MONITORING AND EVALUATING ADVOCACY

Companion to the Advocacy Toolkit

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Acknowledgments

This has been a joint project of the Evaluation Office, the Division of Policy and Practice, the Private Fundraising and Partnerships Division, and the Regional Offices, in particular the Regional Evaluation Advisors. This Companion would not have been possible without rich contributions from across the organization gathered though the Global M&E Community of Practice, which consists of over 350 UNICEF colleagues from over 70 countries.

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Acronyms

CRC	Convention on the Rights of the Child
ECCO	Episodic Communication Channels in Organizations
M&E	monitoring and evaluation
MIS	Management Information System
NGO	non-governmental organization
PDNA	Post-Disaster Needs Assessment
PCNA	Post-Conflict Needs Assessment
RTE	Real-time evaluation
SMART	specific, measurable, achievable, results-oriented, time-bound
UN	United Nations
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commission for Refugees
WFP	World Food Programme

MONITORING AND EVALUATING ADVOCACY

Monitoring and evaluation can shape and transform an advocacy strategy and help ensure results have the maximum effect. This document outlines basic steps in planning monitoring and evaluation for advocacy and covers:

- **Distinctive features of monitoring and evaluation for advocacy.**
- **Five questions for planning advocacy monitoring and evaluation.**
- **Special Focuses on equity, humanitarian advocacy monitoring and evaluation, and knowledge management.**
- **Seventeen data collection tools for measuring advocacy outputs, outcomes and impacts.**
- **Four Case Studies from Kenya, Nigeria, Tanzania, Mexico, Tajikistan and Iceland.**
- **Following up with next steps.**

This is the full version of Chapter 4 in UNICEF's Advocacy Toolkit.

Monitoring and Evaluating Advocacy

When reading through this document and the Advocacy Toolkit as a whole, it is important to keep in mind the difference between monitoring and evaluation. According to UNICEF's Programme Policy and Procedure Manual:

> **Monitoring** measures progress in achieving specific results in relation to a strategy's implementation plan.
>
> **Evaluation** attempts to determine as systematically and objectively as possible a strategy's worth or significance.

The toolkit refers to two types of evaluation: (1) *impact evaluation*, which measures a strategy's results for people and communities, and (2) *formative evaluation*, which measures a strategy's quality and efficiency, examining what was done and how well it was done. For advocacy, performance monitoring and formative evaluation are more prevalent than impact evaluation; consequently, many of the M&E ideas presented in this chapter are useful for those purposes.

Impact evaluation is less common because most advocacy evaluation focuses on whether advocacy strategies achieved their goals – changing a system, increasing funding for a policy or programme, changing a policy – rather than extending to impacts such as whether children and women are better off as a result of an advocacy effort. But impact evaluation is an important tool. More attention

Keep in mind Since advocacy is often a long-term effort involving many actors, it requires an M&E approach that recognizes the unique, collaborative and complex nature of advocacy work. Advocacy occurs in a dynamic and fast-changing environment, which requires flexibility and at the same time makes monitoring and evaluation all the more essential.

Adapted from: Global Capacity Building Workshop on Community and Child Centred Advocacy, 'Building Capacity in Advocacy to End Violence against Children', Save the Children, 2006.

is needed on monitoring and evaluating what happens after an advocacy goal is achieved, focusing on the implementation and sustainability of that goal and its benefits for children and women.

To get the most out of assessment, advocacy monitoring and evaluation can and should be used for purposes of *strategic learning* – using monitoring to help organizations learn in real time and adapt their strategies to changing circumstances. It means integrating evaluation and evaluative thinking into strategic decision-making and bringing timely data to the table for reflection and action. It means embedding evaluation within the advocacy effort so that it influences the process.[1] Positioned in this way, monitoring and evaluation can be decisive to the success of an advocacy strategy.

Distinctive features of advocacy monitoring and evaluation

Keep in mind UNICEF advocacy is human-rights based and adheres to interconnected values – recognizing the universality of human rights, honouring diversity, ensuring resources are distributed equitably, and making sure that the people who are affected by an issue are represented during decision-making and are able to advocate on their own behalf. UNICEF advocacy is necessarily evaluated according to the extent that it advances rights-based values. This approach, called values-based evaluation, means judging how well values are integrated into practice, as well as using values to shape how evaluations are conducted.

Planning for evaluation should occur at the start of an advocacy effort, ideally while the strategy is being developed or soon after. This is based on the proven premise that evaluation can be a key resource when integrated into advocacy efforts because it supports and informs the work as it evolves. Among elements that distinguish Monitoring and Evaluation (M&E) for advocacy:

Time frames can be unpredictable. Achieving an advocacy effort's goals, particularly for policy advocacy, often takes many years. M&E data are often required before goals are achieved.

Strategies and milestones shift. Advocacy strategy evolves over time, and activities and desired outcomes can shift quickly. For M&E it means making adjustments so it is more relevant and realistic within an advocacy context.

Demonstration of contribution is expected, not attribution. When the purpose of evaluating advocacy is to determine impact, attribution is not possible. Therefore, evaluations that examine the link between advocacy efforts and their results have adopted a standard of contribution over attribution.

Assessing progress is important, not just impact. Advocacy M&E typically focuses on the advocacy journey rather than just the destination. In addition to demonstrating progress, this approach reduces the risk that the evaluation will conclude that the whole advocacy effort was a failure if advocacy goals are not achieved within the evaluation's time frame.

Context should always be considered. Context matters when choosing advocacy strategies. It also matters when choosing M&E approaches and interpreting evaluation data.

1 Coffman, Julia, et al., 'Evaluation for Strategic Learning: Principles, practice, and tools', Center for Evaluation Innovation and Innovation Network, Washington, DC (forthcoming); and Healy, John A., 'What is Strategic Learning and How Do You Develop an Organizational Culture that Encourages It?' The Evaluation Exchange, vol. 11, no. 2, p. 8.

SPECIAL FOCUS

The equity focus in monitoring and evaluating advocacy*

An equity focus in the monitoring and evaluation (M&E) of advocacy efforts must address several issues. The most important are the following:

1. Examine equity evidence when developing the advocacy positions

When a literature review reveals that the evidence base is lacking, new work may be needed before an advocacy position can be confidently developed. Pilot projects are a recommended solution. These can be explicitly designed to attain or to measure equity effects. Managing good pilot projects requires good M&E inputs. Consult the UNICEF guidance on pilot programming at Section 18 of Chapter 6 at PPP Manual. For more general guidance on generating evidence for advocacy, see Section 3.2 Question 1.

2. Model equity outcomes during advocacy planning

Prospective research on equity at the planning stage helps to identify determinants of inequality and the effects of the desired policy change. Once there is agreement on what the likely outcomes are and how they serve equity objectives, the advocacy campaign has a powerful communications tool. Modeling normally requires skilled support and a robust data base to use for inputs. Fortunately, many assumptions can be tested and hypothetical data sets can be employed in many cases.

