Save the Children

Advocacy Toolkit

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

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Contents

Introduction

This advocacy toolkit was developed to assist Save the Children staff at head office, regional and national level to plan, implement, monitor and evaluate advocacy initiatives. Advocacy initiatives aim to provide a coherent structure, nested within the working groups framework, for streamlining advocacy from the national level through to the international level fostering greater synergy between head office and programmes. The toolkit is freely available in hard copy and on CD-Rom to all those involved in implementing advocacy initiatives in basic services.

The toolkit offers a common framework by providing a collection of straightforward tools, exercises and handouts to guide you through your advocacy work. This is by no means definitive. The toolkit was conceived as a 'living document'. The aim is to pilot it through the planning and implementation of advocacy initiatives in basic services over 2005/2006. Your feedback on the usefulness of this toolkit will be sought in order to continuously improve on it. We would also welcome any suggestions of additional tools that you have found useful in your advocacy work, or tools that you have developed in the course of your work.

The application of the toolkit is not limited to advocacy in basic services. It is hoped that over the next year, as the framework is piloted, it will be used to assist staff in other areas of advocacy in Save the Children.

HOW TO USE THE TOOLKIT
The toolkit is not meant as a stand-alone document to teach you how to do advocacy. It is envisaged as an accompanying instrument to other on-going training, mentoring and capacity building activities under the advocacy initiatives. The toolkit is laid out to help guide you through the different stages of a logical advocacy planning process. This will help you complete the advocacy initiatives strategy template provided. Each tool's purpose is explained and guides are given for how to use it. Cross references to other tools and to the relevant sections or tables in the advocacy initiatives strategy template that it will assist you in completing are also included. You are encouraged to critically use the toolkit by choosing and combining the most appropriate tools, handouts and exercises for you in your particular context. The exercises encourage group activities and analysis to help mobilise support for the advocacy initiatives at programme level from your colleagues. Adequate time and resources, as well as management endorsement, should be given to these processes.

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Streamlining Advocacy in Basic Services:
Advocacy Initiatives

Why are we streamlining our advocacy work around advocacy initiatives?
Following the Basic Services Working Groups (HIV/AIDS and Quality & Finance)
meetings in May 2004, advocacy co-ordinated by basic services policy advisers to
April 2006 will be narrowed down to three priority areas by sector. These areas are in
line with the priorities identified by the Working Groups (Quality & Finance and
HIV/AIDS) based on the existing body of work under basic services. Advocacy on the
Alliance's Global Challenge focusing on education in emergencies will be additional.

Advocacy Initiatives (AI) are being developed under each priority area (in health,
education and HIV/AIDS – plus on-going work in nutrition). These initiatives will
provide a coherent structure, nested within the working groups framework, for
streamlining advocacy from the national level through to the international level
fostering greater synergy between head office and programmes. Each initiative will
have a headline goal and one or two sub-objectives. A detailed advocacy strategy
will be developed for each initiative covering the period from January 2005 to April
2006.

Basic Services Policy Advisers (Regina, Christina and Katy - Janice) will allocate one
third of their time to their sector's AI. The Advocacy Adviser (Costanza) allocates one
quarter of her time to each AI.

What will the advocacy initiatives involve and how will they be structured?
Each advocacy initiative will include the following dimensions.
<u>Focus countries</u>
Each advocacy initiative focuses on no more than four countries that are targeted for
national advocacy efforts. Best practice in programming and advocacy are also be
promoted.
<u>Internal advocacy and capacity building</u>
Internal advocacy should raise awareness and knowledge of the focus issue under
each advocacy initiative. It should also provide a forum for addressing any
inconsistencies in policy and best practice around the focus issue. Capacity building
aims to develop advocacy skills of key individuals directly involved in advocating at
the national and regional level. Training modules (possibly including campaigns and
media training) and advocacy coaching may be provided where necessary under
each AI to strengthen best practice in advocacy.
<u>National advocacy</u>
National advocacy strategies in focus countries should be developed as part of the
advocacy initiatives. These should have specific change objectives relevant to the
programme and country context and a distinct advocacy plan for national level
advocacy work. Coalition building and direct engagement in national development
processes - e.g. PRSPs – and media activities (if and where appropriate) are also
envisaged. Advocacy at the national level will be fundamental to the initiative and will
help support advocacy efforts at the regional and international levels.
<u>Regional advocacy</u>
Focus countries are expected to contribute to any relevant advocacy at the regional
level under each advocacy initiative (where appropriate) in co-ordination with the
relevant regional advisers and co-ordinators. This might involve influencing regional
advocacy targets through lobbying, media and coalition building.

International Advocacy
Advocacy at the national and regional levels should directly support activities aimed at international targets - e.g. national donors, IFIs, World Bank, EU, G8 – possibly bringing in other Alliance members. International level advocacy should be based on the evidence and the momentum created in the focus countries (although the evidence base may be broader than just the focus countries).

How will advocacy activities in different countries and at different levels be co-ordinated?
There will be a co-ordinating group under each advocacy initiative. This will be a core group of individuals who are directly involved in the work both at head office and programme level. These will include: the Basic Services Advocacy Adviser (the co-ordinator), Basic Services Policy Adviser, a representative from the HO Public Affairs team, a representative from the HO Media team, representatives from other HO goal teams as appropriate, the relevant Regional Adviser, focus countries' Programme Officers and one (or two) representative(s) per focus country.
Role and remit
The group will be responsible for: (a)steering and doing advocacy at national, regional and international level on the advocacy initiative; (b)leading internal advocacy on the issue at national, regional and head office level; (c)monitoring and communicating the progress and the impact of the advocacy initiative; (d)actively participating in all meetings.
Communication and meetings
The group will meet in person at least once a year (to coincide with Basic Services working groups meetings or technical sectoral meetings). Teleconferences with all members will be organised at least once per quarter. Ad-hoc meetings and conferences may be organised as required during peak periods of advocacy. General communication will be by e-mail. Quarterly advocacy updates will be circulated by e-mail to the group by the co-ordinator.

What capacity and competencies are required at national level?
Each focus country programme should identify one or two key staff that will be responsible for leading the advocacy in-country and participating in the international co-ordination group. Some possible criteria for helping identify these individuals outlining some key competencies could be:
Technical knowledge
- Ideally – they will be experts in the sector of the advocacy initiative (i.e. programme/project manager in health or education or HIV/AIDS).
- If that is not applicable, they should at minimum be extremely familiar with the sector and very familiar/comfortable with the focus issue of the AI (e.g. be up to speed on any national research and advocacy on user fees).
Advocacy skills
- Ideally – they will have experience of planning, designing and implementing advocacy at the national (or international) level.
- At minimum, they should feel comfortable in leading advocacy efforts at the national level. They should feel comfortable with actively participating (and leading) external advocacy activities i.e. participating in one to one lobbying meetings with key politicians and other advocacy targets, building alliances and networking etc. They should also be willing to learn/attend trainings and share their learning with other focus countries.
It will be of paramount importance for the advocacy initiative country leads to receive adequate support and guidance in-country. It is expected that their work on the AI will nest within their existing work plan and the programme's priorities (as expressed in the CSP or the TPP) not adding significantly to their workload. It has to be

recognised however that planning and implementing the AI will require some additional work, particularly at peak times in order to sustain the momentum created at the national level. This work should mostly consist of direct lobbying, development of briefing materials, event organisation, alliance building and regularly documenting advocacy activities. They will also be required to participate actively (and prepare for) co-ordination group meetings and attend international events and meetings related to the international advocacy on the AI.

What support will national staff get?
Recognising the added workload for national staff, on-going support from head office, regional advisers and other focus countries should be provided as part of the AIs. Technical support from the relevant head office or regional advisers should ensure added technical expertise and analysis as required (e.g. to prepare for an important meeting or event, to develop adequate briefing materials for lobbying etc.). Advocacy support from head office or regionally will aim to build the capacity of the in-country leads through an 'advocacy learning programme' based on training and mentoring over the whole period of the AI. Like with technical support, in-country leads will be able to draw on the Basic Services Advocacy Adviser (Costanza) as required for additional support and advice. There will also be the possibility of drawing on ad-hoc campaigning and media support at peak times in the advocacy. Finally, co-ordination groups should foster horizontal support and learning between the different focus countries.

ADVOCACY INITIATIVE STRATEGY TEMPLATE

INSERT title of Advocacy Initiative

International Advocacy Strategy
January 2005- April 2006
(maximum 10 pages)

1   Co-ordination Group

who sits on the group:
The group should be composed of: the Basic Services Advocacy Adviser (co-ordinator), Basic Services Policy Adviser, a representative from Public Affairs, a representative from Media, representatives from other goal teams as appropriate, relevant Regional Adviser, focus countries' Programme Officers and one representative per focus country.

2. Focus Countries

what countries have been chosen to be part of the advocacy initiative and lead advocacy at the national level (maximum three)

3. Goal

what is the overall goal of the advocacy initiative – should reflect the title of the AI but it needs NOT necessarily include all the change objectives identified under the AI (given the difference in timeframe)

4. Change Objectives

insert agreed change objectives and sub-objectives – what needs to change in order to achieve the goal

5. Key Messages

what are our top-line messages to advocacy targets – express messages as sentences summarising the change that we are calling for – one (or two) messages maximum per objective

6.   Targets and Influentials

Target	Influentials	Power (target)	Will (target)	Interest of target – what we want them to do
The main actors that we should target – These should be individuals NOT organisations (i.e. if you are targeting the WB, who exactly would you be targeting there?)	*Who has some influence (positive or negative) over the targets*	*HIGH/ME DIUM/LO W*	*STRONG/ MEDIUM/ WEAK*	*What are the targets are really interested in and what we want them to do to advance our objectives.*

7.   Allies & Partners

ALLY/PARTNER	Influence (WHY?)	Attitude and Motivation	Tactics for Collaboration

8.   Opponents & Blockages

OPPONENT / BLOCKAGE	Influence/Negative impact	Motivation	Tactics for Neutralisation

9. Opportunities Planner

Opportunity	Date	Activity/Tactic
Entry points for conveying our key messages and direct policy change (policy making processes e.g. negotiations etc., international meetings and conferences)		

10. Advocacy Plan

OBJECTIVES	MILESTONES & ACTIVITIES	RESOURCES & TIMEFRAME
OBJECTIVE x *Insert AI objectives*	*What are the milestones for getting 'from A to B'? What is your roadmap for change, or the stages you will need to go through in order to achieve your objective?* *What activities will you be involved in/initiate in order to achieve the objectives? What outputs will be produced*	*Who will be responsible for delivering on each activity (what countries will lead) – what support/other resources you will need – by when will you have completed each activity?*
OBJECTIVE xx		
OBJECTIVE xxx		

11. Evaluating process and impact

OBJECTIVES	INDICATORS OF PROCESS	INDICATORS OF IMPACT
OBJECTIVE x *Insert AI objectives*	*Indicators you will use to monitor your progress – these should directly reflect the milestones and activities you have identified in the advocacy plan* *(e.g. SC UK successful in facilitating establishment of task force/ coalition established to work on issue X/ Joint workshop with target successful in raising concerns about issue X./articles in the media/inputted to parliamentary/government reports in issue X).* **For:** *(signs that positive progress has been made)* **Against:** *(signs of lack of progress)*	*Evidence the there has been positive change (in policy and practice) towards achieving the objectives* *(e.g. policy X reviewed as a result of SC work/Government resources allocated to sector X increased by X%).*
OBJECTIVE xx	**For:** *(signs that positive progress has been made)* **Against:** *(signs of lack of progress)*	
OBJECTIVE xxx	**For:** *(signs that positive progress has been made)* **Against:** *(signs of lack of progress)*	

1. WHOLE PROCESS/TRAINING

This section should help you get started by first of all reflecting on and reaching a common understanding on what we mean by advocacy in Save the Children and what our added value is. It contains the following tools and handouts to support the whole process of planning your advocacy initiative.

	Document title	Source and date	What it is	Who should use it, when and what for
1.1	Defining Advocacy	Advocacy and campaigns training	One page handout with various definitions of advocacy and what it means to Save the Children, with questions to encourage people to define their understanding of the role of advocacy	Initial training
1.2	Advocacy planning checklist	Developed for nutrition advocacy in Ethiopia.	Detailed List of questions to ensure you have thought of everything	Use this checklist to ensure all analysis is correctly carried out and strategy defined.
EXAMPLES: In appendix (at end of toolkit)				
1	Advocacy training presentation	Basic services team	Power point training to give: better understanding of what advocacy is, knowledge of how to plan an advocacy campaign, better understanding of when campaigning can add value, tips and tools for planning advocacy and campaigning work	35 slides giving exercises and definitions of advocacy. Use for training at beginning of advocacy initiative.
2	0.7% Advocacy Plan	Basic Services Team 2004	Plan for 0.7% advocacy initiative. Outlining problem, goals, stakeholders, etc.	Example of advocacy plan

Tool 1.1: What is advocacy?

Purpose
This exercise can be used to clarify what advocacy is, what it can achieve, and what it means for Save the Children.

How to use it
Use with staff involved in an advocacy initiative, to ensure all are clear about the nature and purpose of advocacy.

Cross reference: Appendix 1.1 PowerPoint
presentation on advocacy training

What to do

EXERCISE:

In buzz groups discuss:
- what is advocacy?
- what kinds of outcomes can we achieve through advocacy?
- what is the added value of advocacy?

Sum up the discussion in plenary, ensuring that the following definitions have been covered:

advocacy means……….
- influencing to bring changes to:
- knowledge, attitude and behaviour
- policy
- practice
- addressing differences in power
- seeking changes to bring about improved child rights
- achieving a bigger impact than is possible through programmes alone

What does advocacy mean for Save the Children?

Acting with and on behalf of children to <u>influence</u> the policies and actions of others to improve the fulfilment of child rights

Save the Children may take on different roles…..
- whenever possible, seeking empowerment of children and their communities
  - we advocate <u>with</u> them
  - or <u>with</u> our support, they advocate for themselves
- in some situations, we may represent them
  -    we advocate <u>for</u> them, on their behalf.

Tool 1.2: Advocacy Planning Checklist

Purpose

This checklist covers the whole process of advocacy planning, and can be used to check that you have considered every aspect of the process.

How to use it
- Use it with the team at the beginning of the planning process to see what you will need to consider,
- use it as you go through the different stages
- Use it at the end to ensure you have considered every aspect of the advocacy plan.
- Use it to check that you have the right competencies on the advocacy team: what staff development and external support will be required at different stages.

