</li><li>Have the researchers produced factsheets and presentations summarizing the research findings for different audiences?</li></ul>  |
| <b>Lobbying</b>         | <ul style="list-style-type: none"><li>Does the campaign maintain a lobbying plan that clearly indicates targets and which members of the coalition will meet with each one?</li><li>Is the campaign lobbying the right targets? For example, if the policy proposal has budgetary implications, is the Ministry of Finance included as target?</li><li>Is the campaign able to create innovative lobbying opportunities?</li><li>Has the campaign established working relationships with lobbying targets?</li><li>Has the campaign developed and distributed a position paper?</li><li>Does the campaign have quality educational materials to share with policy makers?</li><li>Does the campaign distribute presentation materials for lobbyists to use to persuade others to support the campaign?</li><li>Have members of the affected group attended lobbying meetings to share their stories?</li><li>Is the campaign able to secure meetings with high-level policy makers?</li><li>What commitments from policy makers are secured at meetings?</li></ul> |
| <b>Public education</b> | <ul style="list-style-type: none"><li>Who is attending workshops, public forums, etc.?</li><li>Are the right people attending?</li><li>Is the campaign able to secure the participation of decision makers at forums?</li><li>What is the quality of awareness raising activities?</li></ul>   |

<b>Media campaign</b>	<p>Were all materials pre-tested to ensure that the audience is receiving the right message?</p> <p>Were proper communication channels, messengers and audience profiles reached?</p> <p>Does the campaign have a media work plan and an up-to-date media contact list?</p> <p>Does the campaign issue press releases?</p> <p>Does the campaign receive free coverage of the issue or is it paying the media to print material?</p> <p>Do campaign organizers maintain regular contact with the media?</p> <p>Do journalists attend press conferences?</p> <p>Does the campaign have a media monitoring system to assess changes in quantity and quality of media coverage?</p>
<b>Public mobilization pressure</b>	<p>What is the participation and profile of participants in activities organized by the campaign? (Petition drives, letter campaigns, etc.)</p> <p>Does participation correspond to objectives set in the work plan?</p> <p>How well are the activities organized?</p> <p>Have any problems been identified in the organizing of the activities?</p> <p>Were these due to unexpected events or poor planning?</p> <p>How well were activities coordinated with other events? (For example was there coordination with other actions organized the same day?)</p>
<b>Building coalitions</b>	<p>Has the campaign established or linked up to a coalition?</p> <p>Does the coalition have clear decision making and communication?</p> <p>To what extent does the coalition perpetuate existing patterns of influence in society?</p> <p>What sectors are represented in the coalition?</p> <p>What is the participation of the grassroots in the coalition?</p> <p>How representative of the general public is the coalition? (What percent of the population does the population represent?)</p> <p>To what extent is the coalition accountable to the grassroots as well as to coalition members?</p> <p>Is the coalition leadership able to balance participation and ensure that larger organizations do not become too dominant?</p> <p>Does the coalition have a plan indicating planned activities and responsible organization?</p> <p>Have any trust building activities taken place?</p> <p>Has the coalition encountered any internal conflict and do mechanisms exist to resolve conflict? Is the coalition able to withstand internal dissent?</p> <p>How has membership in the coalition changed over time?</p> <p>Do coalition members organize activities under one umbrella?</p>

Evaluators will be interested in assessing how the information gathered during monitoring is fed back into the implementation process to inform and improve the campaign.

## Tool 5: Example - Measuring Outputs

One possibility for recording the measurement of indicators is to complete a table for each relevant area that is being evaluated using the format developed by the Alliance for Justice:

Strategy: _____	Statement is				
	True and functioning well	True but needs strengthening	Not true, but in process	Not true but under consideration	Not true and not desired
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

\_\_\_\_\_

Consider a campaign that includes a research study, the following questions could be selected for the evaluation:

Strategy: Research	Statement is				
	True and functioning well	True but needs strengthening	Not true, but in process	Not true but under consideration	Not true and not desired
1. The research project has a formal oversight structure.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Researchers are providing regular feedback to the committee and/or campaign organizers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Researchers have produced factsheets summarizing research findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** A research committee was established at the start of the campaign. It is composed of three coalition members and two academics. The leading researcher attends all the meetings. While the committee is well functioning, there has been no effort to turn around data as quickly as possible to share with campaign organizers. The evaluators have explained the benefits and importance of starting this as soon as possible. This campaign has been very aggressive about producing materials to share with lobbying targets and members of the media. A food campaign factsheet is included in the media packets and a special factsheet on hunger in the country has been produced and distributed to all the dioceses.

Recommendation for follow-up: Establish mechanism for data from the study to be immediately shared with campaign staff.

## VII. Advocacy Outcomes (Short- and Medium-Term Indicators)

Earlier we defined outcomes as the *changes in perception and use of products and services* as a result of the campaign. Outcomes aim to measure the short- and medium-term impact of activities. Whereas output indicators measure how well activities are done, outcome indicators measure how much progress has been made towards reaching the advocacy objective.

### 1. What do outcome indicators measure?

Outcome indicators seek to measure changes in knowledge, perceptions, attitudes, commitment and behavior that will affect achievement of the advocacy objective. Outcome indicators should reflect the mini-steps needed to achieve the desired policy change. Example of indicators include:

*Before the next meeting, more than 50% of the city council express that the proposed policy change is very important.*

*The chair of the committee agrees to establish (or establishes) a working group to study the problem by mid 2010.*

As with other types of indicators, outcome indicators need to be SMART, i.e., specific, measurable, achievable (given internal resources of the campaign), realistic (given external circumstances) and time bound.