3. Advocate for employing equity-focused M&E methods to gather evidence when policies shift.

- *Special Research Techniques:* Special data gathering and analysis techniques may be needed to understand the conditions of extremely disadvantaged, hidden, and marginal populations that often are not reliably reached via standard research and sampling techniques. See, for example: *www.essex.ac.uk/summerschool/media/pdf/outlines/1q.pdf.*

- *Management Information Systems (MIS) and discrete research efforts.* Existing sectoral MIS data (e.g., routine health data) can be re-analyzed with an equity lens by disaggregating data by relevant variables. However, if MIS data does not cover equity concerns, special studies may be needed.
- *Participatory methods.* Some equity analyses can be conducted without participatory methods (e.g., projecting the impact of scaling-up proven strategies). But participatory M&E methods can be important for both getting valid data and for raising the voices of those affected by disparities. Guidance on participatory approaches is at: *www.mymande.org/?q=virtual_search&x=admin* .

4. Make sure the future equity analysis plans are holistic and realistic

- *Intent.* A heightened focus on equity does not reduce the importance of other advocacy goals. This is especially the case if the original advocacy plan did not have specific equity concerns. In such instances, the advocacy effort should be assessed against its original goals, as well as against equity goals.
- *Measurement norms.* Special attention must be given to deciding how to interpret equity data, especially in determining whether adequate progress is being made (impact). For example, entrenched social discrimination may mean that a 5% improvement over the baseline is excellent. Evaluators, advocates, and donors have to be realistic about what is possible, particularly within brief timeframes. Universalist criteria should not be applied to the judgment of results (e.g. anything less than perfect equity is not a success) without strong justification.

* Based on input from Sam Bickel and Kseniya Temnenko, Evaluation Office, UNICEF New York

Five questions for planning advocacy monitoring and evaluation

This section presents five essential questions for all monitoring and evaluation planning:

M&E Question 1. Who are the monitoring and evaluation users?

M&E Question 2. How will monitoring and evaluation be used?

M&E Question 3. What evaluation design should be used?

M&E Question 4. What should be measured?

M&E Question 5. What data collection tools should be used?

The table below summarizes possible answers to these questions:

Summary of M&E questions and options

<table>
<tr><th>M&E Question</th><th colspan="4">Options</th></tr>
<tr><td>1. Who are the monitoring and evaluation users?</td><td colspan="4">UNICEF offices
Country and regional offices (programme and management staff)
National committees
Headquarters
External donors
Allies – government bodies, development partners, civil society organizations, communities
Other external users – UN agencies, media</td></tr>
<tr><td>2. How will monitoring and evaluation be used?</td><td colspan="4">Accountability
Informing decision-making
National and global learning</td></tr>
<tr><td rowspan="2">3. What design should be used?</td><td>For accountability</td><td>For informing decision-making</td><td colspan="2">For national and global learning</td></tr>
<tr><td>Single- or multiple-case studies
General elimination method
Contribution analysis
Participatory performance story reporting
Cost-benefit analysis
Performance monitoring</td><td>Developmental evaluation
Real-time evaluation/rapid assessment</td><td colspan="2">Success (or failure) case studies</td></tr>
<tr><td rowspan="2">4. What should be measured?</td><td>Activities</td><td>Interim outcomes</td><td>Advocacy goals</td><td>Impacts</td></tr>
<tr><td>Digital outreach
Earned media
Media partnerships
Coalition building
Organizing
Rallies/marches
Voter education
Briefings
Polling
Pilot projects
Policy analysis
Policy development
Policymaker education
Relationship building
Litigation
Lobbying</td><td>Organizational advocacy capacity
Partnerships
New advocates
New champions
Organizational or issue visibility
Awareness
Salience
Attitudes or beliefs
Public will
Political will
Constituency growth
Media coverage
Issue reframing</td><td>Policy development
Placement on the policy agenda
Policy adoption
Policy blocking
Policy implementation
Policy M&E
Policy maintenance
New donors
More or diversified funding</td><td>Improved services and systems
Positive social and physical conditions</td></tr>
<tr><td rowspan="2">5. What data collection tools should be used?</td><td>Pre-intervention assessment and mapping</td><td>Ongoing monitoring of advocacy activities</td><td>Interim effects for advocacy audiences</td><td>Policy or system change results</td></tr>
<tr><td>Advocacy capacity assessment
Network mapping (before advocacy)
System mapping (before advocacy)</td><td>Media tracking
Media scorecards
Critical incident timelines
Intense period debriefs
360-degree critical incident debriefs</td><td>Research panels
Crowdsourcing
Snapshot surveys
Intercept interviews
Bellwether methodology
Policymaker ratings
Champion tracking
ECCO analysis
Network mapping (during/after advocacy)</td><td>Policy tracking
System mapping (after advocacy)</td></tr>
</table>

M&E Question 1. Who are the monitoring and evaluation users?

All M&E planning should start with an understanding of who will use the information generated and how they will use it.[2] Getting clarity on these elements up front will ensure the evaluation delivers the right kind of information when it is needed. Potential users include:

UNICEF offices, including country offices, regional offices, national committees and headquarters. Monitoring and evaluation can help all offices learn, adapt and remain nimble in the midst of the constantly changing policy environment in which we work. Monitoring and evaluation can also help UNICEF offices demonstrate the value of their advocacy work.

External donors. Like advocates, donors may want feedback on progress as advocacy efforts unfold so that they can know how and where advocates are making progress or having an impact.

Partners, e.g., government bodies, international organizations, the media, civil society organizations and communities. They may also want feedback on progress. In fact, such data may serve as a motivator and help keep them engaged over time.

Data collected could also become part of the advocacy strategy. Evidence that the effort is making headway can be newsworthy and help push advocacy efforts closer to their goals.

M&E Question 2. How will monitoring and evaluation be used?

Advocacy monitoring and evaluation within UNICEF is generally conducted to establish accountability, inform decision-making or encourage national and global learning. These purposes are consistent with UNICEF's *Programme Policy and Procedure Manual.*

Accountability means using evaluation to examine whether a case can be made that an advocacy effort produced its intended results or moved substantially closer to that end. It can also mean using performance monitoring to ensure that advocacy efforts are doing what they said they would do, and that resources are being managed well.

Informing decision-making means providing data that will inform and strengthen advocacy efforts while they are happening. As data are returned, they can be used to inform what strategies or tactics are working well and where midcourse corrections may be needed.

National and global learning refers to using monitoring and evaluation to inform general advocacy practice and to generate lessons learned. It means answering questions about what did and did not work.

UNICEF's *Guidance on Prioritization of Major Evaluations at the Decentralized Level* further specifies criteria and process for identification of major evaluations.

2 Patton, Michael Quinn, *Utilization-Focused Evaluation,* 4th ed., Sage Publications, Thousand Oaks, CA, 2008

M&E Question 3. What evaluation design should be used?

An evaluation's design is the overall methodological plan for how information will be gathered. It defines how the evaluation will respond to the questions users want answered. Three categories of designs are available for use in evaluation – experimental, quasi-experimental and non-experimental.

Experimental designs use random assignment to assign individuals to intervention and control groups (also called the counterfactual, or the condition in which an intervention is absent). The intervention group participates in the programme or intervention, while the control group does not. Random assignment results in intervention and control groups that are initially as similar as possible. This means that any differences between the groups that are observed after the intervention takes place can be attributed to the intervention. As such, experiments are the strongest design option when an evaluation is exploring the cause-and-effect relationship between an intervention and its outcomes or impacts.