Cross reference: Competency Analysis Tool 2.3

INITIAL PLANNING

Problem analysis

		YES/NO
Did I…	undertake a rights-based analysis of the problem	
	take account of macro-micro connections and influences at differing levels	
	identify underlying causes and not just presenting symptoms	
	assess the significance of the problem for children	
	articulate the problem clearly and simply	

Issue identification

		YES/NO
Did I…	assess the appropriateness of SC(UK) working on the issue (eg. fit with organisational priorities, contribution to achievement of strategic goals/plans, etc)	
	Identify the various stakeholders relating to the issue and their interest in it	
	assess the likelihood of achieving positive change	
	consult children and young people and determine what they thought about the issue	
	assess risks to SC(UK) in working on the issue	

Strategic thinking and organisational competence

		YES/NO
Did I…	assess our level of knowledge and experience on the issue	
	identify networks, alliances and partners that can strengthen our voice	
	assess our capacity for working on the issue (time, money, people, competence, credibility, etc)	
	assess our capacity to involve children and young people and make space for their voices to be heard	
	ensure that advocacy work on the issue fits coherently with other aspects of programming	

Definition of change objectives & key messages

		YES/NO
Did I…	clearly specify the change being sought (eg. in public opinion, legislation, practice, policy, resource allocation, etc.)	
	articulate proposals and/or solutions for bringing about the change	
	set SMART change objectives	
	identify clear success criteria for the change process	
	identify clear indicators for assessing the impact of the change	

Ethics and legitimacy

		YES/NO
Did I…	articulate a rights-based argument for seeking the desired change	
	Appropriately take into account issues of relative power, difference and discrimination	
	ensure appropriate ownership of and participation in the issue among beneficiary groups	
	identify accountabilities and achieve an appropriate balance between them (eg. donors, partners, children & young people, communities, staff, etc)	
	support processes for sustainable impact of the change	

ANALYSIS

Macro-micro linkages

		YES/NO
Did I…	understand the broad political/policy causes of the problem	
	present the specific problem as an example of a broader injustice at national and international levels	
	identify policy changes which addressed both the specific and generic problem	
	understand what was already being done by civil society on these issues at different levels	
	identify targets for change at different levels and the links between them	

Political/power/socio-economic/stakeholder analysis

		YES/NO
Did I…	identify the main stakeholders and assess their different interests	
	consider and assess the relative power of different stakeholders and the bearing this had on the problem	
	analyse the relationship between the major power holders	
	analyse communication flows within and between major stakeholder institutions	
	identify the political causes of the problem	
	identify the political interests behind the problem	

Policy and legislative analysis

		YES/NO
Did I…	identify and analyse the policy context of the problem	
	understand issues surrounding current policy and its implementation in the relevant sector	
	familiarise myself with the relevant legislation	

	assess the wider legislative framework and its implications for the problem	
	analyse the gap between legislation and implementation	

Practice Implementation

		YES/NO
Did I…	create a framework for monitoring the relationship between policy and practice	
	identify any shortfalls between policy and practice	
	communicate shortfalls between policy and practice in a way which was clear and objective to both allies and targets	
	present the gap in a way which challenged existing practice	
	monitor responses to identified shortfalls	

Opportunity Analysis

		YES/NO
Did I…	assess the short and medium term political and policy agenda	
	identify policy change opportunities	
	get information on upcoming discussions and debates	
	assessed current and future interests of major players	
	promote the inclusion of problem issues on the political agenda	

APPROACHES

Lobbying

		YES/NO
Did I…	identify decision-makers and those who have influence over them	
	develop a relationship with decision-makers and people of influence	
	manage to create allies by being persuasive in lobbying meetings	
	follow through to ensure that supportive actions are taken	
	achieve a change in decision-makers' attitudes as well as practice	

Public Campaigning

		YES/NO
Did I…	raise public concern about an issue and demonstrate public concern to decision- makers	
	attract and mobilise public supporters who share the advocacy goals	
	devise campaigning methods and materials that move supporters beyond awareness and towards a commitment and taking action	
	devise publicity events to achieve our advocacy aims	
	make effective use of the various media	

Mobilisation / Participation

		YES/NO
Did I…	facilitate participatory techniques that enable communities to analyse their situation	
	help marginalised groups understand how dominant groups maintain power	
	help marginalised groups to re-shape perceptions of themselves	
	facilitate the access of communities and marginalised groups to	

	decision-makers	
	motivate communities to take action to challenge discriminatory practices	

Alliance Building

		YES/NO
Did I…	choose which alliances and networks Save the Children should join, support, or initiate	
	negotiate common advocacy positions that retain both strength and consensus	
	influence and maintain consensus without dominating	
	work sensitively, respectfully and effectively in a way appropriate to a developmental INGO	
	identify the support needs of networks and run capacity-building programmes in response	

Communications and Documentation

		YES/NO
Did I…	understand and assess the information needs of various audiences	
	have a strategy for disseminating information to different audiences	
	use a wide range of communication approaches (e.g. report-writing, popular journalism, images, audio and video)	
	adapt communication style to suit different audiences	
	present and publicise research to achieve change	
	appropriately document process, outcomes and learning	

MANAGING IMPLEMENTATION

Develop an advocacy plan

		YES/NO
Did I…	clarify and agree scope, definition and boundaries of the plan with relevant stakeholders	
	ensure appropriate links between the plan and other elements of programme design	
	clarify and agree the roles and responsibilities of the various stakeholders	
	identify and manage constraints/risks and develop contingency plans	
	maintain flexibility and space for adaptation to take account of changing context and new opportunities	

Mainstream and resource the plan

		YES/NO
Did I…	ensure the advocacy plan was appropriately linked to/included in operational plans and other relevant programming documentation	
	ensure that appropriate elements of the advocacy plan were included in job descriptions, team and individual workplans	
	secure finance, monitor and control expenditure against budgets	
	recruit, train, teambuild, and deploy the necessary people and technical expertise	
	identify and secure necessary equipment & physical resources	

Implementing planned activities

		YES/NO
Did I…	prioritise and schedule tasks to make best use of resources	
	maintain focus on results and achievement of objectives	
	create, build and coordinate effective working relationships	
	develop systems and processes to identify / collect / verify / analyse / collate / use key information	
	communicate effectively through a variety of means with relevant stakeholders	

Monitor and evaluate progress

		YES/NO
Did I…	develop criteria and indicators for monitoring and evaluating progress	
	focus on both process (working effectively) and outcomes (achieving change)	
	establish both qualitative and quantitative measures and understand and use a variety of methods (eg. baseline surveys, focus groups, key informants etc)	
	document and feedback on progress and learning to beneficiaries and other stakeholder audiences using appropriate content, styles, formats, and distribution methods	
	involve relevant audiences in the monitoring and evaluation	
	adapt and develop the advocacy strategy as a result of learning from monitoring	

Conclusions and endings

		YES/NO
Did I…	ensure completion and evaluate overall effectiveness by assessing outputs, outcomes and impact in several areas (policies / programmes / practice; attitudes; outcomes for children; capacity building; democracy)	
	understand and deal with issues of attribution, real v. apparent change, direct v. indirect impact (unintended outcomes), objective v. subjective analysis	
	effectively communicate learnings / findings	
	feed experience and learning into the wider organisation and work on other advocacy areas/issues for practice development	
	negotiate and effectively manage withdrawal / handover	

2. Why is advocacy needed? PROBLEM ANALYSIS

This section can be used to undertake the thorough context analysis on which to build the advocacy initiative strategy. It contains the following tools and handouts:

	Document title	Source and date	What it is	Who should use it, when and what for
2.1	Putting the issue in context	Basic Services Team, 2004	1 page checklist of questions to help clarify the importance of the advocacy issue in the country, according to impact on children, effectiveness, and programme fit.	Use to help define change objectives under the advocacy initiative that are relevant to your country and programme.
2.2	Rights based advocacy	Basic Services Team, 2004	2-page handout on rights based advocacy: concepts, and putting it into practice. Clarifying the process: naming the right, achieving broad acceptance, assuring it is enjoyed. Also a framework for defining rights based concepts of obligations, with examples.	Use as basis for discussion to ensure a rights-based analysis for the advocacy initiative.
2.3	Advocacy competency and self assessment	Basic Services Team, 2004, M&E Toolkits, 2003	Overview of competencies required in advocacy. Also a simple method for use by a group to assess its own capacity for advocacy and represent findings as spider diagram	Help choose key staff to be involved in advocacy initiatives in country by identifying what skills and experience are required at different stages.
2.4	Structural Analysis Exercise	A New Weave of Power, 2002	Exercise to draw out the connections between economic, political, legal, social, structures in society.	Use to support political analysis and to clarify the context of the advocacy initiative.

2.1 Handout: Putting the issue in context

Purpose
To help put the advocacy initiative in context and define change objectives that are relevant to your country and programme.

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

Cross reference: Tool 3.1, problem analysis and objective setting
Tool 3.2, problem tree analysis

Matrix for prioritisation: checklist of questions

- **Impact on Children**
    - no. of children and young people affected?
    - what particular groups of children and young people are affected (boys, girls, excluded)?
    - how severely are children affected?
    - are there opportunities to empower children through participation or other means?

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

- **Fit**
    - is this an issue that will engage programmes and provide an evidence/experience base?
    - do we have/can we acquire the skills/expertise we need?
    - does it help build Alliance co-operation?
    - does it meet corporate needs (brand, fit, good for fundraising, supports Beat Poverty campaign)?

2.2 Handout: Rights-based advocacy

Purpose
To ensure to ensure a rights-based analysis for the advocacy initiative.

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

Human rights advocacy

A rights-based approach to advocacy implies many different meanings and strategies. In the case of Save the Children, this involves using the UN Convention on the Rights of the Child (UN CRC) to push for the enforcement of child rights at the national or local level. Advocacy on economic, social and cultural rights – enshrined in the UN CRC – has advanced considerably over the last decade. However, while policy-makers are increasingly open to the rights language, advocacy for children's rights and economic, social and cultural rights more broadly is very challenging. This stems from the elusive legal and budgetary challenges of enforcement and ideological differences about who is responsible for addressing poverty and inequality (i.e. who the duty bearers are).

When engaging in rights-based advocacy it might be useful to consider the following:
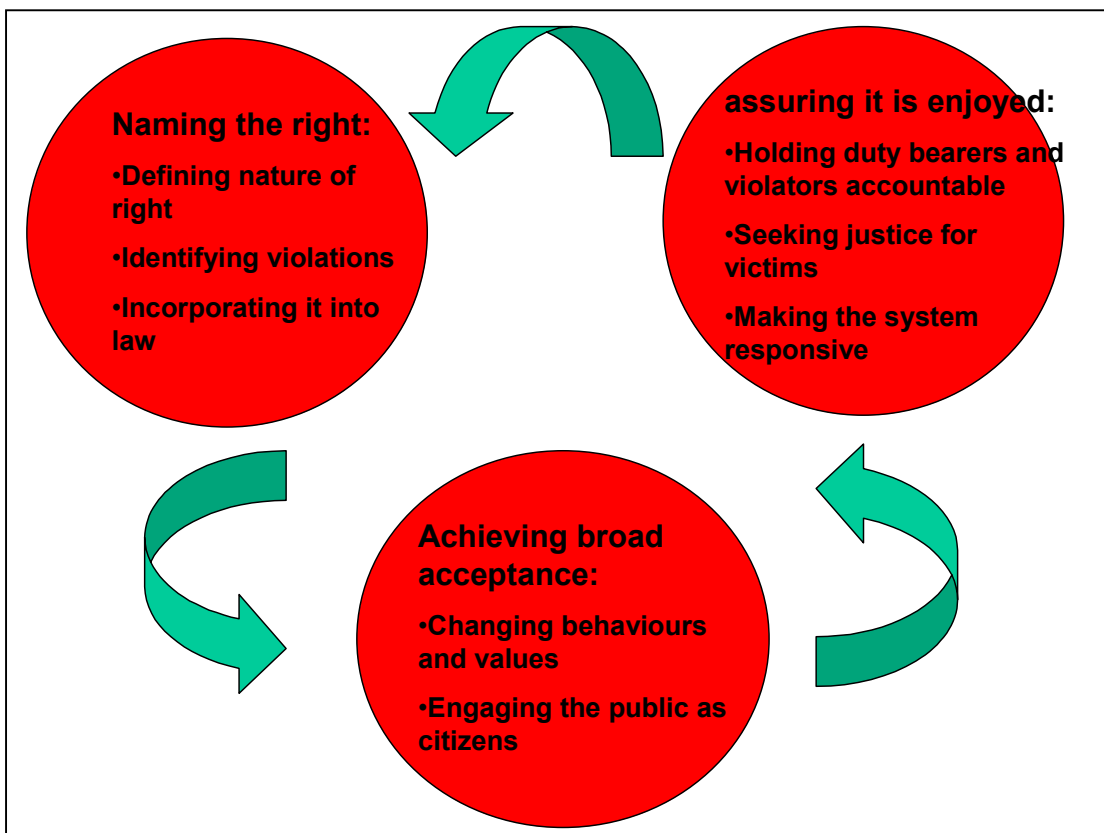
In the case of education for instance, arbitrary and discriminatory imposition of fees may result in denial of equal access to education and therefore constitute a violation of the state's obligations. For instance, in a class action filed on behalf of the National Association of Nigerian Students (NANS), the Social and Economic Rights Action

Centre (SERAC), a local NGO, asked the court to determine whether the arbitrary increase in fees as applicable to tertiary institutions by more than 1000 per cent was compatible with the right to education. The suit was founded on the grounds that the policy would impede access to higher education; that it constitutes a violation of the principles of equality and non-discrimination due to its selective application to schools mostly in Southern Nigeria; and that the policy is unjustifiable given the rapid decline in quantitative and qualitative standards in higher education in Nigeria.

The same concept applied to children's right to health could be considered within the simple framework below.

CONCEPT	DEFINITION	EXAMPLE
Core content of a right	The specific individual entitlements that make up a right	The right of all children to immunisation against preventable epidemic or endemic diseases.
State obligation	The responsibilities of the State to respect, protect, promote and fulfil the entitlements under the right.	The state is to develop policies and programmes to meet its obligations. In the case of health: policies and programmes of promotion, prevention, treatment and rehabilitation.
Obligation of conduct	Obligation to undertake specific steps (acts or omissions).	Developing immunisation campaigns and sustaining child immunisation levels through time.
Obligation of result/impact	Obligation to obtain a particular outcome	Decrease in child mortality from epidemic or endemic diseases.

Tool 2.3: Advocacy Competency and self assessment

Purpose
To help identify the key competencies required at different stages of the advocacy process. (These are given in more detail in the advocacy checklist in section 1).

How to use it
- Help choose key staff to be involved in advocacy initiatives in country programmes, by identifying what skills and experience are required at different stages.
- Identify needs for staff development and external support at different stages.
- Use to monitor and evaluate the team's capacity development.

Cross reference: Tool 1.2 Advocacy checklist

Competencies are required for the following stages in the advocacy process:

1. Initial planning
- ➢ Problem analysis
- ➢ Issue identification
- ➢ Strategic thinking and organisational competence
- ➢ Definition of change objectives & key messages
- ➢ Ethics and legitimacy

2. Analysis
- ➢ Make macro-micro linkages
- ➢ Political/power/socio-economic/stakeholder analysis
- ➢ Policy and legislative analysis
- ➢ Practice Implementation
- ➢ Opportunity Analysis

3. Approaches
- ➢ Lobbying
- ➢ Public Campaigning
- ➢ Mobilisation / Participation
- ➢ Build alliances and Networking
- ➢ Communication and Documentation

4. Managing Implementation
- ➢ Develop an advocacy plan
- ➢ Mainstream and resource the plan
- ➢ Implement planned activities
- ➢ Monitor and evaluate progress
- ➢ Learn from monitoring and adapt implementation as result of learning
- ➢ Analyse conclusions and endings

Self-Assessment of group capacity for advocacy

Often organisations are best placed to assess their own capacity for advocacy work, perhaps with the aid of an outside facilitator.

One approach is for Save the Children to select the competencies that it feels most important for effective advocacy, based on the list above. It can then assess where it

stands in relation to the different aspects it has identified for areas of capacity building. It can judge its initial capacity, changes in capacity and reasons for them against a scale of 0-3:

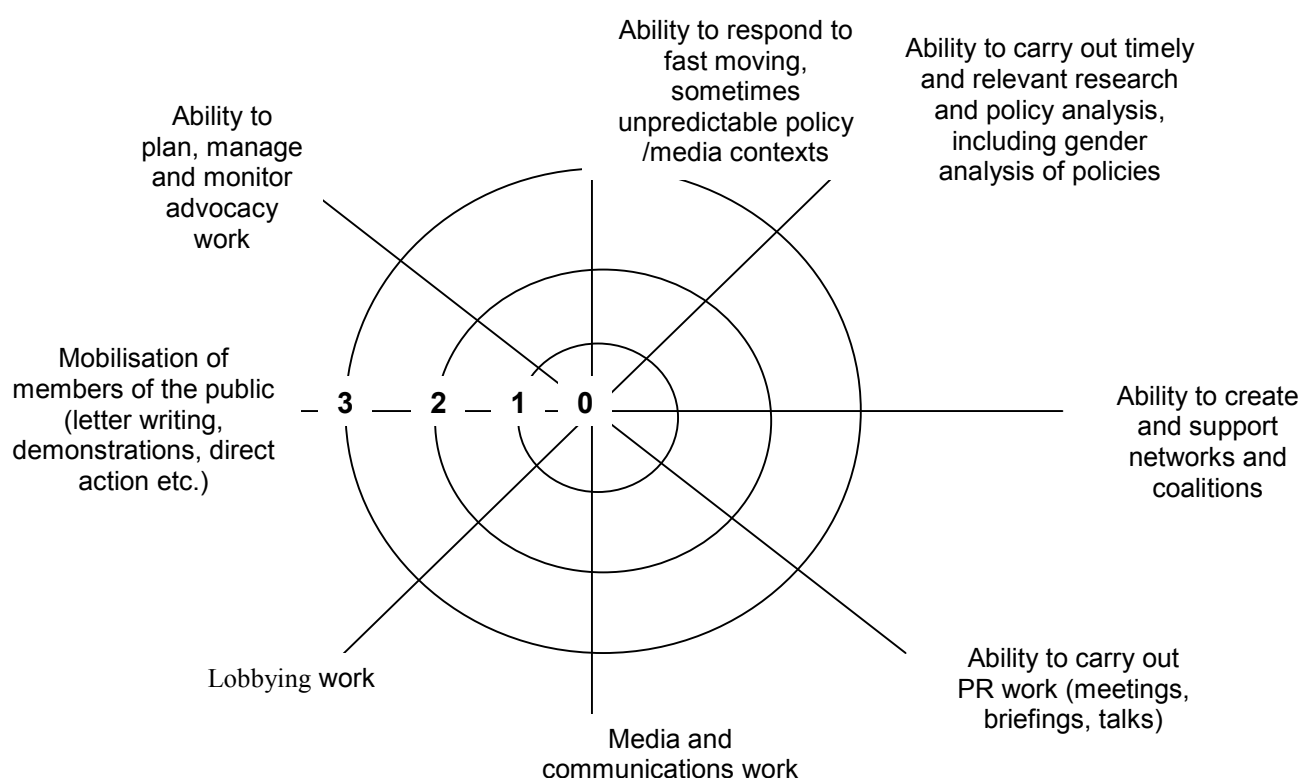0 = undesirable level calling for a large amount of improvement
1 = poor level having much room for improvement
2 = good situation with some room for improvement
3 = ideal situation with little room for improvement

The spider diagram below is one way of representing this assessment diagrammatically. Each aspect of organisational change should be vigorously discussed during participatory monitoring meetings.