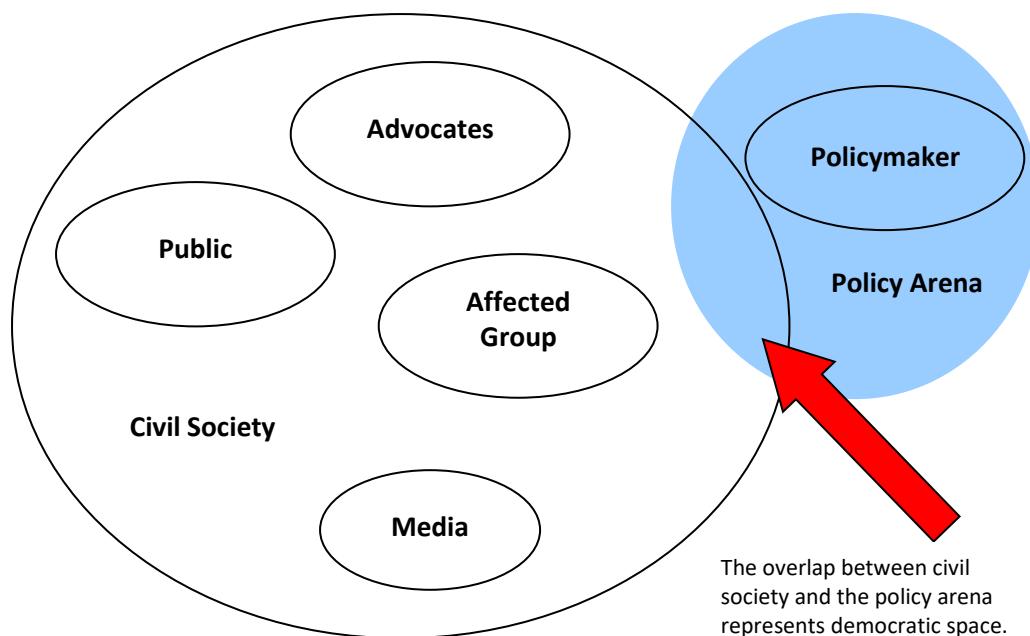
### 2. Developing outcome indicators

As we have seen, outputs are the results of activities, which in turn form part of a strategy. Thus it makes sense to present **output indicators** according to the advocacy strategy (research, lobbying, public education, etc.) as in the preceding chapter on outputs.

On the other hand, **impact indicators** are usually presented according to the broad impact categories as we will see in the next chapter (policy change, capacity of CSOs, increasing democratic space, policy impact, empowerment, changing social norms and building support).

**Outcome indicators** fall in between **output indicators** and **impact indicators** and thus present a challenge. For example, one could think about measuring the progress of lobbying activities or of conveying a message in the media (lobbying and media campaigns are considered strategies). One could also think about measuring progress towards achieving policy change or changing public opinion (impact categories).

This *Advocacy Evaluation Guide* suggests using the long-term impact categories as the framework for measuring outcomes by identifying mini-steps or pre-conditions for achieving long-term objectives. The diagram on the following page may help to clarify some concepts.



In the above diagram, advocates, members of the affected group and the general public all form part of civil society. Policy makers are present in the policy arena and democratic space represents the area of overlap between the policy arena and civil society. Whether we are interested in citizens, journalists, advocates, the affected group or policy makers, we can measure short- and medium-term change by looking at changes in the following areas:

- Knowledge (about the issue)
- Saliency (importance of the issue)
- Attitude (towards the issue)
- Norms (how social norms affect the issue)
- Self-efficacy (how much control people think they have to solve a problem)
- Behavior Intention (what are they saying about their intentions?)
- Behavior (what do their actions prove?)
- Skills (what skills do they demonstrate?)

Outcome indicators should have been defined during the planning of the campaign. In case they were not, evaluators can use the above behavior-change categories to identify short- and medium-term changes among the various actors:

Policy change	How have the knowledge, attitude, and behavior/action of policymakers changed?
CSO capacity	How is capacity of advocates changing?
Democratic space	How is the space that represents the overlap of civil society in the policy arena changing?
Empowerment	How have the knowledge, attitude, skills, etc. of the affected group changed?
Social norms & Base of support	How have the knowledge, attitude, skills, etc. of the public – including the media - changed?

Policy impact represents a longer-term result and can be looked at under the impact area.

## Tool 6: Example - Measuring Outcomes

Outcomes aim to measure short- and medium-term effect of the advocacy campaign.