Experimental approaches make sense with programmes, which have a controllable beginning, middle and end, and which feature individuals who clearly participate in the intervention or do not. But the concepts of defined and bounded interventions, random assignment and control groups do not translate well to an advocacy context.

Perhaps most importantly, random assignment and control groups make little sense with advocacy. Who would be randomly assigned? Certainly not the decision makers who advocates are trying to reach. As Chapter 3 of the Advocacy Toolkit describes, advocates must strategically reach individuals with the authority to effect change. Random assignment would make advocacy efforts less strategic and therefore less effective. For all of these reasons, experimental designs are less applicable for advocacy efforts.

Quasi-experimental designs are like experimental designs in that they aim to make causal and generalizable statements about a programme or strategy's impacts. Often, they are used when random assignment is not possible for either ethical or practical reasons. Because they cannot use randomization, most quasi-experimental designs construct comparison groups or other types of counterfactuals to examine an intervention's impacts for those who do and do not participate. While attempts are made to make sure that intervention and comparison groups are as similar as possible, some differences may exist.

Quasi-experimental designs that use comparison groups are difficult to use in an advocacy context for the same reasons mentioned above for experimental designs, and this approach is rarely used to evaluate advocacy. It is possible, however, to use quasi-experimental designs to assess specific tactics used by advocates. This type of design has been used, for example, to evaluate media outreach by comparing coverage in a location where advocacy messaging was present to media coverage in another location where it was not *(see Media tracking, on the Community Trials Project below*).

Quasi-experimental designs may also be used to compare results in different communities – but only when evaluators can compare advocacy efforts across different communities, which is difficult because context is so important with advocacy. New York University's Center for Health and Public Service Research

was able to use a quasi-experimental comparison group design for evaluation of the Urban Health Initiative, a programme in five cities that included advocacy and systems change efforts to achieve better health and safety outcomes for children. Evaluators identified 10 non-initiative cities to compare with the five initiative cities on outcome and impact measures, including leadership and collaboration.[3]

Non-experimental designs are the most common approach for evaluating advocacy efforts. Non-experimental designs, like experimental and quasi-experimental approaches, examine relationships between variables and draw inferences about the possible effects of an intervention, but they do not have counterfactuals that control subjects or conditions.

When judged on their strength in establishing causal relationships between interventions and their effects, non-experimental designs have the most difficulty excluding other possible explanations for those effects. However, as this chapter describes, causal attribution is not the primary purpose for many advocacy evaluations.

Because they cannot control conditions in the same way that experimental and quasi-experimental designs can, the findings of non-experimental designs, particularly those used to examine impact, are sometimes challenged on the grounds that they are more vulnerable to bias and threats to validity and are therefore not rigorous. But it would be an error to assume that non-experimental designs cannot be rigorous or robust. Rather than follow generalized and predetermined standards about which designs are rigorous, conclusions about rigour should be based on what design is chosen given the evaluation's intended users and use, the context in which the evaluation takes place, and the anticipated benefits and costs of available methodological alternatives.[4]

Non-experimental approaches can be a strong design option, particularly when they incorporate practices that promote rigour. Several practices can bolster the validity and credibility of data and findings, particularly when non-experimental evaluations rely primarily on qualitative data.[5] They include the use of:

- Mixed methods – using both qualitative and quantitative data collection approaches in the same evaluation.
- Triangulation – using two or more designs, methods or data sources to study the same question or outcome.
- Validation – checking back with key informants on the accuracy of data and reasonableness of interpretations.
- Peer review – asking other evaluation experts to critically review evaluation methods and findings.
- Counterfactual thinking – committing to exploring whether alternative explanations could have caused or contributed to observed relationships or outcomes.

Keep in mind Rigour does not only mean using experimental or quasi-experimental designs that use control groups or conditions. These designs typically are not feasible with advocacy, and using designs inappropriately actually signals a lack of methodological rigour.

3 Weitzman, Beth C., Diana Silver and Keri-Nicole Dillman, 'Integrating a Comparison Group Design into a Theory of Change Evaluation: The case of the Urban Health Initiative', *American Journal of Evaluation*, vol. 23, no. 4, December 2001, pp. 371–385.

4 Braverman, Marc T., and Mary E. Arnold, 'An Evaluator's Balancing Act: Making decisions about methodological rigor', *New Directions for Evaluation*, no. 120, Winter 2008, pp. 71–86.

5 Bamberger, M., J. Rugh and L. Mabry, *RealWorld Evaluation*, Sage, Thousand Oaks, CA, 2006

CASE STUDY

Kenya: Evaluation's potential for informing strategy

By Rhonda Schlangen*

In many developing countries, development assistance agencies and NGOs fund the work of domestic NGOs to implement projects aimed at promoting health, education, and other aspects of development. In these countries, the evaluation culture has grown up around international agencies' particular demands for accountability and evaluation approaches. Expectations persist that evaluation of this development work should be shaped around a particular set of methodologies—the "gold standard" of designs that use comparison groups, baseline or endline surveys, and outcomes focused on changes in measureable health or economic indicators. Designs that do not follow this formula are judged as less reliable and thus less desirable. This culture affects advocacy evaluation, which may require unconventional or innovative approaches. In response, national NGOs engaged in advocacy, familiar with acceptable evaluation practices emphasized by their donors, tend to avoid assessments of their effectiveness altogether and focus their limited evaluation budgets instead on methods that assess only whether they have implemented the plan promised to donors, an approach that does not advance their understanding of the advocacy work.

This is what happened to a Kenyan coalition of doctors, nurses, lawyers, and human rights advocates who organized around the need to reverse the dangerous trend of unsafe, illegal abortion in the country. One of the group's primary efforts was to draft legislation for a sweeping range of reproductive health and rights policies. Promoting policy change on this issue was a high-stakes proposition because the effort took place in the context of a crowded public agenda during a period of particular political and social volatility following 2008 post-election violence.

The group's donor funding included support for an external, formative evaluation of the coalition's work. The evaluation focused almost exclusively on the group's plans and commitments to donors and whether they had been fulfilled in a timely manner. It did not assess progress toward advocacy goals, identify strategic strengths and weaknesses, or otherwise examine whether the coalition's plan was appropriate for the political and social environment at the time. This was a missed opportunity to use evaluation for strategic learning, especially because the evaluation took place at a critical point just prior to a key policy action. The well-organized, highly functioning advocacy alliance could have used the evaluation to learn about the potential advantages and disadvantages of their approach.

Shortly after the evaluation was conducted, in a disastrous series of events, news of the draft legislation was shared by well-intentioned group members with virulently opposed politicians. Coalition members were subsequently pilloried in the media as "promoting birth control for children." Unprepared, the group scrambled for a response while their opposition framed the story that played out in the media for days. Politicians and church leaders publicly denounced the draft legislation that had not even been introduced in parliament. Ultimately, the political opportunity was lost, and in such a way that arguably weakened the position of the alliance. The legislation that was to help address the needs of the one in 39 Kenyan women who die of pregnancy-related causes never left the drafting table.

This example illustrates a lost opportunity with advocacy evaluation. While many factors contributed to this loss, a well-designed, well-timed evaluation that strayed from the prescribed traditional focus could have contributed essential learning to the coalition's efforts. For example, an evaluation that focused on the alliance's positioning, public perceptions related to key issues, and strategic use of the alliance's political capital, could have helped it define and organize strategies that would help it move beyond joint action to impact.