Spider Diagram for Capacity Building for Advocacy

Ability to respond to fast moving, sometimes unpredictable policy /media contexts

Ability to carry out timely and relevant research and policy analysis, including gender analysis of policies

Ability to plan, manage and monitor advocacy work

Mobilisation of members of the public (letter writing, demonstrations, direct action etc.)

3   2   1   0

Ability to create and support networks and coalitions

Lobbying work

Ability to carry out PR work (meetings, briefings, talks)

Media and communications work

Tool 2.4: Structural analysis exercise

Purpose:
To analyse how the social political and economic structures in a country are organised.   This will help to understand the economic, social, political, ideological and cultural context of the advocacy initiative in the country.

How to use it
Use this when carrying out problem analysis. It will also help to inform the later stages of defining objectives, stakeholder analysis, framing appropriate messages and developing strategies.

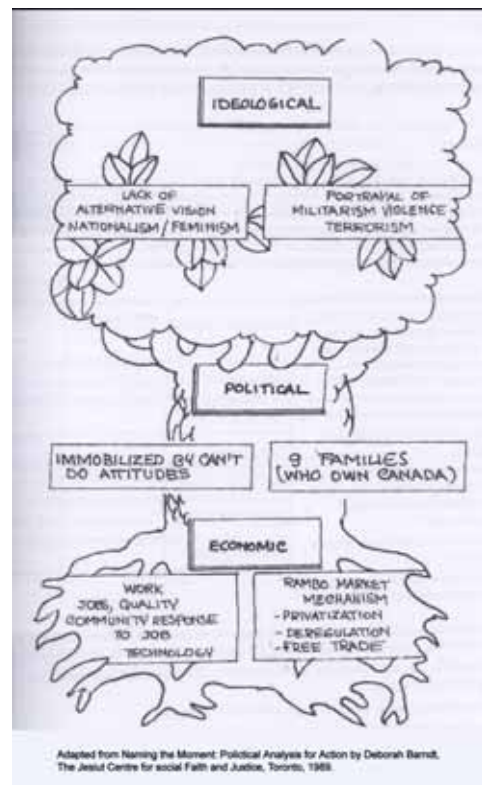*Cross reference: Tool 3.2 problem tree analysis*
Tool 4.2 Mapping where decisions happen
Tool 5.1 developing key messages
Tool 6.1: pathways of influence

Process
1. Using the *social tree* in the illustration below, describe the meaning of each of the elements.
- The roots are the base of the social structure –its **economic system**. Economics has to do with who owns what, the primary sources of income and economic productivity, how people survive, their conditions of life, and how economic resources are distributed.
- The Trunk is the **Social and political** structure that makes the system run smoothly. It regulates the system through laws, policies and institutions.
- The leaves are the **ideological, cultural and social elements** of society. This includes beliefs and institutions such as churches, schools and the media that shape values, ideas, and norms.

2. Divide participants into three groups. Ask each group to analyse a different element of the social system. Give them 20 minutes to complete the task and then ask them to share their work in plenary.

3. Discuss each group's analysis. Then do a collective analysis of how the different aspects inter-relate.

Adapted from Naming the Moment: Political Analysis for Action by Deborah Barndt. The Jesuit Centre for social Faith and Justice, Toronto, 1989.

Questions for group discussion

Economic system

- What are the industries
- What are the main imports and exports
- What are the dominant corporations, who owns them?
- Roughly what proportion of people are employed in the formal and informal economy, and how?
- Where are women employed? Where are men employed? Are children and young people employed? If so, where? Do employment and income levels differ on the basis of ethnicity and gender?
- What are the main livelihood groups of the populations most affected by the advocacy initiative?
- What roles do foreign corporations play in the economy? What role do multilateral organisations like the IMF and the World Bank play? What role do bilateral donors (e.g. DFID, USAID, CIDA, etc.) play in the economy?

Political structure
- Who/which institutions make the laws? How are laws enforced?
- Who/which institutions make the key budget decisions?
- What kinds of people are elected and appointed to government? Do they represent diverse economic, gender, racial and ethnic interests?

Ideological, cultural and social elements
- What are the main expressed values of government (eg freedom, unity)? Are these different from the values reflected in how government actually operates?
- How does society treat women and children? How does it treat ethnic groups?
- What are the main family related values? How is "the family" defined? What roles are given to men, women, boys, girls?
- What values and lifestyle does the media promote?
- Which cultural institutions shape the values and ideas besides government structures?
- Does society tolerate difference from the "norm" in terms of social identify and political perspectives? Does society tolerate non-conformist behaviour and thinking?
- What are some of the ideas and values where there is significant conflict or dissent? Agreement?
- Is society aware of human and children's rights? Are these codified in the law and reflected in the political system in any way?

OVERALL ANALYSIS

- How does the economic system influence the legal and political system?
- How do the legal and political systems influence the economic system?
- How does the value system shape the legal and political system
- How does ideology reinforce social and economic hierarchies?
- How does this affect the advocacy initiative?

Further discussion of these issues will be relevant to following sections.

3. What do you want to change?
CHANGE OBJECTIVES

Building on the analysis outlined in section 2, this section aims to broaden and deepen the understanding of what needs to change in your national context in order to achieve the aim of your advocacy initiative. This section will help you complete section 4 – change objectives - of the advocacy initiative strategy. The concept of advocacy indicators is introduced. These should be generated as you start to focus down on the change objectives for your initiative. This section contains the following tools and handouts.

	Document title	Source and date	What it is	Who should use it, when and what for
3.1	Problem identification and objective setting	Basic Services Team 2004	2 page handout on how to identify problems and set change objectives	Use it as a group to reflect on how to go about setting change objectives and how to be SMART.
3.2	Problem Tree Analysis	Toolkits 2003	2 page handout on how to carry out problem tree analysis in order to identify objectives, impacts and activities.	Exercise to identify problems and objectives.
3.3	Framework for understanding progress and impact	Toolkits 2003	Framework with suggested indicators of change and impact, and possible indicators for progress towards that change. Looks at: policy change, capacity for advocacy, and supporting people to advocate	Framework to help suggest the kind of changes to look for in advocacy programme.

3.1 Handout: Problem identification and objective setting

Purpose

Use as basis for discussion when setting change objectives, to ensure objectives are SMART.

Cross reference: Use to complete section 4
of the advocacy initiative strategy

Identifying problems and setting change objectives

What is my problem?

For advocates, a problem is a negative situation affecting a specific group of people. In the case of Save the Children, the problem will directly or indirectly have a negative impact on children's lives. Some examples could be poor healthcare, poor education, violence, crime, etc. Each problem is made up of a variety of different issues. A 'good' advocacy issue is focused enough so that it can be linked to a clear policy/political solution and can be easily communicated to many people.

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

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

What do I want to change?

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

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

Useful 'helper' questions to ask yourself when setting your goals and objectives are:
- What am I trying to achieve?
- What is stopping me?
- What am I going to do about it?

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

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

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

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

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

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

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

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

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

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

Tool 3.2: Problem Tree Analysis

Purpose

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

When it can be used

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

To develop objectives and indicators within a programme. Objective trees are often used to start building a logical framework. The central objective becomes the project purpose, and the objectives which feed into it can be the outputs for different activities. The effects can be used as indicators. E.g. A reduced number of deaths through FGM would indicate a successful impact of the project.

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

Cross reference: section 2 on problem analysis

How to do it

1. Identify a "core", "central" or "focal" problem. For example, an Egyptian coalition was advocating for the elimination of the practice of Female Genital Mutilation (FGM) under the auspices of the FGM task force.

2. Brainstorm to produce a list of causes, and consequences of the focal problem.

3. Rank them in terms of importance. The facilitators can discuss each topic as it is raised, and how it relates to the central problem.

4. Arrange into a problem tree, discussing the links between factors. Some causal links will be clear, and may go in one direction only, whereas others may be more complex, linking with other factors in a complex web of causal relations.

Problem tree on Female Genital Mutilation in Egypt

The Tree was documented by the Task Force's advocacy advisor, Nader Tadros.
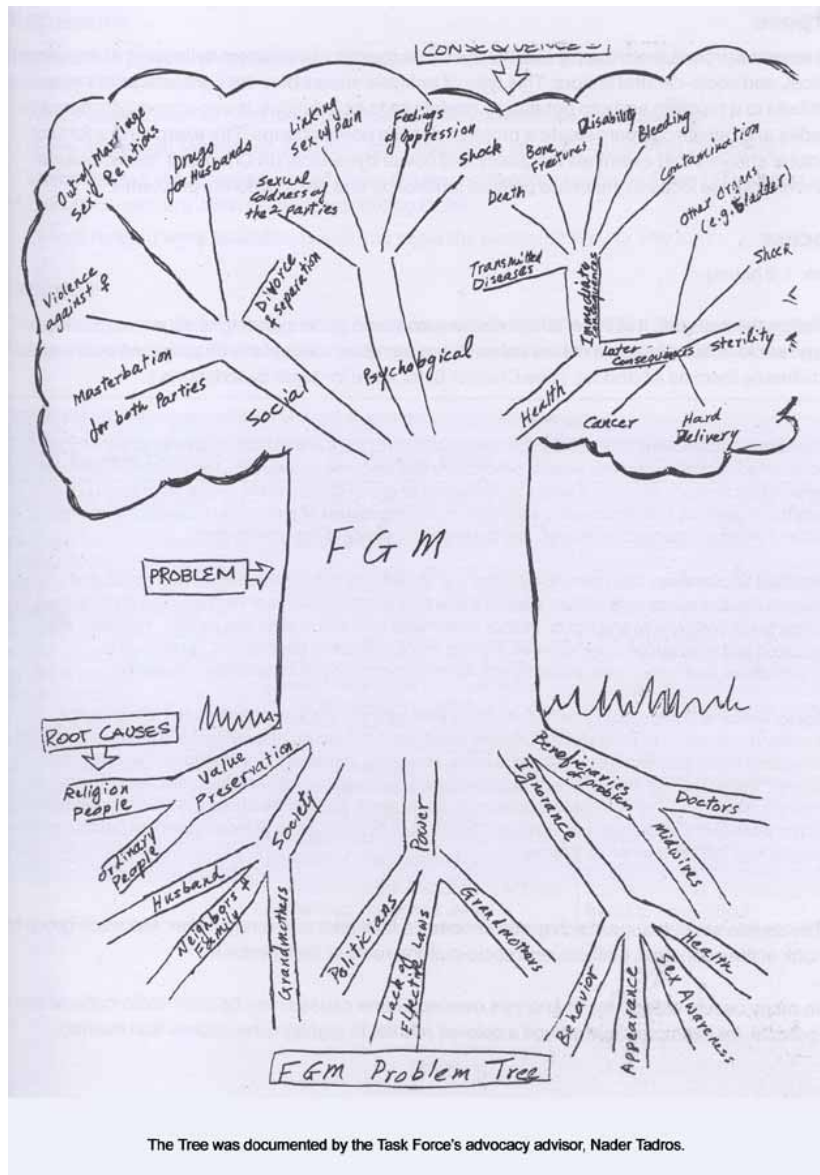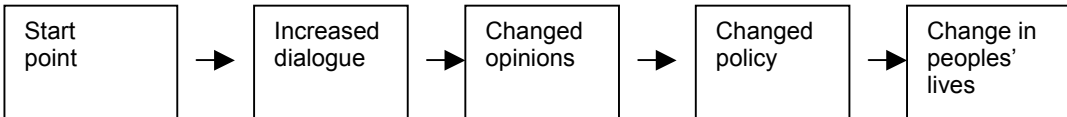
Setting your objectives

1. Turn the problem tree into an objective tree by turning each problem into an issue to address and then change. For example, if 'ignorance' is given as a cause, then the objective box would read 'reduce ignorance' or 'provide education'.

2. Do the same with consequences, so an effect that says 'high rate of sexually transmitted diseases (STDs)' would read 'reduce number of STDs'. This helps identify key problems, objectives and indicators, thought not all the objectives may be relevant to the project.

Tool 3.3: Framework for understanding progress and impact

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

A very simple example:

Start point	→	Increased dialogue	→	Changed opinions	→	Changed policy	→	Change in peoples' lives

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

How to use it
Set out your change objectives in the final column and then consider all the ways in which you expect to see progress on the way. This framework can then be used to monitor the work as you go on.
The frameworks give examples of the kinds of indicators that may be relevant.

Cross reference: Tool 6.1 pathways of influence
Section 7, monitoring and evaluation
Appendix 4 indicators of progress and impact

Framework for understanding possible outcomes and impact of advocacy and campaigning work[1]

Dimension of work	Indicators of progress - good and bad	Indicators of change and longer term impact
Policy change e.g. Legislative change • **Change in law** • **Change in corporate behaviour**	❏ Increased dialogue on an issue ❏ Raised profile of issue ❏ Changed opinion (whose?) ❏ Changed rhetoric (in public/private) ❏ Change in written publications ❏ Changes in key personnel ❏ Offers of funding by corporations ❏ Undermining activities from target or allies.	❏ Changed policy. ❏ Change in legislation ❏ Policy/legislation change implemented ❏ High quality personnel in charge of implementing policy ❏ (*and in the very long term*) positive change in people's lives as a result of the policy/legislation change

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[1] Ros David & Barry Coates Draft Article on Monitoring Advocacy, 2000

Developing Capacity for Advocacy **By working with…** NGOs Movements/networks Trades Unions Community Based Organisation Popular Organisations Partner organisations Local journalists Academic organisations Human Rights Lawyers And so on.	❑ Change in individual members' skills, capacity, knowledge and effectiveness? ❑ Change in individual civil groups' capacity, organisational skills, effectiveness? ❑ Greater synergy of aims/activities in networks/movements, ❑ or alliances/networks break down ❑ Change in collaboration, trust or unity of civil society groups ❑ Greater freedom of expression ❑ Greater acceptance/recognition of civil groups ❑ Existence of fora for civil groups to input into a wider range of decisions ❑ Increased legitimacy of civil society groups ❑ Increased number of civil society groups ❑ People's monitoring committees on service delivery ❑ Stakeholder consultation groups by companies.	❑ Increased effectiveness of civil society work ❑ Civil groups active in influencing decision-makers in ways that will benefit poor people. ❑ More responsive policy-making structures set up. ❑ Increased participation of civil society groups in influencing decisions ❑ Change in accountability and transparency of public institutions ❑ Change in accountability of civil society groups ❑ Companies respond to stakeholder consultation groups.
Supporting people to advocate E.g. Children's groups to advocate for themselves.	❑ Greater awareness of individual rights and the power systems that withhold rights. ❑ Change in citizens' skills, capacity and knowledge to mobilise and advocate on their own behalves. ❑ Recognition of rights by decision-makers. ❑ Willingness to listen to children's' views.	❑ Improved access to basic rights such as health, housing, water, and food. ❑ Action on the ground reflects real needs of people.