<b>Strategy:</b>	<b>Guiding questions for outcome Indicators</b> (adapted from Rick Davies, 2001)
<b>Research</b>	<ul style="list-style-type: none"> <li>▪ Is the research considered credible by experts?</li> <li>▪ Has the research been quoted by members of the media?</li> <li>▪ Has the research been used in arguments presented made by policy makers?</li> </ul>
<b>Lobbying / Policy change</b>	<ul style="list-style-type: none"> <li>▪ Who initiates the meeting?</li> <li>▪ Is there willingness to meet?</li> <li>▪ Is there delay/speed in establishing meeting?</li> <li>▪ What is the official status of the meeting?</li> <li>▪ What is the status of meeting participants?</li> <li>▪ What language is used in the meeting? Is it very formal?</li> <li>▪ What are the roles of those participating in the meeting (e.g. representing others for a negotiation, not just oneself)?</li> <li>▪ What is the level of trust shown at meeting (e.g. sharing documents, expressing differences)?</li> <li>▪ What is the level of confidence in participant knowledge and capacity?</li> <li>▪ Were any agreements reached?</li> <li>▪ Is there a willingness to continue the process?</li> <li>▪ Have there been any requests for civil society to provide testimony at a committee meeting or to participate in any other way?</li> <li>▪ What is the degree of acceptance of recommendations or percentage of proposed recommendations that are accepted?</li> <li>▪ Has there been any formalization of the meeting process?</li> </ul>
<b>Public education /Public opinion</b>	<ul style="list-style-type: none"> <li>▪ Who was supposed to hear the message &amp; who has heard the message? (Is the target audience reached?)</li> <li>▪ How did the audience react to the message? Was the reaction positive, neutral or negative?</li> <li>▪ How was it different from other messages?</li> <li>▪ What did they do in response?</li> </ul>
<b>Media campaign</b>	<ul style="list-style-type: none"> <li>▪ How is the media coverage changing over time?</li> <li>▪ How has the quality of coverage changed?</li> <li>▪ Are journalists using more sensitive language to describe the problem?</li> <li>▪ Are there misconceptions or negative attitudes in media coverage that need to be changed?</li> </ul>
<b>Coalition building</b>	<ul style="list-style-type: none"> <li>▪ Has the coalition been able to create an identity in society?</li> <li>▪ Is the campaign gaining sufficient momentum / influence due to the presence of a significant coalition?</li> </ul>

## VIII. Evaluating Impact (Long-Term Indicators)

Impact indicators measure the long-term results of advocacy work. Measurement of impact is an evaluation function, although it depends in part on the collection of sound data during the monitoring process.

### What do impact indicators measure?

The main focus of impact indicators is to measure the effect of policy change on the quality of life of the group affected by the problem and by the policy change proposed by the advocacy campaign. Prior to the preparation of this guide, EAA conducted a literature review of advocacy impact indicators and decided upon the following broad impact categories:

1. Policy change
2. Capacity of civil society
3. Democratic space
4. Policy impact
5. Empowerment
6. Base of support
7. Social norms

As mentioned earlier, the purpose of an evaluation is not to cover all of these categories, but rather to select a limited number that will address the areas raised in the purpose of the evaluation of the key evaluation questions.

### 1. Policy Change

The category of policy change examines progress in achieving the desired change in policy, but also ensuring that the policy is properly implemented and appropriate funding for the change is in place. If the policy change ultimately results in improved services, this category will examine how the provision of services has changed.

The purpose of evaluating policy change is to answer the following questions:

- To what extent were the policy objectives achieved?
- How transparent was the policy process?
- If the policy objective was not achieved, or if compromise was necessary (as often is the case), what were the influential forces?
- To what extent have sufficient resources been allocated to implement the policy?
- How well is the policy being implemented? If there was a need for sub-decrees or regulations, have these been passed?
- Have services been initiated or improved as a result of your campaign?
- If the policy has been approved but not implemented yet, what are the reasons?
- Is there proper oversight or independent monitoring of policy implementation?
- Is there any anticipated organized opposition that may cause a reversal of the policy? Is there anything that needs to be done to avoid losing ground?
- What other issues are relevant for the sustainability of this policy?
- What factors facilitated and inhibited the effort to effect policy change?

- Did the initial campaign policy analysis prove to be accurate and was the strategy appropriate? Were there any influencing factors that were not taken into consideration?
- What lessons have been learned from the process? What should be done differently next time?

**Where to find the information:** evaluators may collect information about policy change by reviewing government documents related to policy and regulation changes, interviewing advocates, coalition members, policy makers, legal experts and even members of the media. Evaluators may also want to talk to advocates from other ongoing campaigns to find out whether maximum cooperation was achieved.

## 2. Capacity of Civil Society

Although effecting policy change is the primary purpose of advocacy, building capacity of civil society to advocate is another important result because civil society becomes stronger as it learns to advocate.

**There are no set guidelines for assessing advocacy capacity.** Evaluators are encouraged to review the Advocacy Planning & Leadership section (see p.14), the advocacy strategies (see p.27). Additionally, in 1998, USAID developed an Advocacy Index that is useful for assessing advocacy capacity. The index looks at a range of capacity areas and assesses them using a six-point scale with the following ratings:

0	Not applicable/have not commenced/no capacity
1	Very little capacity/there is a lot of room for improvement; have taken very preliminary steps
2	Modest capacity/have taken modest steps/there is substantial room for improvement;
3	Reasonable capacity/made some reasonable progress/there is some room for improvement;
4	Effective capacity/made successful progress/there is not much room for improvement or there are very specific needs;
5	Capacity is very strong/have made very effective progress/there is almost no room for improvement.
6	Notable achievement/enhanced impacts/has multiplier effect/acts as catalyst to broader change/provide new methods/lesson for others, assist others/notable innovation/ improvement on earlier already effective process e.g. research, participation.

## USAID Advocacy Index Capacity Areas

	N/A or no capacity	Very little capacity	Modest capacity	Reasonable capacity	Effective Capacity	Strong capacity	Notable achievement
	0	1	2	3	4	5	6
1. CSO select advocacy issue that is timely and significant.							
2. CSO collects sound data and gets input.							
3. CSO systematically consults members and public.							
4. CSO formulates viable policy alternative.							
5. CSO provides a gender analysis of policies.							
6. CSO allocates resources for advocacy.							
7. CSO provides public education/builds public support.							
8. CSO builds coalitions to obtain cooperative efforts for joint action.							
9. CSO takes action to influence policy.							
10. CSO takes follow-up action, after a policy decision is made.							
11. CSO demonstrates institutionalization of advocacy role. <sup>vi</sup>							
12. Organization demonstrates sound financial management and internal governance.							