* Schlangen, Rhonda, 'Advocacy Evaluation in the Developing World', *Advocacy Evaluation Update #8*, Innovation Network, January 2010, www.innonet.org/index.php?section_id=6&content_id=743, accessed 10 June 2010.

The decision about how the evaluation will be used (M&E Question 2) has significant implications for the evaluation's design. The choice on use affects what gets measured, how it gets measured and when data are reported.

Monitoring and evaluation efforts can have more than one use, and therefore can incorporate more than one design. In deciding which design to use, the options are not mutually exclusive. With non-experimental designs, the decision is less about which approach to use than it is about which *combination* of approaches to use. In addition, some designs can be employed for more than one type of use. For purposes of clarity, however, each design is discussed where it fits best in terms of the three types of evaluation uses.

Designs categorized by three types of use

Evaluation uses	Accountability	Informing decision-making	National and global learning
Overall designs	• Quasi-experimental • Non-experimental	• Non-experimental	• Non-experimental
Specific design options	• Single- or multiple-case studies • General elimination method • Contribution analysis • Participatory performance story reporting • Cost-benefit analysis	• Developmental evaluation • Real-time evaluation and rapid assessment (for humanitarian advocacy)	• Success (or failure) case studies
Best time to conduct	During or after implementation	During implementation	After implementation

Accountability

Evaluation designs for accountability generally aim to determine if a relationship can be established between an advocacy effort and its observed results. As mentioned earlier, determining causality using experimental designs is not possible with advocacy. As such, evaluations that examine the link between advocacy efforts and their results have adopted a standard of contribution over attribution. Contribution means determining if a plausible and defensible case can be made that advocacy efforts played a meaningful role in producing their intended results. Several non-experimental design options are available for examining accountability.

- **Single- or multiple-case studies.** Case studies are one of the most common advocacy evaluation designs. They allow for the examination of context, causal processes, results, and unintended results or unexpected consequences. Case studies typically look at different aspects of the advocacy effort from beginning to end and gather data from a broad range of stakeholders either involved in the effort or targeted by it. The key advantage of using case studies is that they tell a full and in-depth story about what happened rather than provide isolated data points that tell only part of the story or do not consider the context in which the advocacy effort occurred.

Case studies can use a single-case or a multiple-case design (also called comparative case studies). Multiple-case study designs can be used when advocacy efforts take place in more than one location or context. Comparisons across the cases identify either consistent patterns, or new or divergent themes.[6]

- **General elimination method.** This approach is used with a case study that happens after an advocacy effort is finished to determine whether a plausible and defensible case can be made that the advocacy effort in fact had an impact (to determine contribution). The general elimination method begins with an intervention (advocacy) and searches for an effect. It gathers evidence to eliminate alternative or rival explanations for effects until the most compelling explanation remains.

- **Contribution analysis.** This approach determines whether a credible and plausible case can be made that an advocacy effort contributed to its policy-related outcomes or impacts.[7] The process has six iterative steps.[8] The first step is mapping advocacy results using a logic model, outcomes chain or similar approach. The next step is gathering existing evidence on those results. Third, alternative explanations for the results are explored to determine whether they might provide a better explanation of the observed results than the advocacy effort being examined. Fourth, a 'performance story' is developed that lays out the context, planned and actual accomplishments, lessons learned and main alternative explanations for the results, along with why those alternative explanations should not be accepted. The fifth step seeks additional evidence where alternative evidence cannot be discounted or where the contribution argument is questionable. Finally, the performance story is revised and strengthened where possible. If this cannot be done, either more evaluation work is required or the conclusion is that a plausible and defensible case *cannot* be made that the advocacy effort contributed to the observed results.

- **Participatory performance story reporting**. Performance stories are short reports about how efforts contributed to their intended outcomes. They attempt to answer questions about impact. The stories can vary in format, but they are designed to be concise, link to a plausible results map or logic model, feature empirical evidence to support claims made in the story, and discuss context.[9]

  The technique has two main elements: (1) a five-step process for generating the performance story, and (2) a five-part structure for reporting it. Applied to advocacy efforts, the stories include a narrative to explain the context and advocacy rationale; a logframe for the effort; a narrative to describe what was learned and how it matters; short stories of significant changes observed; and an index on the sources of evidence used. A unique feature of this process is the *outcomes panel.* This panel consists of people with scientific, technical or substantive knowledge that relates to the issue on which the advocacy effort is focused. The panel determines whether the performance stories have, in fact, built a credible case that the advocacy effort contributed to its outcomes.[10]

6 Yin, Robert K., *Case Study Research: Design and methods,* 1st ed., Sage Publications, Beverly Hills, CA, 1984 [http://www.getcited.org/pub/102366350]

7 Mayne, John, 'Contribution Analysis: An approach to exploring cause and effect', *ILAC Brief No. 16,* Institutional Learning and Change Initiative, Rome, 2008

8 Mayne, John, 'Addressing Attribution through Contribution Analysis: Using performance measures sensibly, *The Canadian Journal of Program Evaluation,* vol. 16, no. 1, 2001, pp. 1–24.

9 Dart J., and J. Mayne, J., Performance Story', in Sandra Mathison, editor, *Encyclopedia of Evaluation,* Sage, Thousand Oaks, CA, 2005, pp. 307–308.

10 For more information, see: Clear Horizon, 'Participatory Performance Story Reporting', Chelsea, Australia, 2008, www.clearhorizon.com.au/flagship-techniques/participatory-performance-story-reportin/, accessed 14 July 2010.

- **Cost-benefit analysis.** This approach attempts to document the financial benefits associated with the long-term impacts of advocacy on people's lives. Cost-benefit analysis determines whether societal welfare has increased in the aggregate, i.e., whether people are better off because of an advocacy effort. It consists of three steps: (1) determining an advocacy effort's benefits and placing a dollar value on them; (2) calculating the advocacy effort's costs; and (3) comparing the benefits and the costs. Identifying and measuring costs, and quantifying and placing a dollar value on the benefits, are significant challenges. While direct costs are often relatively easy to account for, indirect costs (such as costs for collaboration), and intangible costs (those for which the evaluator either cannot assign an explicit price or chooses not to) are more difficult. Identifying benefits can also be challenging.

  Unlike programmes, which have defined populations, advocacy is typically done for the broader public good. Also, as with costs, there are direct, indirect and intangible benefits. Identifying specific benefits, much less placing a dollar value on them, can be extremely difficult. When identifying benefits or costs, it is important to state clearly how they are being measured and to list any assumptions made in the calculation of the dollars involved.[11]

Informing decision-making

Evaluation to inform decision-making helps organizations or groups learn in real time and adapt their strategies to the changing circumstances around them. It is an essential part of the ongoing advocacy strategy, to be integrated throughout the decision-making process.

- **Developmental evaluation** is one possible design for this process, because it works well with complicated and complex strategies that evolve over time. The approach features internal or external evaluators who develop long-term relationships with advocates. Evaluators become part of the advocacy team to ask evaluative questions, bring data and logic to the table, and facilitate data-based assessments and decision-making in the unfolding process of advocacy.[12] Developmental evaluation provides feedback, generates learning, and either supports strategy decisions or affirms changes to them.