Indicators

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

What to monitor	Possible indicators
Your relation-ships	• Changes in the frequency and content of conversations with external sources and target audiences. Are you discussing new ideas? Are you becoming a confidante or a source of information or advice? • Face to face. Wide range of characteristics of meetings in particular contexts signal significant achievements or changes. Generalisations are difficult and possibly inappropriate. Certain events signify the establishment of trust between parties, but not necessarily movement of

	relationship towards advocacy objectives.
The media (TV, radio, newspapers, internet)	• Quantitative, volume and range of publicity • Qualitative: analysis of contents and media response For example: Column inches on your issue and the balance of pro and anti comment. The number of mentions for your organisation. Analyse whether media is adopting your language.
Your reputation	• Record the sources and numbers of inquiries that you receive as a result of your work. Are you getting to the people you wanted to get to? How and where have they heard of your work? How accurate are their pre-conceptions about you and your work? • Perceived legitimacy of the NGO as advocate can be an indicator.
Public opinion	Analyse the popular climate through telephone polling, or through commissioning surveys. (can be very expensive)
The target institution	• Changes in knowledge and attitudes of immediate recipients of the advocacy communications. What types of changes would they expect if advocacy messages were having an effect? • Indicators showing changes in areas, which have been identified as strategically key from past campaigns. *E.g. Looking at impact on international finance institutions: Paul Nelson research: Record of advocacy proposals suggest four key strategic factors in motivating significant policy change:* *a. Support from senior management, or midlevel management* *b. Initiative by major shareholders* *c. active internal leadership* *d. external pressure*
The stages of policy change and implementation.	These stages can be: • Changes in rhetoric : Record and observe changes in the rhetoric of your target audience. Keep a file of their statements over time. What are they saying about you and your campaign? Are they moving closer to your position, adapting to or adopting any of your language or philosophy? (but beware co-option) • Changes in policy or legislative outputs. It is possible to differentiate between generic types of policy change and their relative importance, for example, through looking at the authorities involved, and the explicit and public nature of policy statements. • Budgets are important policy statement, signalling a real commitment to specific priorities. Can monitor budget allocations and expenditure. • Changes in behaviour: policy implementation: To what extent has new legislation or policy been translated into administrative procedures or institutional practice (This is often not monitored very well, but is crucially important.) • Where policy change is local it may be possible for local groups to monitor its implementation • Include within the policy change the commitment to report on progress • Seek agreement for allow independent monitoring, often in addition to internal monitoring. • Who bears costs for monitoring? Implementers bearing costs may signal greater commitment

4. Who needs to change, who can help? STAKEHOLDER ANALYSIS

This section helps you think through who the main stakeholders are and whether they have the power to bring about change. It also gets you to think about who has influence over these stakeholders. In order to conduct a thorough stakeholder analysis however, you will have to familiarise yourself more with political decision-making processes in your country. Once you have identified key stakeholders and influentials you should also start thinking about what their interests are and how you can mobilise their support. This section will be useful to start completing tables 6, 7 and 8 of the advocacy initiative strategy. It includes the following tools and handouts.

	Document title	Source and date	What it is	Who should use it, when and what for
4.1	Stakeholder analysis	Basic Services, September 2004	A simple exercise to map the main stakeholders judging their will and power to change	Group exercise
4.2	Mapping where decisions happen	Working for Change in Education, 2000	Simple method to build up a map of where decisions are made in a ministry, and who makes the decisions	Visual method for identifying where decisions are made.
4.3	Mapping the policy system	A New Weave of Power, 2002	A two part exercise to help identify and evaluate the key policy players in different phases of policymaking and develop appropriate strategies to influence them during each phase.	Planning/stakeholder analysis, setting change objectives.
4.4	What do they know and care about?	Working for Change in Education, 2000	Simple one page tool for analysing what your target knows and cares about. Example from education. With a role play exercise to help understand the perspectives of different audiences.	Used at planning stage for stakeholder analysis.

4.1 Exercise: Stakeholder analysis

Purpose
To identify the targets of advocacy and map out their respective will and power to bring about change.

What to use it for
At the planning stage of stakeholder analysis. To help complete table 6 in the advocacy initiative strategy.

Cross reference: to complete table 6 of the advocacy initiative strategy
Also useful to start completing tables 7 and 8 of strategy

How to use it
- Do this in a group
- On a flip chart draw two axes (see below) showing **will** and **power** at place a plus and a minus sign at each end of each axis.
- As a group brainstorm possible key advocacy targets and place each name on one post-it or card (this should be done for a single change objective).
- Then, start placing your stakeholders on the axes according to your perception of their will and power to make a change.
- The stakeholders with the most power will be your main targets and should be prioritised.
- This exercise is also useful to start identifying possible allies (actors with the most will) and influentials as well as opponents.

+ Power

-

+ Will

-
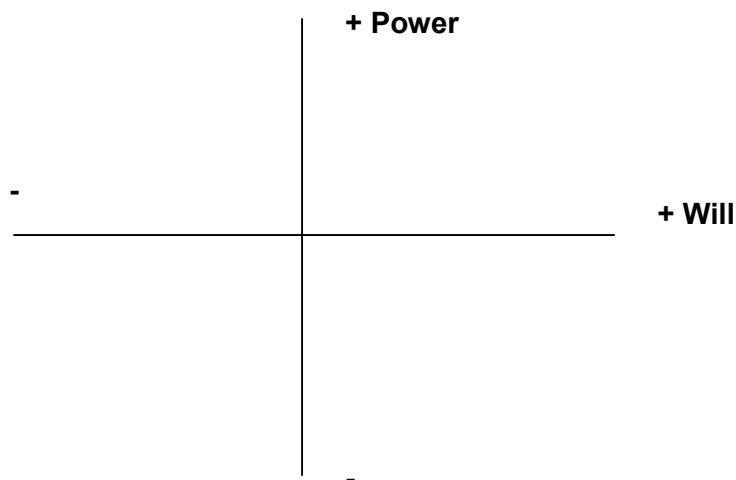
Some tips
- Go beyond those that you already work with
- Think where the power <u>really</u> lies
- Be as specific as possible (e.g. think individuals and departments rather than whole ministries)
- Be aware that key individuals may leave their posts. Their replacements will need to be briefed or contact will be lost.

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

- For each target, decide who are the influentials (i.e. people who can affect the decision-making of each target)
- Summarise the targets and influentials in an 'influence tree':

<div align="center">

TARGETS
Minister of Education

----

media, Teachers' trade unions, Parents
INFLUENTIALS

</div>

- Now think more specifically about the role of the influentials. What form might this influence take? Summarise this in a table. Below is a simple example.

Your change objective is to affect the content of proposed education legislation, so your key target is the Minister of Education. Influentials include the media, key civil servants, members of a parliamentary education committee and the teachers' trade unions. The chart of targets and influentials will look something like this:

***Objective: Ensure that the views of children are incorporated
in a new national curriculum***

Targets	Change you would like each target to make.	Influentials	Likely form of their influence on the target
The Minister Of Education	Invite children's representatives onto the Curriculum Board Fund consultation mechanisms with children in each region.	**1.** Media	Print articles, editorials and letters pressing the minister to make these changes (if they are persuaded this is appropriate).
		2.Teachers' trade unions	Vote to support or oppose minister's reelection.
		3. Parents	Voting; letter-writing

4.2 Exercise: Mapping where decisions happen

Purpose
A tool for political analysis, to analyse how and where decisions are made.

When to use
At the stakeholder analysis stage, to ensure you are targeting the people who will have the most power to influence or make the changes you are seeking.

Cross reference: Tool 2.4 structural analysis

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

Represent this map graphically. Choose a flexible method such as cards on a pinboard that can be added to and altered as you find out more. Put it on the wall in a room your colleagues use, so they can see it as it develops and add suggestions.

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

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

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

Tool 4.3: Mapping the policy system

Purpose
Two part exercise to help advocates identify and evaluate the key policy players in different phases of policymaking and develop appropriate strategies to influence them during each phase. This exercise is to be used to complement tool 4.2 (above). It will be more or less straightforward – or appropriate – depending on the transparency of the political system and decision-making processes at the national level.

What it is for
This clearly sets out the different phases of policy change. It makes sure you have considered which stakeholders will be most important at the different phases. It then goes on to help define change objectives and strategies for the different phases.

Cross reference: Section 2: problem analysis
Tool 2.4: structural analysis
Section 6: tactics and approaches

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

Policy map
Issue/Policy:

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

Setting Objectives for Phases of Policymaking

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

Tool 4.4: What do they know and care about?

Purpose To analyse the perspective of the different targets and influentials. You will then be able to fill in the table 6 of the advocacy initiative strategy template **How to use it** Use with all those involved in the advocacy initiative who have an insight into the different audiences.	

Cross reference: to help you complete tables 6 and 7
of advocacy initiative strategy
Tool 5.2 segmenting key audiences

What to do

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

In this example:
• The change objective is for national education policy to require officials developing the national curriculum to seek children's views
• The target for making this policy change is the Minister of Education

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

EXERCISE

Understanding your audience through role-play
This exercise can be used to explore different people's perspectives and how this may affect their reaction to the advocacy messages.

How to do it
6. First, ensure you have identified the different elements of your audience – stakeholders (allies and enemies), targets and influentials. Get different members of your team to represent the different elements of the audience. One person might play the role of the teachers' union official, another might be a journalist, and so on. Do not forget to include Save the Children.

7. Those playing a target or influential or a representative of Save the Children are then given time to think about the person they are playing: what their priorities might be; what they think of the advocacy issue; who their potential allies or enemies are; whether or not they have a particular strategy to pursue with regard to the issue. Ample time should be given to this stage, and it should involve informal discussions between the different actors. This allows them to forge alliances and/or understand others' positions. This all could be prepared in advance.

8. Convene a 'meeting' to discuss your advocacy issue with all the relevant actors. Watch the different interactions. Whose position are similar? What are the kinds of obstacles being thrown up? Who is really interested in the issue? It is worth including brief breaks to allow the actors to reassess their position in the light of what the meeting has thrown up.

9. Finally, have a debriefing session – out of character – in which the different team members share the insights they have had into the motivations and perspectives of the different sections of your audience.

5. What do you need to communicate? MESSAGES

This section will help you craft the key messages that you will need to communicate to different stakeholders as part of the advocacy initiative. This will be useful to complete section 5 of the advocacy initiative strategy. This section includes the following tools handouts and examples.

	Document title	Source and date	What it is	Who should use it, when and what for
5.1	Developing effective messages	Basic Services Team, 2004	Handout and tool on developing effective messages for advocacy and how to frame message for different audiences	tool to help frame messages.
5.2	Segmenting key audiences	Public Affairs Team, May 2004	2 page handout defining messages suitable for different audiences, using 0.7% advocacy as an example.	Framing different messages for different audiences
5.3	Questions and Answers	Basic Services Team, 2003	List of key messages followed by answers to common questions relating to advocacy	Useful for all those involved in advocacy, so that everyone can provide clear, accurate and consistent answers to the most common questions.
EXAMPLE: In appendix (at end of toolkit)				
3	Questions and answers: example	World Bank nutrition advocacy	Example of above.	

5.1 Handout and tool: Developing effective messages

Purpose
To help develop clear messages for the different advocacy audiences.

How to use it
Use the handout to make sure everyone involved understands what is required in advocacy messages. Use the Tool to develop specific messages.

Cross reference: tool 4.4 what they know and care about

HANDOUT
Each change objective will involve different targets, and we will have to develop messages for each of our different audiences. We need to develop one core message which clearly summarises our position and the change we want to bring about. This will then guide the development of more specific, tailored messages which will be directed at different audiences. The core message will also guide slogans, sound bites or stories which we rely on in our advocacy work. Research should help us to identify our audiences and understand their positions, in order to develop more effective messages. (Developing messages is of course only half the art, the other half involving the need to choose the right medium and messenger to deliver it).

General guidance on developing key messages:
- Combine short-term policy messages with comprehensive, long-term change objectives – this allows us to engage our constituency and sustain their support
- Frame messages in the most inclusive manner possible – this expands the potential support base
- Make messages clear, compelling and engaging

The core message will include:
- your analysis of the problem
- the problem's cause
- whom you hold responsible for solving it
- why change is important
- your proposed solution
- actions you ask others (message recipients) to take to bring this change about

Tailored messages are created for a specific audience based on an analysis of:
- what will be the most persuasive for that audience
- what information that audience needs to hear
- what action you want that audience to take (given that different audiences have different capacities to bring about change)

Further principles of message development
- Keep it simple (easy to grasp and retain, short, avoid jargon)
- Put your 'frame' around the issue (ie. highlight your perspective)
- Know your audience – is there something they need to know?; what values and beliefs do they have?; what needs and priorities do they care about? (eg. some audiences prefer highly scientific evidence, others are swayed more by personal testimonies)
- Use clear facts and numbers creatively

- Allow your audience to reach their own conclusions
- Present a solution if possible

Tool

Framing messages for different audiences:

Audience	Concerns	Possible messages
Decision-makers - Ministers - Chief of police - Legislators - President etc..		
Donors - Foundations -Multilateral agencies - Bilateral agencies etc.		
Journalists - Reporters - Editors -economics reporters etc.		
Civil society groups - CSOs - trade unions - grassroots groups etc..		
Issue-relevant practitioners -individual professionals -trade associations etc..		
General public		
Opinion leaders - religious leaders -traditional local leaders		

Tool 5.2: Segmenting the key audiences

Purpose This is a "knowledge funnel" which shows how different audiences have different levels of knowledge about the advocacy issues. The audience can be defined according to its position in the funnel, and different messages need to be designed for those different levels. **What it is used for** Analysing the different levels of knowledge in your audiences, and designing messages accordingly. An example is given for the different levels of message in the 0.7% advocacy initiative.

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

Mass audience

We aim to push people into the knowledge funnel, and with time move their knowledge up the levels.

Simple

Level 1: General public, new supporters, children

Number of people

Complexity of message

Level 2: Committed supporters, volunteers (no brief)

Level 3: Volunteers, campaigners journalists, All staff

Level 4: Opinion formers, NGOs, Trustees

People join the funnel at any level.

Level 5: Specialist contacts, eg MPs, correspondents

Targeted
audience

Complex

EXAMPLE

0.7 messaging

Level 1: General Public, new supporters, children

Rich countries are not giving enough money to poor countries in the fight to beat poverty

Level 2: Committed Supporters, volunteers
Rich countries, including the UK, are failing the poor and need to double the amount of money they give to poor countries

Level 3: Volunteers, Campaigners, journalists

The MDGs will be missed and 600 million children will continue to live in poverty if the world's richest countries, including the UK, do not double the amount they spend on aid.

The UK must set a timetable to meet 0.7% by 2008.

Level 4: Opinion Formers, NGOs, Trustees
In 2002, the 22 richest countries committed an average of 0.41 per cent to their national income to overseas aid. That is just over $58 billion – equal to one month's global military spending. If all 22 countries met 0.7%, aid levels would treble and enough resources could be found to meet the MDGs.

The UK's commitment to 0.7% has been well below average. The Government must to set a timetable to meet 0.7% by 2008.

Level 5: Specialist contacts: MPs, Advisers etc
In 2002/3 the UK spent just 0.3 per cent on overseas aid equivalent to just over £3.6 billion. If the UK met the 0.7% target by 2008, it would need to increase its spending in 2007/8on aid by an additional £3 billion. This would lead to an extra 1.5 million people being lifted out of poverty that year.

Tool 5.3: List of Commonly Asked Questions and Answers

Purpose

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

How to develop it

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

Cross reference: example of a question and answer paper in appendix 3

QUESTIONS AND ANSWERS

The following headings will probably be relevant for most advocacy initiatives. Additional ones may be required.

Key messages

- *Clearly articulated key messages of advocacy initiative*

General overview on research underlying advocacy

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

General questions relating to the issues adddressed by the advocacy

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

Study/research methodology

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

Major stakeholders' response

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

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

- *How does SCUK practice differ from other Save organisations? What do you think about their approach?*

6. Who does what?
TACTICS AND APPROACHES

This section is intended to help you develop an advocacy plan once you have identified your change objectives and your advocacy targets. It will be useful when completing tables 7 through to 10 of the advocacy initiative strategy. This section contains the following tools and handouts.