Efforts to strengthen staff capacity for advocacy are often frustrated by staff turnover. Evaluators should keep this in mind and consider whether capacity strengthening has taken place at institutional rather than individual staff level and whether mechanisms are in place to continue to build internal capacity on a regular basis. Whether staff are advocates and activists in their own rights and not just paid bureaucrats also affects organizational capacity for advocacy.

**Where to find the information:** evaluators may collect information about capacity of civil society by interviewing campaign organizers and perhaps even facilitating a self-assessment exercise for coalition members. If any members have opted out of the coalition, it is a good idea to talk to them to find out why.

### 3. Democratic Space

Advocacy to change policy may or may not create conditions that foster greater popular participation in the future. Conversely, a campaign may be unsuccessful but still expand the range of voices engaged in the political process. In addition to strengthening capacity of civil

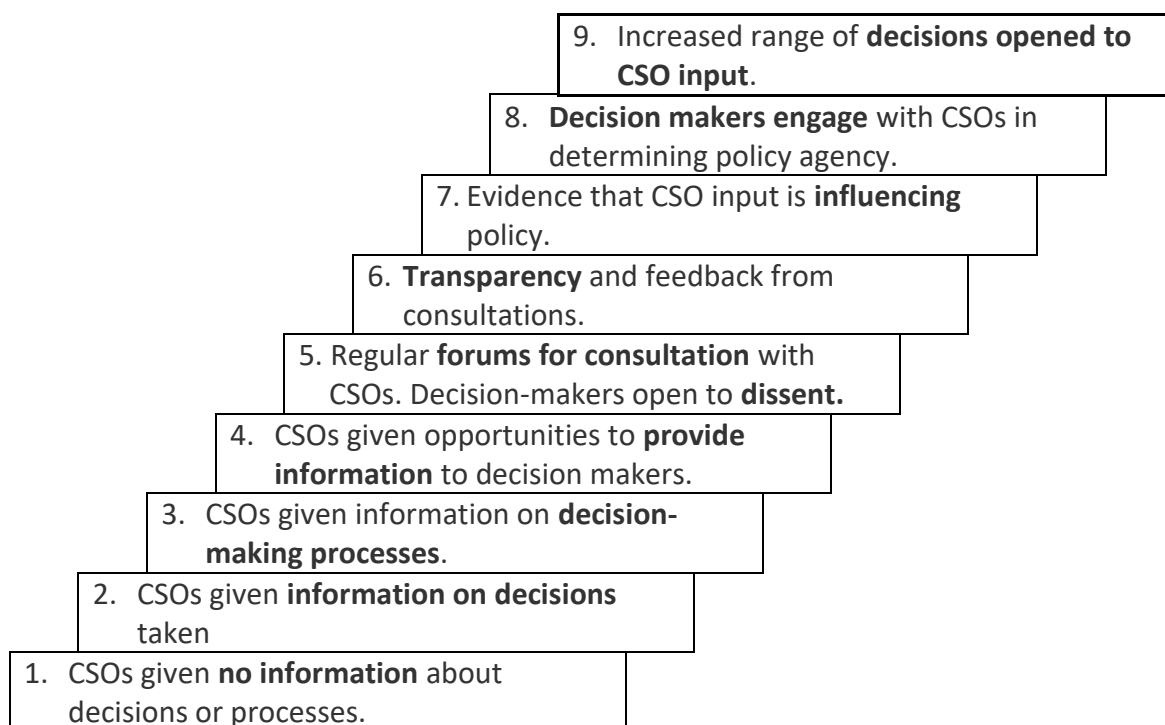
society to advocate, evaluators are interested in whether the general policy environment has become more receptive of civil society due to the efforts of this campaign. This is particularly important in countries where the policy process is closed and decisions are not transparent.

In an **open or pluralistic system**, advocates can assess democratic space by looking available public records on decision making and interviewing stakeholders to see how they are involved in the decision making process (such as testifying before a committee or meeting with legislators).

Evaluation of democratic space in a **closed or elitist system**, will involve evaluating progress on key influence pathways and assessing whether the campaign is able to build 'the power of many' through coalitions and engaging the support of powerful figures.

In an **invisible or ideological system**, evaluation will focus on areas such as building capacity of civil society, empowering the affected group, and assessing changes in social norms and understanding.

The following 'ladder' model is commonly used to assess democratic space. The first indicator represents the highest rung on the ladder, or the most open democratic space:<sup>vii</sup>



Additionally, democratic space can be assessed by answering the following questions:<sup>viii</sup>

- Which members of the public can participate?
- What is the official mandate of the body created?
- What issues do members debate?
- Whose contributions are regarded as legitimate?
- What are the realistic prospects of policy influence?

- What are the statutory responsibilities of the body — do their recommendations have ‘teeth’?
- Is the institution durable, as opposed to a transient space providing for temporary policy deliberation?

**Where to find the information:** evaluators may collect information about democratic space by reviewing official minutes of committee and other formal meetings, advocate meeting notes and interviews with advocates.

#### 4. Policy Impact

The ultimate purpose of advocacy is to improve the wellbeing of certain parts of society – particularly marginalized or disadvantaged groups. Thus, measuring policy impact is at the heart of the advocacy evaluation. The results of policy change tends to have fall within two categories: **services, rights** and **processes**.

##### Services

Civil society organizations have considerable experience evaluating the impact of services. A standard approach for evaluating services is to consider the impact on:

**Reach.** Who benefits? Who is excluded? Is access to services fair? Is the group that the policy intended to help receiving the expected benefits?