Choices about whether to use this approach should be based on judgements about the level of independence needed in the evaluation. Evaluators who are embedded may be viewed as having less objectivity and neutrality.

National and global learning

These evaluations generate knowledge that will be useful to individuals beyond those who are involved with the advocacy effort. Although replicating whole advocacy strategies is not advisable because what worked in one country or political context is not likely to work the same way in another, advocacy practitioners and donors want lessons and ideas about approaches to try or avoid in situations when circumstances are similar.

11 Kee, James Edwin, 'At What Price? Benefit-cost analysis and cost-effectiveness analysis in program evaluation', *The Evaluation Exchange*, vol. 5, no. 2 & 3, 1999, www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/methodology-15/at-what-price-benefit-cost-analysis-and-cost-effectiveness-analysis-in-program-evaluation, accessed 14 July 2010.

12 Patton, Michael Quinn, 'Evaluation for the Way We Work', *The Nonprofit Quarterly*, vol. 13, no. 1, Spring 2006, pp. 28–33.

CASE STUDY

Nigeria: Evaluation that illuminated the importance of advocacy

By Rhonda Schlangen*

Nigeria operates under three legal systems—Sharia or Islamic law, constitutional law, and common law. In the religiously conservative North, Sharia law is the main body of civil and criminal law, and is interpreted by religious authorities. Advocacy in this environment is localized, highly contextualized, and constrained by political and religious tensions. While it appears informal because it is often conducted through personal channels and contacts, it is highly sophisticated.

Before an adolescent reproductive health services and education program in part of a predominantly Muslim state could begin, the program director first had to meet with the Imam and other religious authorities to gain their permission to work in the community. Failure to secure this permission was unthinkable. Not only was their assent critical for the staff's security, but vocal support from the Imam would translate into community members seeking health services. There was little documentation or discussion of this advocacy work, in large part because the project's donor was primarily interested in supporting health services, not advocacy.

About five years into the project, a formative evaluation was conducted. Because the project was positioned as a health delivery project, the Nigerian academics engaged to conduct the evaluation focused on the delivery of services. However, the evaluation's design allowed the advocacy work to come to the forefront, and illuminated it as a critical but unfunded project strategy. Use of appreciative inquiry, which engaged a range of community stakeholders beyond health service clients in questions about the project's achievements, enabled the evaluators to connect the ongoing advocacy with religious and community leaders as critical to the project's success.

Although a theory of change was not developed and communications strategies were not defined, the project team did have a clearly defined advocacy goal or outcome—maintaining the support of religious leaders and eliciting community members' support. This was critical in this cultural and political context where laws are defined and interpreted by religious leaders. The "policy" forum was the de facto forum of religious and public opinion. The proxy measure of this outcome was whether the religious leaders and community members permitted the project to operate and community members, particularly women, to seek health services. The program staff used sophisticated and innovative strategies to engage the religious leaders and community leaders, all the while not recognizing what they were doing as "advocacy." The significance of their advocacy success is best illustrated by one community outreach worker who commented "Before this project, I would have been stoned for talking about condoms. Now, no one will stone you for talking about condoms."

Ultimately, the evaluation results became a useful tool for dialogue with the donor agency to demonstrate the importance of community level advocacy as a precondition for the health care work they wanted to support.

* Schlangen, Rhonda, 'Advocacy Evaluation in the Developing World', *Advocacy Evaluation Update #8*, Innovation Network, January 2010, www.innonet.org/index.php?section_id=6&content_id=743, accessed 12 June 2010.

- **Success (or failure) case studies.** These are post hoc analyses of advocacy efforts to determine what contributed to their success or failure. The Success Case Method is a particular type of success case study that combines systematic and rigorous case study methodology with storytelling, and reports results that stakeholders can easily understand and believe.[13] Case studies can be single- or

13 Brinkerhoff, Robert O., *The Success Case Method: Find out quickly what's working and what's not,* Berrett-Koehler Publishers, San Francisco, 2003.

multiple-case. If multiple-case designs are used, it may be useful to compare a context where the advocacy effort was successful to where it was not. For more information on documenting, innovations, lessons learned and good practices, see Chapter 5 Managing Knowledge in Advocacy, in the *Advocacy Tooklit.*

Numerous examples exist of case studies that have examined advocacy success. For example, one case study in the global health arena examined the case of newborn survival and the dramatic rise in interest in this issue over the last decade.[14] Another focused on the Jubilee 2000 campaign for developing country debt relief and examined the conditions under which advocates were able to convince decision makers to make foreign policy decisions based on moral reasons.[15] Both studies picked examples of success that were either surprising or remarkable, and used the qualitative approach of process tracing to examine the reasons behind their success, a technique that traces the causal process and examines the role of interim outcomes and intervening variables in the causal sequence.[16]

M&E Question 4. What should be measured?

The next step in the monitoring and evaluation process is determining what elements of the advocacy strategy should be measured. Four aspects of advocacy efforts can be measured:

Activities/tactics are what advocates do to move their audiences and achieve their goals; national committees use the term 'strategies' to describe activities. The results of activities are commonly known as *outputs* – they are 'measures of effort' and count what and how much advocacy activities or tactics produce or accomplish.

Interim outcomes are strategic results achieved between activities/outputs and advocacy goals; national committees use the term 'goals' to describe interim outcomes. Advocacy goals can sometimes take years to achieve; interim outcomes signal important progress along the way. Unlike outputs, which are measures of effort, indicators associated with interim outcomes are 'measures of effect' and demonstrate changes that happen, usually with target audiences, as a result of advocacy activities.

Goals indicate what the advocacy strategy is aiming to accomplish in the policy or funding environment; national committees use the term 'objectives' for goals.

Impacts are the big changes and benefits being sought for women and children, or in services and systems, as a result of advocacy goals. Impacts signal what will happen after an advocacy goal is achieved.

14 Shiffman, Jeremy, 'Issue Ascendance in Global Health: The case of newborn survival', The Maxwell School of Syracuse University, Syracuse, NY, 20 February 2010, www.allacademic.com//meta/p_mla_apa_research_citation/4/1/4/4/2/pages414421/p414421-1.php, accessed 14 July 2010; also see: Shiffman, Jeremy, 'A Social Explanaiton for the Rise and Fall of Global Health Issues', *Bulletin of the World Health Organization*, vol. 87, 2009, pp. 608–613, www.who.int/bulletin/volumes/87/8/08-060749.pdf, accessed 14 July 2010.

15 Busby, Joshua William, 'Bono Made Jesse Helms Cry: Jubilee 2000, debt relief, and moral action in international politics', *International Studies Quarterly*, vol. 51, no. 2, June 2007, pp. 247–275.

16 George, Alexander L., and Andrew Bennett, A., *Case Studies and Theory Development in the Social Sciences*, MIT Press, Cambridge, MA, 1999

SPECIAL FOCUS

Evaluation designs for humanitarian advocacy

Advocacy in the humanitarian realm is not limited to the emergency response itself. Rather, it begins before the onset of the emergency – for example, in advancing policies that respect human rights should an emergency to occur – and continues after the response, such as when humanitarian actors negotiate for the safe return of emergency-affected populations to their communities or on post-conflict policies to address the root causes conflict. Evaluation can thus be useful at all of these time points, both as a source of accountability and learning.