	Document title	Source and date	What it is	Who should use it, when and what for
6.1	Pathways of influence	Toolkits, 2003	Frameworks for identifying targets and pathways for influencing targets	Another tool to look at who makes decisions, and who will be able to influence the decision and how
6.2	Activities and events	Working for Change in Education, 2000	One page tool: exercise for drawing up a timeline of external events relevant to the issue, and then planning advocacy activities to take advantage of them.	Planning: take advantage of opportunities.
6.3	Phasing activities	Working for Change in Education, 2000	Exercise: working out what to do, when, and how to represent this. Followed by a framework on what will be done, by when, by whom, what resources are needed	Planning calendar of activities. Help to ensure resource issues carefully considered. Use to complete table 10 on AI template.
6.4	Lobbying and negotiation	Working for Change in Education, 2000 and Basic services Team	Handout on lobbying and negotiation with an exercise for defining what are negotiating skills and role-play to put into practice.	Developing skills and competencies
6.5	Checklist for networks	Participation, networks and dynamic change	Checklist of criteria on what is a network, what does it do, and how.	Use as a checklist for developing alliances.
6.6	Child participation matrix		A matrix to help you analyse the nature of children's participation in the advocacy initiative.	At the planning stage, to consider how children might be involved in different ways

Tool 6.1: Pathways of influence
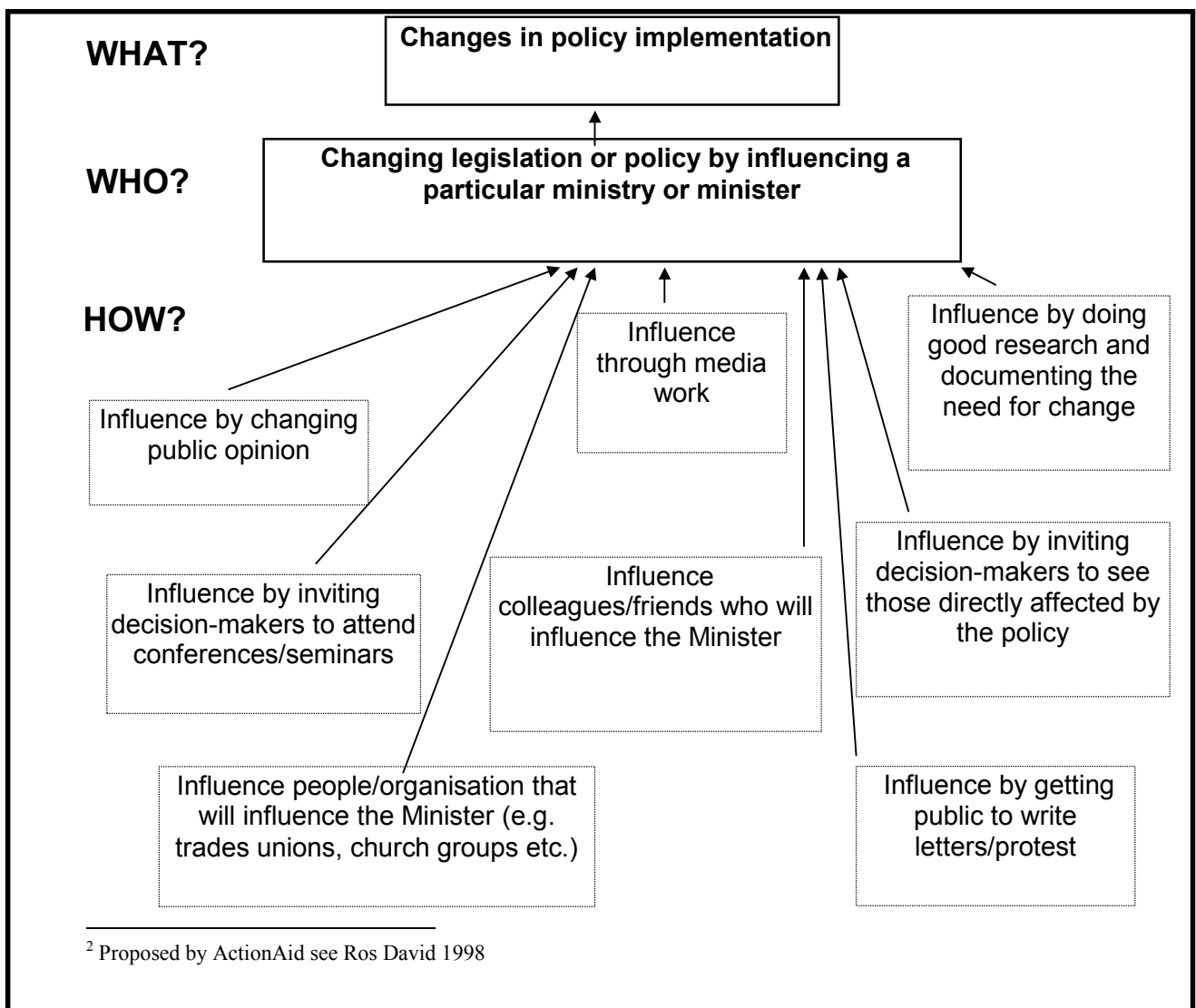

Purpose
The pathways of influence approach[2] helps teams develop conceptual clarity about
whom they are trying to influence, **how** they will go about this (given the activities
and strengths of partners and other agents) and **what** they should monitor to assess
progress. The flow diagram below (figure 4) illustrates a hypothetical example of
pathways of influence for pressurising decision-makers. This can help to monitor the
advocacy **process.**   The second part of the exercise helps to develop appropriate
approaches for the different audiences.

What to use it for
This helps to develop strategies to influence policy. Use to complete tables 6,7 and 8
of the advocacy initiative template.

Cross reference: problem analysis
Defining change objectives
Tool 4.3 mapping the policy system
Tool 4.4 what do they know and care about

Pathways of Influence

WHAT? — Changes in policy implementation

WHO? — Changing legislation or policy by influencing a particular ministry or minister

HOW?
- Influence by changing public opinion
- Influence by inviting decision-makers to attend conferences/seminars
- Influence people/organisation that will influence the Minister (e.g. trades unions, church groups etc.)
- Influence colleagues/friends who will influence the Minister
- Influence through media work
- Influence by inviting decision-makers to see those directly affected by the policy
- Influence by doing good research and documenting the need for change
- Influence by getting public to write letters/protest

[2] Proposed by ActionAid see Ros David 1998

EXERCISE

To help you choose appropriate approaches for the different targets and influentials.

1. Referring to table 6 of the advocacy strategy (which you will have completed by this stage), list key targets and influentials.

2. Take a blank sheet of paper for each key target or influential. On this you are going to create a table of the factors you need to take into account, and your decisions about approaches for that particular actor. [The example on the next page suggests one way to set this out.]

3. Decide what are the key characteristics of these individuals and groups in relation to both policy creation and implementation? For example, if local government is the target, you might note that they are not involved in policy design, but they are centrally involved in implementing policy.

4. Next, from your experience or that of your partners, identify which strategies have been most effective in influencing them in the past? If you can give details of a specific example of a successful strategy , so much the better.

5. Make some conscious decisions about the kind of style will you adopt. It might be:
   ⊙   Co-operative – for example, working with government to find solutions.
   ⊙   Persuasive – presenting evidence in the hope of getting your targets to recognise the merits of your arguments.
   ⊙   Confrontational – forcing an issue onto the agenda through mass mobilisation, media campaigns, etc.

Which of these is most appropriate for your context?

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

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

	Key characteristics	Advocacy approaches	Style	Specific examples
Policy Creation	- Policy led by the centre - Bureaucratic process	- Building international pressure (campaigning) - Critiques and debates in civil society (media)	- persuasive - confrontational but constructive	- child labour
Implementation or Practice	lack of political stability - division between political leaders and populace positions - bottlenecks in bureaucracy	- building on personal contacts (lobbying) - building on public commitments made by politicians (lobbying and campaigns).	- co-operative - confrontational	- violence against women - implementation of the Convention on the Rights of the Child

Tool 6.2: Activities and events

Purpose
To plan to take advantage of all advocacy opportunities

Cross reference: to complete tables 9 and 10
of the advocacy initiative strategy

How to use it

1.   As a group, tape together three flip-chart sheets end-to-end and draw on it a wide river flowing from west to east. This represents the timescale of your advocacy project. At the eastern end, draw a simple illustration of how the world will be when your advocacy has succeeded.
2. Discuss social or political events that are likely to impact on your project through its lifetime. Mark these in sequence on your drawing, showing them as smaller streams joining the river. This gives a simple picture of the external environment in which your advocacy will unfold.

3.   Now brainstorm possible activities within your advocacy initiative. As people think of activity ideas, discuss them in the group briefly to prompt more ideas, but each individual should also write them on Post-it notes, or pieces of paper or card that can be stuck on the picture. All ideas are included at this stage; even those that seem unrealistic may inspire great alternatives.
4.   When there is a good range of possible activities, group members stick them on to the river, discussing the appropriate sequence and how they would tie in with outside events. Discuss which activities should be priorities, i.e. which ones contribute best to the overall goals, are most realistic, affordable, and fit in well with other events.

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

Tool 6.3: Phasing activities

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

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

Cross reference: Use to complete Tables 9 and 10
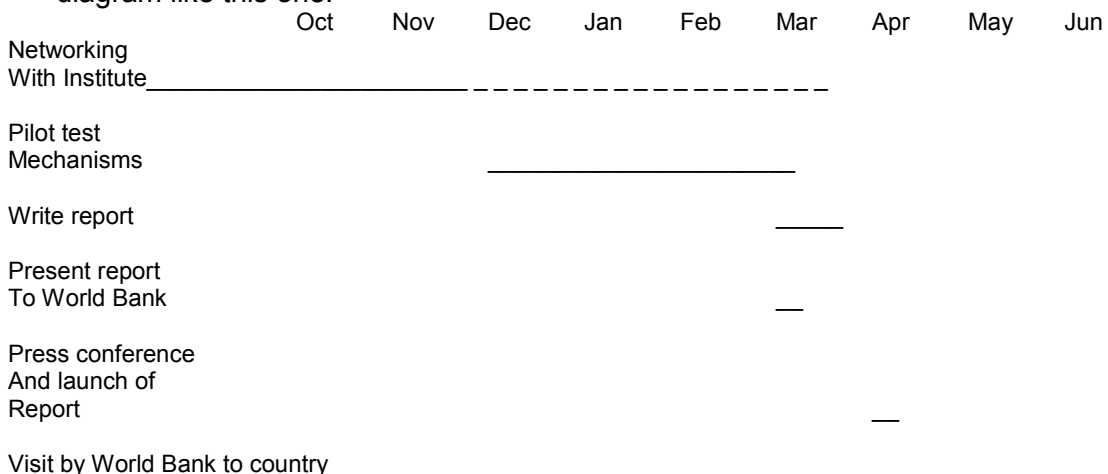*of the advocacy initiative strategy.*

What to do
Here is an imaginary scenario:
Your target is the Minister of Education, who needs persuading about the value of consulting children in curriculum development. An event around which to plan: High level representatives of the World Bank are planning a visit to your country in June of next year. They could be a channel of influence to reach the Minister.
Your influentials: To reach the World Bank representatives, you plan to work mainly through the Civil Society Institute on Education which you think will have much more influence than if you approach the Bank directly.

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

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Networking With Institute	___	___	___	_ _ _	_ _ _	_ _ _	_ _ _	_ _	
Pilot test Mechanisms				___	___				
Write report						__			
Present report To World Bank						_			
Press conference And launch of Report							_		
Visit by World Bank to country							__		

What resources? Who will implement?

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

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

6.4 Handout and Exercise: Lobbying and negotiation

Purpose

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

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

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

Lobbying can occur either:

➢ formally, through visits to and briefings of decision makers and others;

➢ informally, through conversations in corridors, restaurants, parking lots, golf courses, etc. as decision makers go about their daily lives, or at events that are not directly related to your advocacy.

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

1. **Familiarise yourself with the corridors of power**
   - the system, procedures, timelines, and key leaders and players;

2. **Classify the players**
   - on the basis of where they stand on your issue and how much influence they have;

3. **Inform and build relationships**
   - through visits and briefings to help them understand your issues and to gain their trust in you as both a reliable source of quality analysis and as a representative of people's voices;

4. **Get attention and show your power**
   - by timing your media, outreach and mobilisation activities in such a way that decision makers are aware of the support behind your proposals.

Tips for a lobbying visit

➢ *Set objectives for the meeting*
➢ *Rehearse difficult questions and responses*
➢ *Introduce yourself*
➢ *Express appreciation*
➢ *Be personal, where possible*
➢ *Make it clear that you are willing to help with information and support*
➢ *Be prepared for a conversation*
➢ *Do not avoid controversial topics but remain calm*
➢ *Try to get a commitment from the decision-maker*

> *Leave information about your efforts*
> *After you leave, make notes and evaluate your visit with colleagues*
> *Send a thankyou note*

Talking points

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

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

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

Briefings

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

Points to remember are:

> Have handouts so that policy people can read them at their leisure or pass them on to their staff. Short fact sheets are especially good.

> Have participants sign in before the briefing so you can send thankyou notes to everyone who attended and build up a list of interested people.

> Follow up with a phone call to ask if they need more information or to requesta meeting to discuss your efforts in depth.

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

Negotiation

Your lobbying should bring you closer to the negotiating table.

Advice for Getting to the Negotiating Table

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

➢ The ability to provide to governments and the entire international community expertise on the issues involved and credible documentation to back the expertise;

➢ The ability to articulate goals and messages clearly and simply;

➢ The ability to maintain a flexible coalition structure – inclusive and diverse – while still managing to speak with one voice on the issues;

➢ The ability to recognise that most coalitions operate based on the extensive work of a committed and dedicated few, supported by the many;

➢ The ability to communicate key developments to members of the coalition itself as well as to governments and other agencies involved in the issue;

➢ The ability to organise a strong power base – expertise in an issue itself does not necessarily translate into expertise in forming a coalition and moving it forward; it is critical to recognize the difference and use individual skills appropriately;

➢ The ability to formulate action plans with deadlines – and always follow up so that the goals of the action plans are achieved, building momentum and excitement.

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

EXERCISE
Developing negotiating skills

The 'Seven steps to effective negotiation' given below were suggested by a trainer on advocacy working in a northern European country.

- *Clarify the goal:* Be clear about the outcome you want. Will this solve the problem? Is it realistic?
- *Know your target:* Which aspects of the other person's values, knowledge and experience can you draw on to bring them closer to your position?
- *Consider the best place and time.*
- *Be direct and clear:* Describe the problem to the other person; be explicit about what you want; use 'I' statements to say what you think and feel.
- *Acknowledge the other person:* Use active listening to fully understand them, and demonstrate that you understand; leave the other person space.
- *Use consistent body language:* Keep your voice calm and regular, relax your shoulders, be conscious of what your demeanour and tone are indicating.

- *Bargain or problem-solve:* 'This is what I need. If I give you X, what are you prepared to offer?"

1.Discuss as a group:
⇒ In your cultural context, are there any of these you would query?
⇒ Are there others you feel it is important to add?

2. Now summarise with colleagues a list for your context.
3. Now practice these skills through role-play, using the approach suggested below.

EXAMPLE
Devise a scenario from a context your team will be familiar with.
Here is an example:

The lobbyists: You are a delegation from the national Education Campaign Alliance. You are visiting a group of Ministry of Education officials, to persuade them to agree to a visit by the Minister of Education to meet members of a community who have set up their own school, using the language of people in that region. You intend to influence the Minister through this visit to take seriously issues of local language teaching and community management of schools, through demonstrating the successes of the village project.

The officials: You are resistant to the idea of a visit, because it will expose the failings of national education policies.

4. Divide into groups of 3 or 4. Half the groups play the role of lobbyists, half play the decision makers.
5. Prepare to play the role. Take 15 minutes to choose your arguments, consider your approach, and divide up responsibilities for who will say what.
6. Pair a group of lobbyists with a group of officials, and run the role-play for up to 10 minutes.
7. Then swap team roles. Prepare for the other role, and run the role-play again.

Tool 6.5: Checklist for networks

Purpose
Some key considerations to help decide what alliances to form and how to manage them. The checklist of network characteristics can be used to help build alliances.

How to use it
- To help plan and manage alliances
- The set of network criteria can be used as a broad checklist of characteristics that networks tend to share. It can be used as a guide when developing alliances. It helps understand the *process* of working in a networked way. *How* you decide on what work to do, *who* does it and *how* you do the work together, and suggests questions you need to ask about its value. Some questions are suggested for monitoring and evaluation purposes.

Managing Alliances
There are three main considerations when forming alliances for advocacy purposes:
- **Who** should you form an alliance with? Think strategically about the most powerful and effective alliance. In some cases it may be most effective to work with only one other key organisation. In other cases a critical mass of organisations may be needed to make an impact.
- How do you **behave** in the alliance? For example, is it more effective to write a joint letter signed by all members (which may take time to get agreement) or is it better for alliance members to write individually.
- How will you **leave** the alliance? It is useful to have an exit strategy from the beginning, with a clear guide about when the alliance will have served its purpose.

Network criteria
The following criteria have been developed to clarify how networks function, and can be used to help decide on the considerations above. Some criteria apply to the capacity-building functions of a network, others to a lobbying function. Many networks have combined goals. Similarly some will be more relevant to a tightly-focused limited task network, in which membership might be limited to those with relevant contacts and skills, and others to looser and more open-ended exchange networks. Different criteria will be relevant to different alliances.

What is a network?
'Networks are energising and depend crucially on the motivation of members'
(Networks for Development, 2000:35)

A network has:
- A common purpose derived from shared perceived need for action
- Clear objectives and focus
- A non-hierarchical structure

A network encourages
- Voluntary participation and commitment
- The input of resources by members for benefit of all

A network provides
- Benefit derived from participation and linking

What do we want to do in accordance with our principles and values?
- Building Participation
- Building Relationships and Trust
- Facilitative Leadership (may be one person, or rotating, or a team)
- Fostering diversity and dynamism
- Working toward decentralised and democratic governance
- Building Capacity

Checklist to monitor network activities and impact

Participation
- What are the differing levels or layers of participation across the network?
- Are people participating as much as they are able to and would like?
- Is the membership still appropriate to the work of the network? Purpose and membership may have evolved over time
- Are opportunities provided for participation in decision-making and reflection?
- What are the obstacles to participation that the network can do something about?