**Effectiveness.** What has been the impact on targeted quality of life indicators? Are there any unexpected positive or negative results? Are there any obstacles to accessing services that need to be addressed?

**Adoption.** Within the policy structures, are service delivery providers on board with the new policy and do they agree to deliver the services?

##### Rights

There is less experience evaluating and documenting campaigns with a rights focus. To learn about rights we must turn to human rights organizations, but evaluation is still in its infancy with them. UNDP recognizes two main categories of human rights: (a) **civil and political rights** and (b) **economic, social and cultural rights**. Both sets of rights have positive and negative dimensions. States have three obligations with regards to rights:

Obligation	Measurement
<ul style="list-style-type: none"> <li>to <b>respect</b> requires states to abstain from violating integrity of individuals or impinging on their freedom;</li> </ul>	<b>degree to which states are responsible for violating human rights</b> (e.g. measures of incidences of torture, or acts of discrimination in public health authorities).
<ul style="list-style-type: none"> <li>to <b>protect</b> requires states to prevent violation of rights by others;</li> </ul>	<b>degree to which states are able to prevent non-state actors and other third parties from violating human rights</b> (e.g. incidences of third party deprivation of liberty or denial of access to private sector health provision).
<ul style="list-style-type: none"> <li>to <b>fulfill</b> "involves issues of advocacy, public expenditure, governmental regulation of the economy, the provision of basic services and related infrastructure, and redistributive measures."</li> </ul>	degree to which states <b>provide the necessary resources and policies for realizing and promoting the protection of human rights</b> (e.g. investment in police training on issues of torture and inhuman treatment).

### Processes

Sometimes the objective of an advocacy campaign is to open up government processes. In those cases, impact indicators will depend on the objective of each case, as illustrated in the examples below.

Example	Possible Impact Areas
Congress follows legal procedures for selection of supreme court magistrates.	More qualified judges appointed. Public perception that corruption is decreasing.
MPs open up government budget and appropriations processes to civil society.	Increase in appropriations for social services. More balanced budgets. Decrease in spending on entertainment of public officials.
MPs amend regulations that citizens are free to move around in their own country without necessitating government approval.	Increase in number residents accessing social services because they are now 'legal.' Decrease in homelessness.

**Where to find the information:** evaluators may collect information about policy impact by interviewing beneficiaries or conducting focus group discussions with them about the benefits (and costs or limitations) of the services. They will also speak with campaign organizers, policy implementers and experts in fields related to the policy change.

## 5. Empowerment

Empowerment can be considered as one step in the political empowerment process that includes:<sup>ix</sup>

- access to basic needs
- access to resources (land, credit)
- development of individual and collective consciousness (problem analysis, questioning, self-reflection, dialogue with others)
- empowerment
- exercise of political power.

Empowerment can be measured in terms of:

<b>Awareness/Knowledge</b>	<ul style="list-style-type: none"> <li>▪ identify, prioritize and deliberate on problems reflect on actions</li> <li>▪ understand the process of decision making</li> <li>▪ aware of economic and social rights, including laws, policies and regulations.</li> <li>▪ aware of political rights and duties as citizens.</li> <li>▪ understand basic functioning of government.</li> </ul>
<b>Attitude/Confidence</b>	<ul style="list-style-type: none"> <li>▪ perceptions regarding self-respect, autonomy</li> <li>▪ belief in value of associating together</li> <li>▪ degree of solidarity and mutual support</li> <li>▪ confident to express dissent (e.g. with civil society organizations)</li> </ul>
<b>Capacity</b>	<ul style="list-style-type: none"> <li>▪ ability to prevent and resolve conflict</li> <li>▪ develop new leaders</li> <li>▪ presence of facilitators who can increase self-awareness</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>▪ organize and communicate information about rights, laws and problems organize themselves, build citizens groups</li> <li>▪ organize local action (and achievements of that action)</li> <li>▪ resolve locally-identified problems</li> <li>▪ participate in local policy making processes (level of meetings and quality of input)</li> <li>▪ undertake any of the planning, leadership or technical areas describe under section on capacity of civil society to do advocacy (e.g. lobbying and negotiation)</li> <li>▪ less reliant on external support.</li> </ul>

An important aspect to empowerment is how communities are being included in agenda setting, planning, implementing and evaluating the campaign.

**Where to find the information:** evaluators may collect information about empowerment by interviewing members of the affected group or organizing focus group discussions with them. They will also interview the campaign organizers.

## 6. Social Norms

Social norms are defined as the knowledge, attitudes, values, and behaviors that dominate culture and society. It is not uncommon for policy change to occur without affecting people's lives because the policy is not aligned with the underlying social norms, as is often the case with initiatives that promote women's rights. In such cases, shifts in social norms need to take place among decision makers, the affected group or the general public in order for the policy to be affected.

The **social norms marketing approach** is currently gaining recognition. It consists in collecting information about social norms (attitudes and behavior) to identify any misconceptions and then uses marketing techniques to clarify and publicize those misconceptions in order to change individual and group behavior.

The following categories for assessing social norms bear some resemblance to those related to empowerment: <sup>x</sup>

<b>Awareness</b>	<ul style="list-style-type: none"> <li>▪ awareness of an issue</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ knowledge about the severity of an issue</li> <li>▪ knowledge about what actions to take</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>▪ increased agreement about the definition of a problem</li> <li>▪ change in beliefs, attitudes and values</li> <li>▪ saliency/importance of an issue (is it a priority?)</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>▪ expanded public and private dialogue and debate (in family, among friends, at community gatherings, in the political process)</li> <li>▪ increased accuracy of the information that people share in the dialogue/debate</li> <li>▪ willingness to support an issue</li> <li>▪ change in alignment</li> <li>▪ voting behavior</li> </ul>

Social norms can be measured by direct questioning, observation or review of documents. For the purposes of an advocacy campaign, the main tools such as public opinion polls, surveys and focus group discussions. When the technology is available, texting and online techniques are also useful, particularly with youth.