Many of the challenges associated with the evaluation of advocacy efforts are the same as in other contexts, but several others are arguably unique or more pronounced in humanitarian action. These include, among others:

The speed of decision-making and the urgency of information needs. During the emergency, there is a need for well-reasoned suggestions for specific, concrete entry points for potential advocacy efforts moving forward, based on evidence of the most critical potential threats to children's and women's rights. However, owing to the nature of emergency and post-emergency settings, it is often difficult to quickly assess the state of affairs in a systematic way so as to inform these decisions.

Inherent volatility and complexity. This chief characteristic of emergency and post-emergency settings can lead to uncertainty as to whom the targets of advocacy are. This poses difficulties not only in conducting advocacy in the first instance – and hence in demonstrating its effects in light of a rapidly changing landscape – but also in accessing the most qualified stakeholders who can shed light to the evaluation team on UNICEF's efforts.

Heightened stakes of decision-making. Even the best-laid advocacy efforts can have missteps, resulting in unintended negative effects of advocacy such as perceived compromises of adherence to humanitarian principles (such as impartiality and neutrality) and hence diminished reputation among some stakeholders. The challenge for evaluators in these contexts is to 'unpack' the manifold influences on the effects of advocacy decisions, including those that lay outside decisionmakers' control – and to not unduly judge decisionmakers for taking risks on the best information available.

The sensitivity of humanitarian advocacy. Much of the advocacy undertaken in emergency and post-emergency settings occurs "offline." For evaluators, this can lead to a lack of information, making it difficult to establish causal connections and attribute positive outcomes to UNICEF's work. By extension, this can lead to sensitivities around the open sharing of evaluation findings and recommendations.

The multiple actors involved in humanitarian response. UNICEF rarely if ever acts alone in emergency and post-emergency settings, and advocacy efforts are no exception in this regard. Other humanitarian agencies, such as UNHCR and WFP as well as donors, undertake advocacy as well, often in partnership with UNICEF. In conjunction with the foregoing challenges described, this challenge can add to the difficulties in ascribing positive changes (or, alternatively, the lack of positive changes) to UNICEF alone.

Therefore, some of the overarching evaluation questions surrounding humanitarian advocacy to ask include the following (this is not an exhaustive list, but merely provides a sampling of potential questions):

- Prior to an emergency, what efforts have been made at various levels of the Organiza-

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tion to secure or strengthen the protection of civilians' rights (and particularly children's and women's rights) *in the event of emergency?* How closely aligned are these with the most critical protection gaps foreseen prior to an emergency?

- To what extent have context and conflict analyses, as well as needs assessments, systematically identified potential entry points for advocacy, as well as key target audiences and potential partners in these efforts? How timely, rigorous, impartial and neutral have these analyses been in order to inform advocacy efforts in the best possible way, and how useful have they been to those spearheading advocacy efforts?
- What tangible and intangible results have advocacy efforts contributed to (e.g., in securing humanitarian access, enactment and enforcement of policies to address root causes of the emergency, obtain regional agreements on cross-border returns, and so on), and how successful have they been overall?
- How effectively has UNICEF partnered with others toward shared advocacy objectives (e.g., to ensure maximum efficiency in efforts, coordination of messaging, avoidance of duplication, and so on)?
- What have been the main barriers preventing such advocacy and/or successful outcomes of it? To what extent are these internal (within UNICEF's control and therefore fixable) as opposed to external (and a function of the operating environment in which they are undertaken)?
- How successfully has the advocacy effort been managed – for example, by remaining cognizant of political sensitivities and risks, as well as the potential payoff to appropriate risk-taking?
- What if any unintended consequences, positive or negative, have resulted from advocacy efforts? How well have the latter been handled? To what extent have successes, whether intended or unintended, been brought to scale and/or translated into political capital where possible?

In those instances where evaluation takes place during the emergency itself, when data must be gathered quickly, possible methods for evaluation are two: *real-time evaluation and rapid assessment*. In addition, Post-Disaster or Post-Conflict Needs Assessments (PDNAs or PCNAs) can begin very early during the emergency and start looking at longer-term recovery/reconstruction needs. PCNA would include a conflict analysis and would typically look at issues where advocacy might be required. *Real-time evaluation (RTE),* undertaken within 3 to 4 months after a crisis emerges, involves evaluators systematically collecting and processing data as the crisis unfolds, typically using a mix of methods, and then hold an interactive debriefing when the evaluation ends. To date, few RTEs have focused explicitly on advocacy, and this remains an area in need of further development. Rapid assessment occurs within a very short time frame of a few days to a few weeks, and involves evaluators working in teams using a multiple methods, e.g., interviews, surveys, focus groups and transect walks (researchers walk through an area to make observations and talk informally with community members). The data they gather is disseminated quickly to inform decision-making. Rapid assessments can be particularly useful for examining whether advocacy efforts are meeting the requirements of a human rights-based approach.

Based on significant input from Robert McCouch (Evaluation Office) and Rafael Hermoso (Office of Emergency Programmes), UNICEF.

The figure is a visual menu of possible activities, outcomes, goals and impacts that can be measured for advocacy efforts. Definitions for each component and possible indicators (referred to as 'measures' by national committees) are offered in the tables that follow.

Advocacy action planning*

Impacts on Children

Improved Services and Systems **Positive Social and Physical Conditions for Women and Children**

Advocacy Goal

For Policy Development **Placement on the Policy Agenda** **Policy Adoption** **Policy Blocking** **Policy Implementation** **Policy Monitoring and Evaluation** **Policy Maintenance** **New Donors** **More or Diversified Funding**

Activities/ Tactics:

For each item, indicate how the activity contributes to the desired change, and who has responsibility for taking it forward

Communications and Outreach

Digital or Internet Based Media/ Social Media	Coalition and Network Building	Briefings/ Presentations
Earned Media	Grassroots Organizing and Mobilization	Public Servcie Announcements
Media Partnerships	Rallies and Marches	Polling
		Demonstration Projects or Pilots

Policy And Politics

Issue/Policy Analysis and Research	Policymaker and Candidate Education	Litigation or Legal Advocacy
Policy Proposal Development	Relationship Building with Decision-makers	Lobbying
	Coalition and Network Building	

Interim Outcomes:

Advocacy Capacity

Organizational Advocacy Capacity	New Advocates (including unlikely or non-traditional)	New Champions (including policy-makers
Organizational or Issue Visibility or Recognition	Partnerships or Alliances	

Audience Changes

Awareness	Public Will	Media Coverage
Salience	Political Will	Issue Framing
Attitudes or Beliefs	Constituency or Support Base Growth	

* This information also appears in Coffman, Julia, *A User's Guide to Advocacy Evaluation Planning,* Harvard Family Research Project, Cambridge, MA, Fall 2009, www.hfrp.org/evaluation/publications-resources/a-user-s-guide-to-advocacy-evaluation-planning, accessed 14 July 2010

Sample advocacy activities, interim outcomes, goals, and impacts, and their measurement indicators