Trust
- What is the level of trust between members? Between members and secretariat?
- What is the level of trust between non-governing and governing members?
- How do members perceive levels of trust to have changed over time?
- How does this differ in relation to different issues?
- What mechanisms are in place to enable trust to flourish? How might these be strengthened?

Leadership
- Where is leadership located?
- Is there a good balance between consensus-building and action?
- Is there sufficient knowledge and analytical skill for the task?
- What kind of mechanism is in place to facilitate the resolution of conflicts?

Structure and control
- How is the structure felt and experienced? Too loose, too tight, facilitating, strangling?
- Is the structure appropriate for the work of the network?
- How much decision-making goes on?
- Where are most decisions taken? Locally, centrally, not taken?
- How easy is it for change in the structure to take place?

Diversity and dynamism
- How easy is it for members to contribute their ideas and follow-through on them?
- If you map the scope of the network through the membership, how far does it reach? Is this as broad as intended? Is it too broad for the work you are trying to do?

Democracy
- What are the power relationships within the network? How do the powerful and less powerful interrelate? Who sets the objectives, has access to the resources, participates in the governance?

Factors to bear in mind when assessing sustainability

- Change in key actors, internally or externally; succession planning is vital for those in central roles
- Achievement of lobbying targets or significant change in context leading to natural decline in energy;
- Burn out and declining sense of added value of network over and above every-day work.
- Membership in networks tends to be fluid. A small core group can be a worry if it does not change and renew itself over time, but snapshots of moments in a network's life can be misleading. In a flexible, responsive environment members will fade in and out depending on the 'fit' with their own priorities. Such changes may indicate dynamism rather than lack of focus

Decision-making and participation will be affected by the priorities and decision-making processes of members' own organisations.

- Over-reaching, or generating unrealistic expectations may drive people away
- Asking same core people to do more may diminish reach, reduce diversity and encourage burn-out.

Taken from:
Participation, networks and dynamic change, new thinking on evaluating the work of international networks, Madeleine Church et al, 2003. DPU Working paper 121. Development Planning Unit University College London 0ED dpu@ucl.ac.uk

Tool 6.6: Child Participation Matrix

Purpose
To analyse the nature of children's involvement in the advocacy initiative, and to help see how this could be increased, where relevant.

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

Use the following matrix to assess the involvement of children at different stages of the advocacy initiative: planning, implementation, monitoring and evaluation.
The matrix shows degrees of "participation" as a spectrum ranging from "being informed" to "being in control". Different degrees of participation will be appropriate at different stages of the advocacy process. Save the Children Alliance Practice Standards apply in deciding if and when to involve children. It is important to consider their best interests at all times and to consider all possible consequences of their participation, particularly if they are involved in public advocacy.
The following key questions might also be useful when evaluating children's participation in advocacy:

- How many children were involved?
- Which children were not involved and why? (girls/boys, age, ethnic background, working children etc.)
- What was the process by which they were genuinely involved?
- What key successes/impacts in your advocacy work can be ascribed to children's participation?
- Did you face any ethical issues and/or challenges during the process?

	Kept Informed about activities	Consultation	Provide inputs	Partnership	Control
Planning	Eg. Children are informed about advocacy plans.	Children's views are incorporated into advocacy plans	Children help to collect information,	Children have significant influence on decisions at planning stage, eg. Determining when, where and how advocacy activities should take place.	Children have controlling influence on advocacy at planning stage
Implement-ation	Children are provided with information.	Children are consulted and their views incorporated, for example in advocacy materials,	Children take part in implementation for example they produce materials, attend meetings, etc.	Children have partnership role in advocacy– including decision-making responsibility	Children are in charge of running advocacy
Monitoring	Children are provided with information about how the advocacy is	Children are asked for their opinions on how the advocacy working	Children help to collect information on the progress of the advocacy	Children have influence on how monitoring is done: What questions are asked, what data is	Children are in control of monitoring process -

	running			collected, how it is presented, analysing findings etc.	
Evaluation	Children are given information about advocacy and its effects/impact	Children are asked for their views on the effects and impact of the project on their lives.	Children help to collect information about advocacy effectiveness.	Children involved in analysis and conclusions about effectiveness	Children are in control of evaluation.

7. Is it working, how can it work better? MONITORING AND EVALUATION

This section provides useful tools and templates for recording and documenting your advocacy work. This will help you monitor your progress and evaluate your impact. This should encourage learning from implementing the advocacy initiative and it will help you complete table 11 of the advocacy initiative strategy. It may also prompt you to revise your strategy as you learn from experience. This section includes the following tools, handouts and examples.

	Document title	Source and date	What it is	Who should use it, when and what for
7.1	How to evaluate	Working for Change in Education, 2000	Brief introduction on different methods for evaluating and for presenting findings	Planning the evaluation – consider how evaluation might be carried out.
7.2	Save the Children Global Impact Monitoring Framework	Policy and Learning Team, 2005	An overview of the GIM framework	Planning the evaluation – to ensure that your advocacy initiative strategy is developed in line with GIM.
7.3	Log of activities	Basic Services Team, 2003	Framework for keeping record of all activities relating to AI at international and country level, at London and for key players in the project.	Useful as a log of anticipated events, and of events that have happened. Can be used for planning and monitoring. Kept up to date by coordinator
7.4	Shared Log of one-liners	Save the Children, "young separated refugees" project.	Shared word document where all members of an advocacy team can make one-line notes of any activities or events relevant to advocacy or the issue.	A simple method for sharing information and monitoring of activities as they happen. Keeps a running record, which then acts as a timeline for evaluation.
7.5	Shared log of quotes	Basic Services Team, 2005	Similar to above: different people contribute quotes from key people..	Can be used to see how these have changed over time
7.6	Format for documenting meetings	Basic Services Team, 2003	Simple format for recording meetings in relation to advocacy objectives and progress.	Helps to focus meetings. Ensures they are recorded in terms of expected outcome, effectiveness and follow-up.
7.8	Advocacy Updates	Basic Services Team, 2003	Format for regular update sent out to keep all members of an advocacy team abreast of developments.	Compiled by advocacy coordinator for monitoring and informing. Can be used afterwards as timeline for evaluation.
EXAMPLES: In appendix (at end of toolkit)				
4	Indicators of	World Bank	Example of indicators..	

	progress and impact	nutrition advocacy		
5	Nutrition advocacy update	World Bank nutrition advocacy	Example of update	

7.1 Handout: How to evaluate

Purpose

To provide an introduction to the evaluation of advocacy work.

How to use it

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

Cross reference: section on setting change objectives

Evaluation

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

⊙ **Baseline and Follow up surveys**

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

You can collect survey information on a range of measures, such as the levels of knowledge of people being educated and the attitudes held by stakeholders. However, you must choose carefully the information you collect since the work required can be very expensive both in money and/or person-hours. You should only gather information that you are sure you will actually analyse and use.

⊙ **Key informants and Focus Group Discussions**

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

Issues around review and evaluation

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

⊙ **The problem of attribution**

How do you link what you did (as opposed to all the other things that were going on) to the change that has happened? How do you know how important your particular contribution was? It may be that what you did a decade ago is only now starting to have an impact. This is a problem for doing your

evaluation, but there is another dimension to consider. Attribution often becomes a political issue. Who was responsible for bringing about change? Does it matter if a particular politician takes the credit?

⊙ **Real vs. Apparent change**

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

⊙ **Direct vs. Indirect impact**

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

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

⊙ **Objective vs. Subjective impact assessments**

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

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

⊙ **Involvement of the audience**

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

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

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

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

7.2 Handout: Global Impact Monitoring

Purpose
This handout gives an overview of Save the Children's Global Impact Monitoring (GIM) framework, which evaluates impact based on five dimensions of change for children. All advocacy initiatives aim to have an impact in *Dimension 2: changes in policy and practice* . Some may also have an impact in dimension 5. (see below). Strategising for the advocacy initiatives should be in line with the GIM framework, particularly when identifying indicators for monitoring and evaluation.

How to use it
Use it at the planning stage to consider how to monitor and evaluate your advocacy initiative in line with the GIM framework.
The advocacy initiative will be included in the GIM process at country level. This handout explains the process.

Cross reference: section on setting change objectives

What is Global Impact Monitoring?
Global Impact Monitoring (GIM) is a framework[3] for assessing the **impact** of Save the Children's programme and advocacy work. The framework is designed to summarise and analyse, at different levels, the impact of our work and its progress towards achieving change objectives. This analysis will:
- improve our accountability to all relevant stakeholders, including our partners, children, young people and their communities as well as trustees, donors and management.
- feed into strategic policy and planning processes in order to enhance the quality and impact of our work.
- Support decision making at all levels.

Key characteristics
The GIM process aims to synthesise overall impact by identifying what those involved in or affected by SC work consider to be the most significant changes (both positive and negative, intended or not) to have occurred, and identifying which ones can reasonably be attributed to SC UK intervention.

The key characteristics of the approach are:
- Focus on change and key processes leading to it.
- Identification of five general dimensions of change to facilitate some comparability across country programmes and regions within a particular area of work (see below)
- Inclusivity - the judgements of those directly involved in our work (children and young people, communities, partners, SC staff and other stakeholders) are key for a meaningful assessment of its impact.
- The use of quantitative and qualitative data to validate specific examples of impact.

The five dimensions of change
The five dimensions are based on the child rights principles of equity, participation and accountability, and are applicable to all of SC's policy and programme work. They are:

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[3] In 2001/02, GIM was piloted in 15 country programmes, including 1 region. In 2002/03, 35 countries (aroudn two-thirds of SC's portfolio) including 3 regions took part in the GIM process. From 2004, all country programmes will use this framework.

1. Changes in the lives of children and young people
2. Changes in policy and practice affecting children and young people´s rights
3. Changes in children´s and young people´s participation and active citizenship
4. Changes in equity and non-discrimination of children and young people
5. Changes in civil society and communities' capacity to support children's rights

GIM and Monitoring and Evaluation of Programmes
The GIM process provides a framework for impact assessment. It is not intended that it should create an additional parallel system of M&E, or replace existing M&E systems. Rather it encourages the refinement of existing M&E systems to ensure they are capturing key information needed to make a periodic assessment of a programme's impact. It also encourages the joint analysis of this information with a programme's stakeholders to cross-check data gathered, elicit new information about intended and unintended impact, and reflect on issues emerging. Programme or project reviews, evaluations and other research studies may also feed into the Global Impact Monitoring reporting process.

Keys stages
The GIM process begins at programme level. Using data from monitoring and evaluation systems, country programmes periodically review the impact of their work in conjunction with key stakeholders. Each country produces an impact report, based on data gathered from M&E systems and from meetings with stakeholders. At the Regional level, regional advisors convene to analyse the country reports and to identify key trends and gaps, documented in a Regional Impact report. The regional reports are then analysed and discussed by Global Advisors and this analysis forms the basis of a Global Impact Report.

Tool 7.3: Log of Activities

Purpose
Framework for keeping record of all activities relating to AI at international and country level, at head office and for key players in the project. It can be used as a diary of anticipated events, and as a record of what has happened.
The framework can be used as:
- an aid to planning
- an ongoing monitoring tool,
- a record of events,
- a timeline of the advocacy process.

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

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

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

Tool 7.4: Shared log of one-liners

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

How to use it
It is a document accessible to all members of a team on a shared drive. All members of a team make a one line entry on any events, activities or achievements which might be relevant to the advocacy project.

How it is done
- Use a word document accessible on a shared drive (possible when all working in one office)
- Month and year are used as headings in the document.
- Anyone involved in the advocacy work makes a note of all activities or achievements relating to the advocacy work or the issue, including: a)anything they do, b)events they attend or hear about, c)contact with media, d)media articles, e)policy changes relating to the advocacy issue or work, f)any day to day learning about our approach to activities.
- All entries are one liners, eg. " meeting with ………, discussed………" and entered as bullet points.
- Positive and negative change can be recorded.
- Can identify who posted the comment (not necessary in very small group).

How it is used
- To keep track of what is going on in the project – activities and achievements. Everyone can respond accordingly
- As a good motivator – to let others know what you have done and see continual progress
- As a timeline and to trace how project developed – invaluable for external evaluation.
- Identifies key actors and stakeholders.
- Not consciously used by team, e.g. at regular meetings, but keeps everyone abreast of developments.
- Can be used when compiling regular updates.

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

(So far this method has only been used with a small group operating in the same office. It is not yet tested in a larger group).

Tool 7.5: Shared log of quotes

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

How to use it
In a similar way to the log of one-liners (tool 7.4 above). Each member of an advocacy team contributes quotes which they have read or heard to a word document on a shared drive.

Cross reference: tool 7.3 log of one liners
tool 7.5 documenting meetings

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

How to do it
Set up a simple table on a shared drive which can be filled by you and your colleagues.

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

Tool 7.6: Format for documenting meetings

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

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

Cross reference: tool 7.4 log of one liners
tool 7.5 quote log

PROJECT NAME:

Meeting title:

_____

MEETING: place date and time

_____

Who attends:

_____

Objectives of meeting:

_____

What happened in relation to the objectives?

_____

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

_____

Comments.

_____

Follow up action:

What:
When:
Who:

Tool 7.7: Advocacy updates

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

How to use it.
It is compiled by the advocacy initiative coordinator from meetings in head office, from Email or telephone updates from country offices, and from activity and quote logs etc. Its circulation needs to be carefully considered and possibly controlled to ensure everyone who needs to know is kept informed, without risking leakage to target institutions. If necessary two versions can be compiled – one for inner circle distribution and one for wider consumption

Cross reference: example in appendix 5

Suggested contents:

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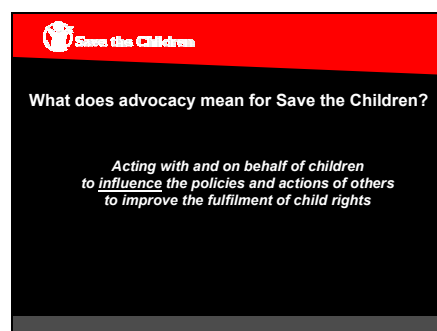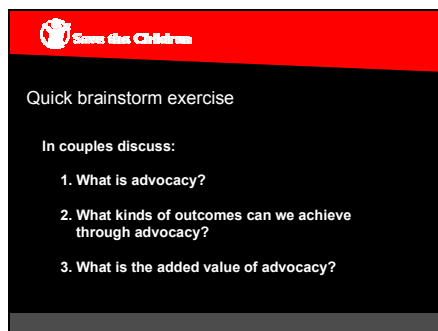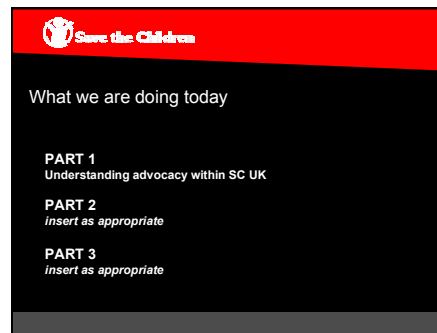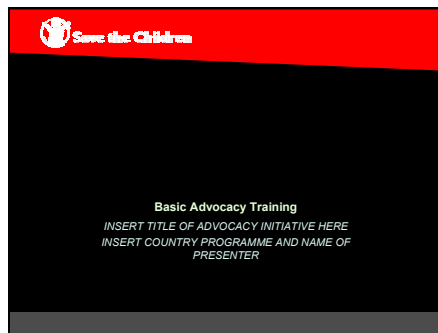7. Forthcoming significant events and proposed actions

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

Appendix 1

Advocacy Training Presentation

Purpose

Template training presentation for advocacy covering all key stages outlined in this toolkit. Available separately as a PowerPoint document on the advocacy initiative CD. Alternatively contact Costanza de Toma – Basic Services Advocacy Adviser.

Save the Children

Basic Advocacy Training
INSERT TITLE OF ADVOCACY INITIATIVE HERE
INSERT COUNTRY PROGRAMME AND NAME OF PRESENTER

Save the Children

What we are doing today

PART 1
Understanding advocacy within SC UK

PART 2
insert as appropriate

PART 3
insert as appropriate

Save the Children

Quick brainstorm exercise

In couples discuss:

1. What is advocacy?

2. What kinds of outcomes can we achieve through advocacy?

3. What is the added value of advocacy?

Save the Children

What is advocacy

advocacy means..........

influencing to bring changes to:
- knowledge, attitude and behaviour
- policy
- practice

addressing differences in power

seeking changes to bring about improved child rights

Save the Children

Advocacy takes place at many levels……

International — e.g world trade rules, development financing
Regional — e.g. trafficking policies,
National — e.g. health, education and protection policy
Provincial, District, Local government — e.g. provision of healthcare and education
Community — e.g social 'rules' about the treatment of children
Family — e.g who works, who goes to school
Inter-personal — e.g. treatment of others, voting

Save the Children

What does advocacy mean for Save the Children?