In order to measure change regarding social norms, it is necessary to have a baseline – which may not always be the case with advocacy campaigns. The formulation of the questions is particularly important as results may vary significantly depending on how the question is phrased. For example, studies have shown that people may respond differently to a question about the behavior expect of themselves to a question about the behavior they expect of others.

**Where to find the information:** evaluators may collect information about social norms by reviewing media coverage (including non-print media), conducting a public opinion poll, and interviewing community leaders.

## 7. Base of Support

Advocacy campaigns need a base of grassroots support to increase the likelihood of success. Unfortunately, civil society organizations tend to overlook this important factor and the actual number of people that advocacy campaigns represent tends to be quite small. In order to build a base of support among a particular population, advocates first need to ensure that social norms are aligned with the values embodied in the proposed policy change.

This guide recognizes the following three types of building a base of support:

- building public will
- constituency building
- mobilizing for action



Note that references to public will, constituency building and mobilizing for action refer to building supporters of the *campaign* and not just the coalition. If the organization being evaluated is a research institute, it may not have direct constituents, but if it is linked to a coalition that includes a trade union or farmer's association, the base of support is considerably broader.

### Building Public Will

Public will is the expression of a collective sentiment or opinion held by a majority or a critical mass of the population. Although it remains mostly invisible, the right catalyst can mobilize public will into a formidable force that gives decision makers pause. Unlike a shift in social norms, in which the public plays a passive (if important) role, activities to build public will are intended to harness the potential force of the public.

The main strategy for building public will is a communications campaign that integrates mass media activities with grassroots outreach methods with the aim of building a "deeper public understanding and ownership of social change."<sup>xi</sup>

Areas	Indicator
<ul style="list-style-type: none"><li>▪ Framing and defining the issue or problem</li></ul>	Audience moves from not being aware of the problem, to early awareness that frames the issue as one of relevance to them.
<ul style="list-style-type: none"><li>▪ Building awareness about problems or needs</li></ul>	Audience participates in testing of campaign messages Audience gains awareness and depth of information through trusted relationships, affiliations, media.
<ul style="list-style-type: none"><li>▪ Becoming knowledgeable/transmitting information about where and how the problem can be impacted or changed</li></ul>	Audiences hears about the issue through multiple channels with identification of specific desired changes and the mechanisms for change
<ul style="list-style-type: none"><li>▪ Creating a personal conviction that</li></ul>	Audience gains a sense of ownership/ dedication to

change needs to occur

impacting the problem and its causes.

Audience identifies specific actions to take

Audience commits to making a difference

Audience takes action and recruits others to take action.

- Evaluating while reinforcing.

Audience is exposed to messages/actions that validate their choices and encourage continued action and the recruitment of others.

The size of the audience – how many people are reached compared to the total population – is a critical aspect of building public will.

### **Constituency Building**

The next level in building a base of support is constituency building. While the formal definition of constituency is the group of voters that are represented by an elected official, in advocacy the term is used to refer to any population or group that a campaign might represent. This includes people that are served by the campaign (or affected by the problem being addressed) and those who support the campaign. Constituency building involves engaging citizens and encouraging them to raise their voice and express their concerns and priorities to decision makers and the media.

Broadening the base of support, building constituent capacity to advocate and motivating citizens to engage in government processes in order to increase accountability will increase legitimacy and improve the probability of success of the campaign.

Constituency building occurs when:<sup>xii</sup>

- Constituency is clearly defined.
- Constituency is knowledgeable about issue and campaign.
- Constituents have positive perception of how campaign is managed, whether they are informed by the campaign organizers, and whether the campaign is being responsive to them.
- Organizational structure and capacity in place to recruit, educate, and build capacity of constituents.
- Communication systems in place to quickly mobilize constituents.
- Grassroots presence in place to coordinate with and mobilize constituents.
- Opportunities for constituents voices to be heard (public forums, meetings)
- Constituents know what actions they can take and they take action (letters to editor, letters to legislators).

Indicators of constituency building include:

- active membership
- mailing lists
- participation in actions, such as public forums, letter writing, petition drive
- established constituent networks and channels of communication (including online communication)

## **Mobilizing for Action**

Even when there is widespread public support for a cause, advocates may still find it hard to mobilize supporters during a campaign. Public will and the establishment of a clearly defined constituency do not automatically translate into action.

Evaluators can assess a campaign's ability to mobilize for action by answering the following questions:

- To what extent is the civic action able to mobilize participation? What is the profile of participants (e.g. is it diverse?)?
- To what extent have campaign managers linked the values and concerns of potential supporters to the proposed action?
- How did the action event concretely contribute to advancing the objectives of the campaign?
- If the campaign is a long-term one, can the mobilization effort be sustained?
- If possible, how has the action been linked to a more prominent event (hook)? Has there been attempt at coordination with other concurrent movements or events?
- Have organizers been able to take advantage of electronic technologies (texting, email, social networking platforms) for mobilizing action?
- How has gender equity been addressed in organizing action?
- What was the role of the campaign managers in the action? Did they act as organizers, coordinators, mobilizers or advisors? If they are not organizing the event directly, to what extent have campaign managers been able to build capacity of event organizers?
- How did the organizers anticipate (and deal with) risk of violence and attempts to block the action? How were they able to ensure non-violence?