Activities, interim outcomes, goals, impacts	Definition	Indicators
ACTIVITIES		
Digital or Internet-based media/social media	Using technologies such as email, websites, blogs, podcasts, text messages, Facebook or Twitter to reach a large audience and enable fast communication	• A new website or web pages developed • Number and frequency of electronic messages sent • Number of list subscribers
Earned media	Pitching the print, broadcast or digital media to get visibility for an issue with specific audiences	• Number of outreach attempts to reporters • Number of press releases developed and distributed • Number of editorial board meetings held
Media partnerships	Getting a media company to agree to promote a cause through its communications channels and programming	• Number and types of media partnerships developed • Number and types of distribution outlets accessed through media partnerships
Coalition and network building	Unifying advocacy voices by bringing together individuals, groups or organizations that agree on a particular issue or goal	• Number of coalition members • Types of constituencies represented in the coalition • Number of coalition meetings held and attendance
Grass-roots organizing and mobilization	Creating or building on a community-based groundswell of support for an issue or position, often by helping people affected by policies to advocate on their own behalf	• Number and geographical location of communities where organizing efforts take place • Number of community events or trainings held and attendance
Rallies and marches	Gathering a large group of people for symbolic events that arouse enthusiasm and generate visibility, particularly in the media	• Number of rallies or marches held and attendance • Participation of high-profile speakers or participants
Briefings/ presentations	Making an advocacy case in person through one-on-one or group meetings	• Number of briefings or presentations held • Types of audiences reached through briefings or presentations • Number of individuals attending briefings and presentations
Public service announcements	Placing a non-commercial advertisement to promote social causes	• Number of print, radio or online ads developed • Number and types of distribution outlets for ads
Polling	Surveying the public via phone or online to collect data for use in advocacy messages	• Polls conducted with advocacy audience(s)
Demonstration projects or pilots	Implementing a policy proposal on a small scale in one or several sites to show how it can work.	• Number of demonstration project or pilot sites • Funding secured for demonstration projects or pilots
Issue/policy analysis and research	Systematically investigating an issue or problem to better define it or identify possible solutions	• Number of research or policy analysis products developed, e.g., reports, briefs • Number and types of distribution outlets for products • Number of products distributed
Policy proposal development	Developing a specific policy solution for the issue or problem being addressed	• Policy guidelines or proposals developed • Number of organizations signing onto policy guidelines or proposals
Policymaker and candidate education	Telling policymakers and candidates about an issue or position, and about its broad or impassioned support.	• Number of meetings or briefings held with policymakers or candidates • Number of policymakers or candidates reached • Types of policymakers or candidates reached
Relationship building with decision-makers	Interacting with policymakers or others who have authority to act on the issue.	• Number of meetings held with decision-makers
Litigation or Legal Advocacy	Using the judicial system to move policy by filing lawsuits, civil actions and other advocacy tactics	• Legal briefs written • Testimony offered

Activities, interim outcomes, goals, impacts	Definition	Indicators
Lobbying	Attempting to influence law by communicating with a member or employee of a governing body or with a government official or individual who participates in law-making	• Number of meetings with policymakers or candidates • Number of policymakers or candidates reached • Types of policymakers or candidates reached
INTERIM OUTCOMES		
Organizational advocacy capacity	The ability of an organization or coalition to lead, adapt, manage and implement an advocacy strategy	• Increased knowledge about advocacy, mobilizing or organizing tactics • Improved media skills and contacts • Increased ability to get and use data
Partnerships or alliances	Mutually beneficial relationships with other organizations or individuals who support or participate in an advocacy strategy	• New or stronger organizational relationships developed • New relationships with unlikely partners • New organizations signing on as collaborators • Policy agenda alignment between collaborators • Collaborative actions taken between organizations
New advocates (including unlikely or non-traditional)	Previously unengaged individuals who take action in support of an issue or position	• New advocates recruited • New constituencies represented among advocates • New advocate actions to support issue
New champions	High-profile individuals who adopt an issue and publicly advocate for it	• New champions or stakeholders recruited • New constituencies represented among champions • Champion actions, e.g., speaking out or signing on, to support the issue or position
Organizational/ issue visibility or recognition	Identification of an organization or campaign as a credible source on an issue	• Number of requests for advocate products or information, including downloads or page views of online material • Number and types of invitations for advocates to speak as experts
Awareness	Audience recognition that a problem exists or familiarity with a policy proposal	• Percentage of audience members with knowledge of an issue • Online activity for portions of website with advocacy-related information
Salience	The importance a target audience assigns an issue or policy proposal	• Percentage of audience members saying issue is important to them
Attitudes or beliefs	Target audiences' thoughts, feelings or judgements about an issue or policy proposal	• Percentage of audience members with favourable attitudes towards the issue or interest
Public will	Willingness of a (non-policymaker) target audience to act in support of an issue or policy proposal	• Percentage of audience members willing to take action on behalf of a specific issue • Attendance at advocacy events, e.g., public forums, marches, rallies
Political will	Willingness of policymakers to act in support of an issue or policy proposal.	• Number of citations of advocate products or ideas in policy deliberations/policies • Number of government officials who publicly support the advocacy effort • Number of issue mentions in policymaker speeches • Number and party representation of policy sponsors and co-sponsors • Number of votes for or against specific policies
Constituency or support-base growth	Increase in the number of individuals who can be counted on for sustained advocacy or action on an issue	• Website activity for portions of website with advocacy-related information • Number of fans, group members or followers on social media websites
Media coverage	Quantity and/or quality of coverage generated in print, broadcast or electronic media	• Number of media citations of advocate research or products • Number of stories successfully placed in the media • Number of advocate or trained spokesperson citations in the media

Activities, interim outcomes, goals, impacts	Definition	Indicators
Issue reframing	Changes in how an issue is presented, discussed or perceived	• Number of media articles reflecting preferred issue framing
GOALS		
Policy development	Creating a new policy proposal or policy guidelines	• New proposals or guiding principles developed
Placement on the policy agenda	Appearance of an issue or policy proposal on the list of issues that policymakers give serious attention	• Policies formally introduced
Policy adoption	Successful passing of a policy proposal through an ordinance, ballot measure, legislation or legal agreement	• Policies formally established
Policy blocking	Successful opposition to a policy proposal	• Policies formally blocked
Policy implementation	Proper implementation of a policy, along with the funding, resources or quality assurance to ensure it	• Policies implemented or administered in accordance with requirements
Policy M&E	Tracking a policy to ensure it is implemented properly and achieves its intended impacts	• Funding established to formally monitor or evaluate policies
Policy maintenance	Preventing cuts or other negative changes to a policy	• Funding levels sustained for policies or programmes • Eligibility levels maintained for policies or programmes
New donors	New public or private funders or individuals who contribute funds or other resources for a cause	• Number of first-time donors • New donors offering financial versus in-kind support • Average dollars given by new donors
More or diversified funding	Amount of dollars raised and variety of funding sources generated	• Number of overall donors • Types of donors (individual, philanthropic, corporate) • Dollars donated to support advocacy efforts • Revenue earned to support advocacy efforts
IMPACTS (FOR CHILDREN AND WOMEN)		
Improved services and systems	Programmes and services that are higher quality and more accessible, affordable, comprehensive or coordinated	• Indicators depend on the specific policy goal; the following are examples: • More programmes offered • Easier access to programmes or services • Higher-quality services • More affordable services
Positive social and Physical conditions	Better circumstances and surroundings for people, communities or society in general	• Indicators depend on the specific policy goal. For example, Indicators might focus on: • Decreased child mortality • Primary school attendance and enrolment • Access to safe drinking water and sanitation • Fewer children involved in child labour

Prioritizing what will be measured

Rarely are enough evaluation resources available to collect data on every part of the advocacy strategy. Many advocacy efforts have few staff and few resources for monitoring and evaluation. In addition, many do not want to engage in time-intensive evaluations. It is important to step back from the strategy and prioritize the elements that are most essential; to do this, the following questions should be considered:

What do monitoring and evaluation users want to know? Consider what the primary users want to know about the advocacy effort's progress or success. Are some outcomes more important to assess than others?