Acting with and on behalf of children
to influence the policies and actions of others
to improve the fulfilment of child rights

Save the Children

Save the Children may take on different roles…..

whenever possible, seeking empowerment of children
and their communities
- we advocate <u>with</u> them
- or <u>with</u> our support, they advocate for themselves

in some situations, we may represent them
- we advocate <u>for</u> them, on their behalf

Save the Children

Advocacy and child rights programming

Key CRP principles informing advocacy:

Non-discrimination and equity
- All children are entitled to the same rights
- We should seek rights for all rather than charity for a few

Accountability
- Duty bearers should be accountable for fulfilling rights

Participation
- People, including children, are rights holders, not passive beneficiaries.
- They should be supported to take an active part in the achievement of their
  rights, including voicing their opinions.

Save the Children

Is everyone an advocate?

Common barriers to doing effective advocacy in SCUK:

1. No (or weak) forward planning and strategising

2. Lack of capacity and skills (human and financial)

3. Difficult regional/HO communication

4. Lack (or weak) sustained management support

5. Disjointed or isolated advocacy at regional or global level

6. Controversial issues (e.g. child soldiers, user fees)

Save the Children

Am I an advocate?

In pairs talk to each other about:

1. draw a pie chart to show how much of your time is devoted to
   advocacy activities compared to other activities

2. What advocacy activities you have been involved in (planning or
   doing?) - what level were they at in the 'advocacy pyramid'?

3. What barriers did you come up against? How did you overcome
   them?

4. Identify an upcoming issue that you will need to advocate on in
   the next year

Save the Children

Overcoming barriers in nutrition advocacy

Barriers	Solutions
little experience in quantitative research	links to academic institutions
how to measure advocacy impact	information from e-mails, conversations, policy documents, workshop reports
technical support	develop pool of consultants
effective communications	one dedicated co-ordinator, regular updates, common reporting format from meetings, regular phone calls / teleconferences, annual meetings, limited no. of countries,

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Save the Children

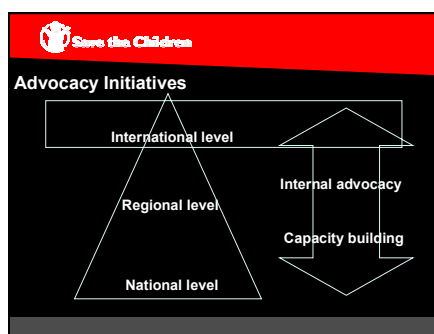## Overcoming barriers in nutrition advocacy

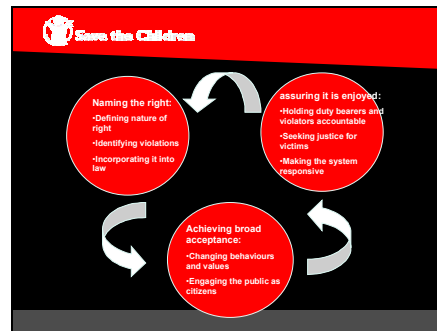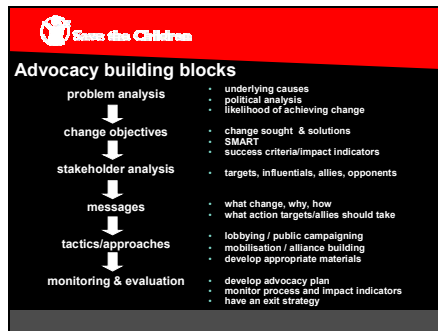| Barriers	Solutions
limited resources	combination of national and int'l resources (Policy & Comms budget)
limited country capacity	using advocacy adviser(s), Advocacy Learning Projects (mentoring), tailored training materials, managers' approval.
SC Alliance conflict	Early communication; making boundaries clear (draw a memorandum of understanding); reduce joint presence at meetings.

Save the Children

Advocacy Initiatives

Objective

**To streamline advocacy from national to
international level around a priority issue
strengthening best practice, advocacy capacity
and impact**

Save the Children

Advocacy Initiatives

International level
Regional level
National level
Internal advocacy
Capacity building

Save the Children

Advocacy building blocks

problem analysis
- underlying causes
- political analysis
- likelihood of achieving change

change objectives
- change sought & solutions
- SMART
- success criteria/impact indicators

stakeholder analysis
- targets, influentials, allies, opponents

messages
- what change, why, how
- what action targets/allies should take

tactics/approaches
- lobbying / public campaigning
- mobilisation / alliance building
- develop appropriate materials

monitoring & evaluation
- develop advocacy plan
- monitor process and impact indicators
- have an exit strategy

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Naming the right:
- Defining nature of right
- Identifying violations
- Incorporating it into law

assuring it is enjoyed:
- Holding duty bearers and violators accountable
- Seeking justice for victims
- Making the system responsive

Achieving broad acceptance:
- Changing behaviours and values
- Engaging the public as citizens

Save the Children

Change objectives

- If 'advocacy' means influencing to bring about change in policy and practice….

- then, the changes we want to bring about are our 'change objectives'

- Specific, Measurable, Achievable, Realistic and Time-bound (SMART)

Save the Children

Change objectives should….

- be both long-term and short-term

- consider different dimensions of change (local, district, national, international)

- take into account:
  a. the capacity of the organisation to engage in advocacy
  b. the external environment (problem and political analysis)

Save the Children

Stakeholder analysis

why?
- to identify people/groups interested in problem /solution
- to better understand their interests & attitudes
- to identify potential opportunities/allies & threats/opponents
- to identify overall approach with key targets (e.g. – change their attitude, reduce influence)
- to assess which individuals/groups should be involved/targeted at different stages to achieve objective

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Save the Children

Stakeholder analysis

how?
1. brainstorm stakeholder groups
   - who can make or block the change (targets)
   - who can have influence over them (influentials)
2. for each stakeholder identify
   - their attitude (anti, neutral, pro)
   - the importance of the issue to them
   - their influence
   - what they really care about
   - what change you require of them

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Stakeholder analysis

tips
- go beyond those that you already work with

- think where the power really lies

- be as specific as possible (e.g. think individuals and departments rather than whole ministries)

Save the Children

Stakeholder analysis

+ Power

- Will _____ + Will
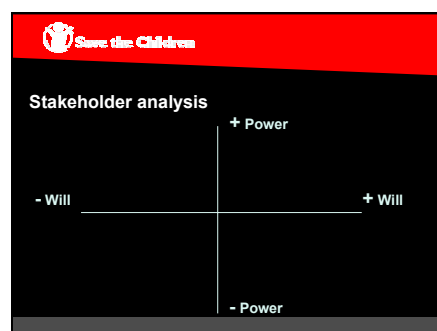
- Power

Exercise

Stakeholders mapping in 2 groups - 30 minutes

1. identify key stakeholders for bringing about your change objective
2. place each stakeholder on the diagram according to their relative level of power and will (think and note what they really care about and what you would like them to do)

Messages

core messages
- what you want to achieve
- why you want to achieve it
- how you propose to achieve it (solution)
- what action you want the audience to take

tailored messages
- what is most persuasive for that audience
- what information that audience needs to hear
- what action you want that audience to take

Messages

key principles

- keep it simple
- put your 'frame' around the issue (highlight your perspective e.g. child focus)
- know your audience
- use clear facts and numbers creatively
- allow your audience to reach their own conclusions
- present a solution if possible

Tip – *producing a Q&A to summarise your views and your position on the main issues is always a good idea*

Exercise

1. In couples focus on two levels of audiences and try to devise messages around one advocacy objective – 15 minutes

2. share messages in plenary de-briefing on process of crafting messages– 15 minutes

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Monitoring and evaluation

How will you know you have made a difference?

tips

- This is when you will know if your objectives are really SMART……
- Break objectives into milestones
- Identify process and impact indicators
- Document all your advocacy activities (combine quantitative and qualitative info)
- Attribution is always a problem, be sensitive to partners……

Monitoring and evaluation

Documenting advocacy

- have a separate notebook to record meetings and other activities under advocacy initiative
- have an electronic template for recording meetings/events
- have a 'quote log' to record qualitative/anecdotal info
- have a clear filing system for storing all e-mails, letters, meeting notes, event reports
- produce quarterly summary tables of activities (meetings/events) and documents produced
- ensure information on progress is readily available to all involved in advocacy initiative

Appendix 2

Example of an advocacy plan
0.7% Advocacy Plan

Problem analysis
- **Underlying causes**
- !n 1970, 22 of the world's richest countries pledged to spend 0.7% of national income on overseas aid.
- 34 years later and only 5 countries have kept that promise – Denmark, Norway, the Netherlands, Sweden and Luxembourg.   Four more have set dates by which they will meet it.
     Ireland (2007), France (2012), Finland (2010), Belgium (2010)
- If all 22 countries, including the UK, met 0.7%, aid levels would triple and enough resources could be found to bring the MDG goals back on track and achieved by 2015.   At present the 22 richest countries commit an average of 0.41% (just over $58billion).
     - The UK is currently ranked 11 out of the 22 countries.

- **Political analysis**
     - The UK government is a strong advocate for meeting the MDGs and increasing aid levels, yet it continues to refuse to set a timetable for reaching the 0.7% UN target.The UK currently commits just over 0.3% (£3.6billion) but in 2002, the current Labour government has pledged to increase this to 0.4% by 2006 – this is the biggest rise in UK aid for over two decades but still below the average committed by the 22 donor countries.
     - UK did reach 0.51% in 1979, however Gordon Brown is more concerned with gaining international support for the International Finance Facility – the concept being that the 22 countries will front load their aid, borrowing against their aid flows so that MDGs are met by 2015.
     - The Conservatives have said they are committed to the 0.7 target and the Liberal Democrats have said they will introduce a timetable to meet 0.7.

- **Likelihood of achieving change**
     - The UK government has continually stated its commitment to meeting 0.7%. However at current rates it'll take approx. 10 more years to reach 0.7%. If the UK is as supportive of reaching MDGs as rhetoric suggests then it needs to reach that target sooner
     - International support for Brown's IFF is unlikely, particularly from those countries who've already committed to 0.7%, unless the UK sets a timetable to meet 0.7.

Change Objectives
     - By July 2004, the UK government announces a timetable to reach 0.7% by 2008 as part of its current Comprehensive Spending Review (setting government budgets for next three years)
     - Over 240 MPs sign an EDM, asking the UK to meet the 0.7 target
     - Over 50,000 of the UK public take part in the 0.7 campaign

Stakeholder Analysis
- **Target**: primary: the UK Chancellor of the Exchequer, Gordon Brown; secondary: Tony Blair
- **Influentials:** DFID; the Conservatives and Liberal Democrats; Germany; other rich countries that have met 0.7; southern NGOs
- **Allies:** DFID; MPs who have previously supported 0.7%; All Party Group on International Development
- **Opponents:** Treasury officials; No.10

Messages
- Meet 0.7% by 2008
- Be our agent for change. Hit 0.7%
- The MDGs will be missed and 600 million children will continue to live in poverty if an extra $50billion isn't found. Hit 0.7%.

Tactics
Two-fold: as Save the Children and as part of BOND (British Overseas Network on Development), placing features in media etc.
- **Lobbying**:
  - raising the 0.7% demand at meetings with Gordon Brown; the Treasury and DFID
  - Putting pressure on the Conservative and Liberal Democrats to agree to set a timetable to put pressure on Labour to do the same.
  - Link with Global Campaign for Education demands during April Week of Action

- **Public campaigning** – two-pronged from January to July 2004
  1. **MP letter-writing**: To build grassroots parliamentary support to encourage Gordon Brown to set a bold target on aid:
  - Set down EDM 421 urging the government to hit 0.7% by 2008. Ask campaigners and SC staff to write to their MPs urging them to show their support and sign it (on- and off-line) and forward their concerns to Gordon Brown.
  - BOND urge MPs to sign EDM and to raise the issue directly with Gordon Brown.
  - MPs put down parliamentary questions and raise the issue at an All Party Group on International Development meeting in June.

  2. **Direct action to Gordon Brown**
  - Joint BOND action: on and off-line postcard action of campaigners, staff and Women's Institute to Gordon Brown from March to June 2004
  - Delivery of 0.7% Anniversary Card to the Treasury to mark Brown's 7 years in office, and to coincide with submission with total number of people who have taken part in the action
  - Delivery of giant 0.7% postcard outlining numbers of those taking action at key strategic times ie, G7 Finance Ministers Meeting and June All Party Group meeting.

- **Materials** (available on- and off-line)
  - 0.7% parliamentary briefing
  - 0.7% campaign action briefing and template letter to MPs
  - 00.7% campaign postcard directed at Gordon Brown
  - Research into 0.7% - statistics to back up our demand

Monitoring and Evaluation

- Regular monthly review meetings at Inter-agency Bond steering group on 0.7% to monitor progress and adjust plans to take advantage of opportunities that arise
- Established 0.7% SC UK group comprising advocacy, media, campaign and parliamentary colleagues to undertake joint planning and review.
- Formal evaluation in July 2004 when CSR is announced. A strategy is now being developed to ensure the 0.7% demand appears in election manifestos in run-up to possible general election in 2005.

Appendix 3
Questions and answers – Example from Thin on the Ground

This document is a working document for INTERNAL USE ONLY. It will be updated as and when we receive further response to our study and following media interviews. It is divided into the following sections:

Key messages
General overview on research
General nutrition
Government and WB response
Save US

Key messages
- ❖ World Bank nutrition projects in Bangladesh, Uganda and Ethiopia are inherently flawed as they are based on the premise that mothers are not caring adequately for their children because of lack of knowledge, rather than other factors such as money, time, food and access to health care.
- ❖ These projects are plunging each country into more debt as they are funded by World Bank loans.
- ❖ The per capita costs of these 3 projects outweigh the level of investment in health provision in all three countries.
- ❖ Save the Children is calling on the World Bank to stop further investments until impartial reviews in each country determine the best methods for addressing malnutrition.
- ❖ Save the Children recommends that the World Bank undertake a general review of the impact of vertical programming, in particular growth monitoring and promotion and nutrition education.
- ❖ Save the Children recommends exploring the cost effectiveness of alternative long-term approaches to combating malnutrition.

General overview on research
What exactly has your research found?
Our research examined the evidence behind three World-Bank funded projects targeting malnutrition in Ethiopia, Bangladesh and Uganda. We found no evidence that the project in Bangladesh has reduced rates of malnutrition. We also found evidence to suggest that the projects in Ethiopia and Uganda will fail.

In Bangladesh, Save the Children UK conducted a cross-sectional survey comparing areas included in the World Bank funded Bangladesh Integrated Nutrition Project and non-project areas. Our research cast doubt on the effectiveness of the project and found no difference in the rates of malnutrition between project areas and non-project areas despite six years of implementation. Our survey also showed that growth monitoring charts were poorly understood by mothers and that supplementary feeding had limited effectiveness especially for very young children.

What would you like to happen as a result?
We are calling on the World Bank, and other donors, to stop opening up new areas to the project in Bangladesh and Uganda until reviews have been completed, to complete independent reviews, to explore the cost-effectiveness of alternative approaches to malnutrition and to increase accountability in the design, monitoring

and evaluation of projects. In Ethiopia we are asking the WB and government to reduce the child growth component to a pilot.

General nutrition

Are we just saying that 'aid is bad' – i.e. all aid isn't working?
No, we are saying that it is very important to design projects addressing malnutrition as carefully as possible. Malnutrition is a huge problem in many countries and there are limited funds available to deal with it. There are also limited resources in terms of skilled people, infrastructure, and time in many of the countries where it is a major problem. This makes it vital that projects to address malnutrition must be designed very carefully in each particular context in order to make the most effective use of limited money and resources.

What we are saying is that **there is no evidence to show that:**
a)   where Growth monitoring and promotion is used on its own it makes a difference to child malnutrition,
b)   where it *is* properly linked to other interventions (e.g. education, water, sanitation, health etc.), it adds much value. In other words, if those other interventions are in place and functioning, the growth monitoring doesn't add much, given that it is so costly and difficult to implement properly.

However, there is evidence that there is a strong relationship between formal schooling and children's nutritional status and therefore these skills should be learned within the context of a functioning quality education system.

Your research is critical of supplementary feeding. Don't SCUK do supplementary feeding – are you saying your programmes don't work?
Supplementary feeding is a very specific tool for use in particular situations. It can be used to help children who have fallen behind in weight to catch up. The food is meant to be given in addition to a child's normal diet and should prevent the child's nutritional status from deteriorating any further and/or promote catch up growth.