The above questions aim to discern whether action depends solely on the campaign organizers or whether it is organized by supporters.

**Where to find the information:** evaluators may collect information about building a base of support by reviewing membership information, mailing databases, documentation on participation, media coverage on events, and activity reports written by campaign organizers.

## IX. Collecting and Analyzing Information and Presenting Findings

The following steps may be helpful to evaluators as they prepare to collect and analyze information.

### Recall the general advocacy evaluation questions introduced on page 3.

- How appropriate were the original objectives?
- To what extent were the objectives achieved and the problem addressed?
- How were the objectives achieved?
- What if any impact did any change have on the lives of communities?
- Which specific approaches worked and which did not?
- What factors contributed to success or failure?
- What should have been done differently given hindsight?
- How did the campaign deal with both intended and unintended consequences?
- What needs to be changed in the future as a result of this evaluation?

### Recall key questions and sub-questions for this advocacy work developed on page 12.

#### Key Question

To what extent was the advocacy strategy appropriate?

#### Sub-questions

1. On what assumptions was the strategy based?
2. To what extent did it take political realities into account?
3. ...

To what extent was the advocacy strategy well implemented?

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### Summarize original campaign objectives & achievements.

Using available monitoring information, summarize the information provided by the campaign organizers to the evaluators, in particular:

- campaign goal and objectives
- activities
- achievements
- any changes in the environment and in implementation

### Decide areas to be examined.

This guide recognizes the following main areas for monitoring and evaluation of advocacy:

- **campaign planning**
  - problem analysis
  - situation analysis
  - policy analysis
  - stakeholder analysis & targets
  - SWOT analysis
  - theory of change, objectives, strategies

- **leadership**
  - institutional support for advocacy adaptive capacity
  - strategic capacity
  - focus on gender
  - participation
  - accountability
  - legitimacy
  - representation
- **evaluation of outputs** (implementation)
- **evaluation of outcomes** (short- and medium-term results)
- **impact** (long-term results).
  - policy change
  - capacity of civil society
  - democratic space
  - policy impact
  - empowerment
  - base of support
  - social norms.

Based on the key questions, identify which of the above areas will be examined. Remember that evaluators need only choose a few areas based on the ultimate purpose of the evaluation. How will the evaluation findings be used?

**Identify respondents and decide on methodology.**

If the focus is on planning, reviewing internal documents will be important, as well as speaking to campaign organizers, coalition members and experts who understand the socio-political context. However, if the focus is on the impact of the policy change, the emphasis will be on interviewing members of the affected community as well as service providers (if applicable).

**Document the data collection process very clearly.**

While conducting data collection, make every effort to ensure that the information is documented so clearly that it will be possible to go back to it at a later date and understand it all. Make audio recordings of focus group discussions and even of interviews if possible. If not, transfer interview notes to electronic form *IMMEDIATELY AFTER THE INTERVIEW*. This saves considerable effort and time deciphering notes.



Remember to keep track of interesting quotes, case studies of life stories that could be used in the report. Photographs will also be useful.

**Transfer information to worksheets.**

We have seen in previous sections that sometimes it is possible to use a checklist or scale to illustrate achievements:

For example with regard to campaign planning:

<b>C. Policy Context Analysis</b>	None Very weak 1	Weak 2	Average 3	Strong 4	Very strong 5	Subtotal
C1. Analysis of the policy context, competing agendas, competing agendas and inhibiting and facilitating factors completed.						

Or leadership:

**Institutional support for Advocacy**                      Low                      Medium                      High

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Or outputs:

Strategy: _____	Statement is				
	True and functioning well	True but needs strengthening	Not true, but in process	Not true but under consideration	Not true and not desired
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regardless of the area, the worksheets must be accompanied by a narrative that explains how the scoring was done, strengths, weaknesses, obstacles, etc., and any lessons learned or recommendations. The evaluation analysis is be composed by integrating the observations on the various capacity and impact areas.

**Preparation of report**

An evaluation is only as good as the analysis and presentation of the findings. The first step is to write a concise and interesting report, including quotes, life stories and illustrative graphics whenever possible.

Remember that the results of an evaluation will vary according to the characteristics of the organization being evaluated, including size, experience with advocacy and orientation (service provision, research, or membership organization).

### **Sample evaluation report structure.**

Executive summary – includes all the main points of the report

Clear/interesting title

Table of contents

Introduction and background.

- history and background of the campaign

- campaign objectives and aims

- background on evaluation team

- target groups and communities

- range of advocacy activities

- resources for advocacy (funding)

- changes to original objectives, activities

Methodology

- purpose of evaluation, evaluation key questions

- evaluation methodology & design

- sources of information

- data collection

- limitations of the evaluation

Evaluation findings

- campaign achievements

- what worked well

- what needed improvement

Conclusion

- effectiveness of the campaign

- lessons learned

### **Presentation of findings.**

Evaluation findings should be shared with the various stakeholders. This means tailoring different presentations to specific stakeholder groups. Members of communities will be more interested on impact and empowerment achievements, whereas campaign organizers and staff of the organization may be more interested in implementation. Donor organizations will have a different set of interests.

Presentation of findings should not be limited to a report document or a PowerPoint presentation. What other ways could be used to present findings? How can the evaluation findings be used to promote the campaign?

Finally, the key is to use an attractive and persuasive presentation appropriate for the target audience. For example the following is an extract from a report produced by Citizens Advice:

The following are excerpts from the Citizens Advice service Social Impact Policy Report 2008:

## Essential services

### Fuel poverty

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#### What was the problem?