As with any tool it has to be used for the right job and in the right way in order to be effective. Food needs to be provided in adequate quantities and quality to supplement (rather than replace) the diet. In some cases medical treatment is also needed to ensure infection doesn't hinder recovery.

The research in Bangladesh shows that it is not effective in the long run in that context because:
a)   It is often used as substitution feeding rather than supplementary. In other words if the child is fed at the nutrition centre it replaces the meal the child would have had at home.
b)   The food may be shared with other siblings or the mother.
c)   It is difficult for parents and carers to bring a child to a clinic every day for 2-3 months. They have many other priorities.
d)   On its own it is not enough. The child may catch up in the short term but it makes no difference in the longer term. Unless the underlying causes of chronic malnutrition are adequately addressed, a short-term supplementary feeding programme cannot be expected to yield long-term impact on low weight for age.
e)   many children eligible for feeding were not receiving it at the time of the survey. One reason for this could be that the growth monitoring was not effectively identifying and referring malnourished children

SCUK uses supplementary feeding in emergency contexts as part of integrated health care targeting those children.

What approach are you suggesting instead?
There are many different causes of child malnutrition and, therefore, there is no single approach which can be applied in all nutrition projects. The causes of malnutrition are complex and inter-linked. Poverty, health services, water supply and sanitation, agriculture, education, markets, maternal knowledge and attitudes all have a role to play. Different causes will predominate in different situations, and they will interact differently. This has to be properly understood before designing a project, which will make a difference to malnutrition.

Surely this is better than nothing – if you want these projects to stop, what should happen in the meantime?
How would you prefer the money to be spent?
There is a danger that these projects will actually take money and resources (particularly trained personnel) away from other activities vital to address malnutrition. We are saying it is better to spend money on something we know works, rather than spending millions of dollars on setting up new systems and structures to run activities which we strongly suspect will not be effective. Furthermore if investment in these approaches is to continue, an essential pre-requisite is an evidence base which supports that investment.

To decide how to design better projects in the future we would like:
a)   an independent review of the evidence behind current approaches to addressing poor child growth. This SCUK report has shown gaps in existing information about the effectiveness of current approaches. It is now vital to establish whether the GMP programmes, which are funded by World Bank Loans, are really the best available way to spend that money in order to reduce malnutrition in the long term.
b)   a review of the cost-effective alternative approaches to addressing malnutrition. There are many other approaches which have an impact on growth including Public health, water and sanitation, food security and education. There is already a certain amount of research available on the cost effectiveness of all these approaches in terms of reducing malnutrition. This research should be consolidated and analysed.

There are also other direct nutrition actions which have been shown to be effective in the short term. For example it is well known that vaccinating children against measles and supplementing children with Vitamin A can have a significant effect on mortality through malnutrition. Supporting health infrastructure and community referral to the hospital or health centre can also make a big difference.

GMP is meant to help women improve their caring practices for young children. Are you saying that caring practices are not important?
No. Caring practices are an important determinant of malnutrition (and ill health). But poor caring practices are caused by many different things including knowledge gaps, resource constraints and the mother's lack of time. GMP can, at best, fill a knowledge gap (but there is no reason why other types of nutrition/health education can't do this), but it cannot fill resource constraints or give the mother more time to care for her child. In many of the countries in which we work (for example, Ethiopia and Uganda) we have seen that lack of knowledge is not the primary reason why children are poorly cared for, but lack of time and resources are MORE important. There is no point in telling a mother to wash her hands when there is no water. In order to change caring practices we need to look carefully at what is making the mother

behave in a certain way. For example, poor women in Ethiopia work longer hours away from the house than better-off women. Until we can find a way to supplement income of these women we cannot stop them from leaving the house and their child.

What do you think about GMP?
We question the relevance and effectiveness of programmes in resource-poor countries which:

- Aim to address malnutrition primarily by changing behaviour (and not linking to other support to assist behaviour change)
- Use growth monitoring and promotion (GMP) as a key strategy for achieving behaviour change

GMP may be a useful component of an integrated nutrition programme, where
- Other components are in place to support parents to act on the knowledge and advice they are given. (eg. health services, sanitation, income support, etc.)
- There are well-established and functioning links between the different components, and the community so that it is possible to refer people from to relevant interventions.
- Sufficient money and resources are available to make it work properly. Well-trained staff with sufficient basic education properly backed up by training, supervision and motivation are absolutely essential to the success of a project.
- Where it is used to screen children in need of referral for special nutritional treatment

While under these circumstances GMP may be a useful tool for screening, we do not know whether GMP actually makes programmes more effective in reducing or preventing malnutrition and yet to implement it well requires considerable resources: both from the community and the implementing agency.

Furthermore, evidence suggests that it is difficult to scale up a small successful GMP project in a poor country where there is a general shortage of skilled personnel and a widespread lack of resources for the health sector. To do so requires considerable resources. In addition in practice when GMP is implemented on a large scale it is not integrated with other programme components but often stands alone.

This difficulty has been acknowledged in the international nutrition community for a long time. Many people have therefore expressed doubts about the cost-effectiveness of GMP in many contexts.

In the light of this doubt, and because of the enormous expenditure planned on scaling up the projects in Bangladesh, Uganda and Ethiopia, SCUK decided to scrutinise all available evidence to see whether or not it was possible to show that the projects are effective. We could find no such evidence.

Government and World Bank response
What do governments of Bangladesh, Ethiopia and Uganda think about this research?
We cannot speak on behalf of these governments but we are in dialogue with them, and have been from the beginning of the research. We understand that they are keen to reduce malnutrition and see money spent in the most effective way.

What does the World Bank say?

We cannot speak on behalf of the World Bank but we are in dialogue with them. We understand from them that we have a number of common starting points:

- The reduction of rates of child malnutrition is a shared goal
- Efforts to improve only one of the multiple determinants of child nutritional status will be insufficient to make sustained changes if other determinants are not addressed. But WB says that they need not all be tackled at the same time.
- Resources for nutrition programs need to reach the greatest number of beneficiaries with cost-effective interventions targeted to those who are most vulnerable.
- Monitoring and evaluation of the impact can and should be strengthened, made more objective and findings disseminated to stakeholders.
- Realistic impact goals should be set.
- Careful project preparation with stakeholder participation is important for successful implementation and achieving results.

However, there are understandably differences of opinion that will lead to further discussion and debate.

On the whole, the World Bank has welcomed the opportunity for dialogue and stocktaking on nutrition activities with the NGO community, which comes at a time of heightened interest in nutrition in the context of Millennium Development Goals. Indeed, we have conducted a serious and sustained dialogue for several years with the World Bank both at country and international levels on the specific issues around GMP. Until very recently we had seen no concrete effect of this dialogue on actual plans for the nutrition projects, and we were concerned that the Bank was not really listening to issues being raised. However, we have now received some encouraging signs.

In Ethiopia the Bank have agreed to "phase in" the GMP component of the nutrition project, and to conduct "randomised evaluation" of the nutrition components. They are setting up a task force to oversee the GMP component and have asked SC to be a member. We have also been told that they are strengthening M&E for Bangladesh, and for the Bank's nutrition investments in general. In Uganda, the project steering committee has rejected the findings of Save the Children's survey, however, they have provisionally stated that they will commission an external evaluation of the project. It is still not clear whether decisions to implement the project in new districts will be delayed until any evaluation findings are publicly available.

Save US
How does SCUK practice differ from Save US? What do you think about SCUS's approach?
GMP is an approach that has been used very widely in nutrition programmes for many years (about 40). It is therefore found in many health and nutrition programmes around the world, usually as one component amongst several others. SCUS does use GMP as one component amongst many others in their projects. For example SCUS has been implementing a project in Vietnam where GMP is used together with immunisation, family planning, literacy and, occasionally, group-guaranteed lending and savings. GMP can be a useful component of a nutrition programme where it is integrated with other components (see response to question 'What do you think about GMP?')

Appendix 4 PROGRESS and IMPACT for World Bank Nutrition Project:

	INDICATIONS OF PROGRESS	INDICATIONS OF IMPACT (looking for progress towards..)	COMMENTS
BANGLADESH	**For:** ▪ M and e discussion in Washington ▪ Evaluation results: discussion suggests no impact. ▪ Dissemination due 20th July. Also presentation with HKI linking nutritional status to price of rice (supports poverty argument) **Against** ▪ quote from VP: going ahead anyway ▪ aide memoire: no mention of concerns	Open discussion of final evaluation results Decision not to scale up NNP	
UGANDA	▪ Assured by task manager that no decision will be made before eval. Results publicly discussed. ▪ Big public bust up with PCO in national press. Others come out to criticise NECDP ▪ WB: VP says decisions rest with GOU	Open discussion of evaluation findings Decision not to scale up	
ETHIOPIA	▪ Task force set up with scuk. Not sure what influence they can have. ▪ Project phased up, but is it pilot?	Open discussion of phase 1 findings Decision not to scale up	
WB HEAD OFFICE	**FOR:** ▪ Clearly rattled ▪ Was conciliatory, now adversarial ▪ Doing stuff on M and E ▪ Support for interagency review **AGAINST:** Poss backlash	Change way nutrition projects designed More transparent and independent M and E	
OTHER ORGS:	**FOR** ▪ Momentum for interagency review: ▪ On board include: FANTA UNICEF LSHTM Support from Tomkins **AGAINST** Public statement against by Tomkins	Concept note approved by: Funding obtained from: First meeting convened on: Full time person recruited:	
MEDIA	▪ Piece in Guardian ▪ Probably piece in IHT ▪ Piece in economist ▪ Asia service of BBC want to build bigger programme about BINP. Could coincide with dissemination		

Appendix 5
UPDATE: World Bank Nutrition Support: June 03, 2003

CONTENTS:
8. Country update: Bangladesh, Ethiopia and Uganda
9. Contact with Washington DC
10. DfID
11. Interagency review
12. Monitoring and evaluation
13. Publications
14. Media Update
15. World Health Assembly

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1. COUNTRY UPDATES:
Bangladesh:
- Dissemination of TOTG is planned for around 5th July: Anna will attend and there will be press release etc.
- A Bangladesh version of the report has also been produced to emphasise the issues of particular concern to Bangladesh
- We asked for an Independent panel to oversee final evaluation of BINP and suggested names for members of panel. Hasn't exactly happened, but there was a 2 day meeting in Washington to discuss the BINP /NNP evaluation and WB evaluation processes in general. Andrew Tomkins of Institute of Child Health attended and reported back. Anna has already circulated this so in brief: . Highlights as follows:
  - mid term evaluation - (WB) commented that there were problems with the evaluation. Main problems with the data were: no reliable controls, no analysis of mean nutritional status and only using 2 communities for the survey was too little.
  - final term evaluation was not discussed. Even though this was the purpose of the meeting as far as we knew... also, this makes us think that the recommendation made in our January discussions has not been followed up
  - Private discussions indicated that NNP was likely to never get off the ground because of fighting between NGOs / govt on contract issues.
  - Confidential info from Karim (who is doing the preliminary analysis of the final term evaluation) of BINP suggests that so far there is no difference between project and non-project areas... potentially very major vindication of our work.
  - We were not invited because we are "not academics". But none of our suggested academics were invited either.

Ethiopia
- WB plan to conduct a randomized evaluation of the nutrition component of the food security project.
- A Task force is being set up to over view the child growth component. SCUK is invited to be on it. This is good but will the task force have teeth to affect decisions re future of project? We will see!
- WB in Ethiopia is saying that they will look at GMP carefully before phasing up. Some people are calling it a pilot. But there is a question as to whether GMP will be discontinued if not successful, or if it is a "first phase" which will inevitably be phased up although with some amendments.
- DFID refers to it as a pilot. (See letter from V.Amos attached).

Uganda

Lots to report:

- SCUK was invited to a world bank "stakeholder" meeting to discuss NECDP. This was publicised in national press. Initially support for SCUK at this meeting but in the afternoon some had been turned against SCUK by intense lobbying by Project Coordination Office (PCO)
- Uganda Debt Network went to press to criticise accountability of World Bank, and publicised extracts from Thin on the Ground.
- Chair of Project Steering Committee of NECDP replied: "….the SCF report is not scientific and is not based on facts on the ground. Data on monitoring and evaluation of the NECDP is available….. All interested Ugandans are free to contact me and the PCO at the addresses below or to visit the project areas directly. I have just concluded a supervisory visit to the Project areas with a World Bank Review Team and I am satisfied with the progress of the Project. As far as I know no extra funds have been committed to a new project as reported by the Uganda Debt Network…."
- Main thrust of the press coverage is that PCO questions SCUK's motives in criticising NECDP, rather than content.
- Bella met Harold Alderman (World Bank, DC, Monitoring and Evaluation / Nutrition expert) in Addis. Alderman took part in NECDP baseline survey early 2000 and final survey early 2003. Communication with Alderman, Bertoncino (Task Manager) and PCO in Uganda suggest the following in terms of evaluation.
    - Cross sectional surveys being done by IPH and being overseen by Alderman (preliminary results suggest reductions in wasting).
    - Monitoring of cohorts by project staff (likely to be a very biased sample). Again reporting preliminary results which show reductions in weight for age 32-17% in the space of 9 months (!!!)
    - External evaluation mentioned by PCO for which TOR are to be discussed. No further info on this.
- Carla Bertoncino, task manager for NECDP has today assured us by email: *" Neither GoU nor the WB dream of preparing a phase II of the project without collecting solid evidence on both impact and cost effectiveness. This will take place by continuing the cycle of data gathering and validating, waiting for the results of the community participatory evaluation study and and wide dissemination of the information with consequent discussion."* Very bold assurances given that even Wolfensohn could not even say this!

2. CONTACT WITH WB IN WASHINGTON

- We have replied to the letter sent by Ruth Kagia (Acting vice president) in response to Mike Aaronson's original letter to Wolfensohn. No response yet.
- John Garrison , Senior Civil Society Specialist at the World Bank came to SCUK. Discussed Thin on the Ground. Said that NGOs have more influence that they realise. Clarified useful ways of making contact. Agreed to follow up with Ruth Kagia
- 2 day meeting was held in Washington with selected nutrition academics to discuss evaluation of BINP, and of nutrition programmes in general. They are clearly initiating a load of work to strengthen their M&E in nutrition (this I think precedes our advocacy but I think we have given it extra momentum)
- SC Programme Officers are trying to develop further links with WB task managers (responsible for individual projects).
- Anna is following up contact with executive directors who we met in Washington in January.

3. DFID
- Valerie Amos has replied to our letter to Claire Short. Supportive and knows what is going on. Letter attached.
- Anna met with technical people at DfID. They are currently deep in re-structuring etc. so can't do much but are informed and interested.

4. INTERAGENCY REVIEW
We are building a constituency of support for a process of reviewing what we do and do not know about the effectiveness of nutrition projects, developing an interagency operational research agenda. We so far have FANTA (USAID), CIDA, Dutch, GTZ, (getting there with DfID) and UNICEF pretty much on board and GTZ and FANTA have promised funding. The WB are provisionally interested but we expect that they will get involved once they see the strong donor presence. Very first draft of concept note for this is attached. Andrew Tomkins of Institute of Child health has written to Milla supporting this process and positive response received

5. MONITORING AND EVALUATION
Considerable progress on this.
- Discussions held in WB Washington (see above)
- LSHTM is very keen to collaborate on detailed evaluation of 3 to 4 countries. Very first draft concept note for this attached – all very much subject to wider discussion – comments welcome. NB list of countries is provisional.
- Will have detailed discussion with Policy and Learning team at SCUK to see how to look at the impact of nutrition projects.

6. PUBLICATIONS
- Health Policy and Planning. Peter Poore is pursuing this, to publish original BMJ/Lancet article about the Bangladesh Study with introduction and conclusion re-written to incorporate Ethiopia and Uganda.
- Short piece has been submitted to Field Exchange, informing about TOTG and encouraging people to comment on Nutritionnet.
- Other articles in the pipeline are:
  - Paper based on analysis of data from Bangladesh study on household economies and anthropometry
  - Papers on Ethiopia (1) feeding practices (2) poverty and caring practices
  - Possible journals Food and Nutrition Bulletin, Annals of Tropical Medicine, Paediatric medicine, and Bulletin of WHO.

7. MEDIA UPDATE
- Aim to do press release to coincide / precede dissemination in Bangladesh
- We aim for a piece in International Herald Tribune, and an interview with Sarah Boseley of the Guardian, and something in the Economist.

8. WORLD HEALTH ASSEMBLY
Regina Keith attended the WHA. Read out a statement drawing strongly on TOTG findings. (attached) There was a lot of interest and a boxload of reports flew out.

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