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In recent times the price of gas and electricity has rocketed, making it more difficult for the Government to eradicate fuel poverty by 2010. Consumers who use pre-payment meters to pay for fuel have been hit hard, because fuel companies impose large and increasing surcharges for this payment method.

Rising fuel bills mean that energy efficiency measures are even more pressing. Bureau evidence, however, has shown that Warm Front grants – the Government's principal means of tackling fuel poverty in England – fail to cover the cost of energy efficiency measures.

#### What did we do?

---

We have submitted written evidence to three parliamentary select committee inquiries on fuel poverty.

Ofgem, the fuel regulator, announced a probe of the energy supply market in summer 2008. We submitted evidence to the fuel probe, and responded to consultations on possible action Ofgem could take to rectify the problems it found.

We met representatives from the National Audit Office (NAO) which was investigating the operation of Warm Front and gave them access to our evidence. The NAO recommended that the Department for Energy and Climate Change (DECC) should...

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#### What did bureaux do?

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Flintshire and Melton bureaux wrote reports about the impact of rising fuel prices on clients on low incomes. Melton's report was sent to the chief executives of the six main fuel suppliers.

#### What were the results?

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As part of its follow-up to the fuel probe, Ofgem proposes to ban unfair price differences to reflect the supplier's costs of offering those payment methods.

Ofgem will also toughen up rules on doorstep sales, by ensuring companies give customers written quotations and – for pre-payment meter customers – proof that the offer made on the doorstep is better than their existing deal

delivered up to 280 Energy Best Deal sessions designed to reach 1,400 householders and 1,400 frontline workers. The programme will have ongoing impact through the advice work of the frontline workers.

#### What still needs to be done?

---

We will continue to seek to influence the outcomes of the Ofgem fuel probe.

We are seeking further funding to enable us to continue the Energy Best Deal campaign.

#### Other work on essential services

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##### Cashback and mobile phone mis-selling

In March 2008, the telecoms regulator, Ofcom, consulted on whether to introduce statutory regulation to tackle mobile phone mis-selling, including cashback offers. In March 2009, it announced it had decided ...

## Debriefing on the Evaluation Process.

The final step in the evaluation is to reflect on the evaluation process. In addition to presenting findings, the evaluators can organize meetings with campaign organizers, project staff and key stakeholders to reflect and identify lessons learned from the process. This is the time to consider issues such as:

- What was the overall quality of the evaluation process?
- Was the participation of the stakeholders well managed?
- How if at all did the evaluation process change the perspective of staff, campaigners and other stakeholders?
- What could be done differently next time?
- What recommendations from the evaluation will be implemented by campaign organizers and how will that be done?
- To what extent could the next evaluation be conducted internally and what needs to happen to make that possible?
- How will campaign organizers and staff approach advocacy differently from now on?

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<sup>i</sup> Based in part on O'Flynn, Maureen (2009). Tracking Progress in Advocacy: Why and How to Monitor and Evaluate Advocacy Projects and Programs. M&E Paper 4. International NGO Training and Research Center (INTRAC).

<sup>ii</sup> Chapman, Jennifer et al. (2005). *Action Research on Planning, Assessing and Learning in People-Centered Advocacy: Summary of Learning*. ActionAid International, Advocacy Action Research Project, Working Paper 1.

<sup>iii</sup> Pick, Susan, Martha Givaudan and Jeremy Brown (2000). Quietly Working for School-Based Sexuality Education in Mexico: Strategies for Advocacy. *Reproductive Health Matters*, Vol. 8, No. 16, Reproductive Rights, Advocacy and Changing the Law (Nov., 2000), pp. 92-102.

<sup>iv</sup> For more information about theory of change visit [www.theoryofchange.org](http://www.theoryofchange.org).

<sup>v</sup> This section simply looks at the attitude of the leadership towards the affected group.

Empowerment of the affected group is examined separately under the section on assessing impact of advocacy.

<sup>vi</sup> Institutionalization of advocacy may include activities such as hiring advocacy staff, requiring all projects to have an advocacy component, including advocacy in annual budgeting, and strengthening staff advocacy capacity.

<sup>vii</sup> Chapman, Jennifer and Amboka Wameyo (2001). *Monitoring and Evaluating Advocacy: A Scoping Study*. London: ActionAid citing Ros David (1998) *Monitoring and Evaluating Advocacy Work*. Draft working document.

<sup>viii</sup> McGuigan, Claire (2003). *Closing the Circle: From Measuring Policy Change to Assessing Policies in Practice*. Development Dialogue Team, Save the Children UK, citing Cornwall, A. (2002), Making Spaces, Changing Places: Situating participation in development, IDS Working Paper 170.

<sup>ix</sup> In *Closing the Circle*, Claire McGuigan (2003) reprises the Political Empowerment Process and Women's Empowerment Framework presented by VeneKlasen and Miller in *A New Weave* (2002) and originally adapted from Margaret Schuler and Sarah Hlupekile Longwe.

<sup>x</sup> Adapted from Reisman (2007a&b) and Will Parks (2005).

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<sup>xi</sup> Friedenwald-Fishman, Eric, Jeanette Pai-Espinosa, Laura K. Lee Dellinger, and Jennifer Gilstrap Hearn (2005). *Building Public Will: A Communication Approach to Creating Sustainable Behavior Change*. Metropolitan Group, Washington DC.

<sup>xii</sup> Hirota, Janice and Robin Jacobowitz (2007). Constituency Building and Policy Work: Three Paradigms. *Evaluation Exchange* (Spring, 2007). Harvard Family Research Project, Harvard Graduate School of Education.