What is the advocacy effort's unique contribution? Certain outcomes or impacts related to the advocacy strategy may be so long term or depend on so many external or contextual factors that it would be appropriate to focus the evaluation less on those outcomes and more on the interim outcomes that are connected directly to the advocacy effort. Capturing the organization's unique contribution to the outcomes it is most closely linked with may be more meaningful than capturing outcomes that many organizations or other factors will affect.

What is the evaluation's time frame? Most advocacy efforts are not short term. Goals take years to accomplish. Evaluations, however, usually take place on a shorter timeline. Consider what outcomes are realistic to expect within the evaluation's time frame.

Who will do the evaluation? Consider whether the evaluation will be internal or external. Financial and human resources may factor into this decision. Some outcomes may be well suited for internal monitoring and tracking rather than external evaluation. Other outcomes may be better suited to the expertise or objective perspective that an external evaluator can bring.

UNICEF's *Guidance on Prioritization of Major Evaluations at the Decentralized Level* further specifies criteria and process for identification of major evaluations.

M&E Question 5:
What data collection tools should be used?

The fifth step in M&E planning requires decisions about what data collection tools to use. These choices define *how* data will be collected. Like all evaluations, advocacy evaluations can draw on a familiar list of traditional data collection tools, including:

Surveys or interviews – Print, telephone or online questioning that gathers advocacy stakeholder perspectives or feedback, including decision makers or other targets of advocacy efforts.

Keep in mind The advocacy process is unique and can make data collection challenging. It features outcomes that are unique (e.g., public will or political will). Therefore, other less conventional methods are particularly applicable to advocacy. Also, several new methods have been developed specifically for advocacy evaluation.

Document review – Review of existing internal or external documents. Documents may be hard copy or electronic and may include reports, funding proposals, meeting minutes, newsletters, policies and marketing materials.

Observation – Participation in advocacy events to gain first-hand experience and data.
Polling – Interviews, usually by telephone, with a random sample of advocacy stakeholders to gather data on their knowledge, attitudes or behaviours.

Focus Groups – Facilitated discussions with advocacy stakeholders, usually about 8–10 per group, to obtain their reactions, opinions or ideas.

Seventeen tools specific for monitoring and evaluation of advocacy efforts are presented in the table below, organized according to when they are typically used. Some tools can be utilized during more than one phase. Most of these tools are applicable for *both* monitoring and evaluation. They can be used internally by UNICEF M&E and program staff without extensive prior training.

Tools organized by when they are typically used

Pre-intervention assessments and mapping	Ongoing monitoring of advocacy activities	Interim effects for advocacy audiences	Policy or system change results
• Advocacy capacity assessment • Network mapping (before advocacy) • System mapping (before advocacy)	• Media tracking • Media scorecards • Critical incident timelines • Intense period debriefs • 360-degree critical incident debriefs	• Research panels • 'Crowdsourcing' • Snapshot surveys • Intercept Interviews • Bellwether methodology • Policymaker ratings • Champion tracking • ECCO analysis • Network mapping (during or after advocacy)	• Policy tracking • System mapping (after advocacy)

M&E TOOL 1. Advocacy capacity assessment

Concept – Advocacy capacity, covered in depth in Chapter 2, refers to the knowledge, skills and systems an organization needs to implement and sustain effective advocacy work. Advocacy capacity is of critical importance to success. Often, advocacy's most visible results are in the form of increased capacity through, for example, stronger leadership, improved infrastructure or increased knowledge and skills.

Purpose – Because advocacy capacity plays such an important role in success, and because some donors are including resources specifically for advocacy capacity building, many evaluations are treating it as a key evaluation outcome or interim outcome.

Process – Four main steps are involved:

1 Define what capacity means in an advocacy context.

2 Measure capacity through a self-assessment tool or with an outside expert.

3 Use the assessment results to identify a plan for improvement.

4 Repeat the assessment later to determine if changes have occurred.

Hints – Advocacy capacity assessment is particularly useful during advocacy planning.

Applications – To support advocacy capacity assessment, the Alliance for Justice (www.afj.org) developed an Advocacy Capacity Assessment Tool (www.advocacyevaluation.org) that helps advocates and their donors assess their ability to sustain effective advocacy efforts; develop a plan for building advocacy capacity; and determine appropriate advocacy plans based on the organization's advocacy resources. The tool is available for purchase both online and in print.

TCC Group (www.tccgrp.com) has also worked on this issue and has developed an organizational effectiveness framework tailored to advocacy organizations. The framework outlines and defines in detail the four capacities – leadership, adaptive, management, technical – of an effective advocacy organization. It also identifies organizational culture as a critical variable because culture has a significant impact on all four capacities. The Advocacy Core Capacity Assessment Tool, which measures those capacities and their relative strength, has been developed and is available from TCC Group.*

A third option is the Advocacy Index, a multicomponent index for measuring CSO capacity for and performance in advocacy. It scores capacity on 11 dimensions and has been made operational in Zimbabwe by Pact, an international non-profit organization, in partnership with USAID/Zimbabwe.**

* For a framework on measuring advocacy capacity, see: Raynor, Jared, Peter York and Shao-Chee Sim, *What Makes an Effective Advocacy Organization? A framework for determining advocacy capacity,* The California Endowment, Los Angeles, January 2009.

** Developed by John Rigby and David Cohen; for more information, open the Word document 'Advocacy Index: A tool to measure and increase organizational capacity for advocacy', at www.nigeriamems.com/resources/m_tools/ACAT_3.doc, accessed 14 July 2010.

M&E TOOL 2. Network mapping

Concept – This technique, also called social network analysis, explores whether connections or relationships exist between people, groups or institutions, as well as the nature and strength of those relationships.

Purpose – Network mapping visually illustrates a group's connections in terms of *nodes and ties.* Nodes are the individual actors or organizations that make up the network, and ties are the relationships between them. The analysis offers insight into whether and how groups or networks are connecting, who are the leaders or connectors in the group, where clusters exist and which individuals or organizations are on the periphery.

Process – Three main steps are involved:

1. Survey the group or network members to ask, for example, with whom members have worked, how frequent their contact has been and the types of activities they have engaged in.
2. Analyse the data.
3. Visually display the data. Several software packages exist for this purpose, and the process results in a series of maps that show where and how the survey's respondents connect.*

Hints – This method can be technically challenging and typically requires an expert with network mapping experience. Network mapping does not always require special software packages or expertise, however.* Net-Map, for example, is a low-cost and low-tech participatory method for depicting social networks and relationships in a manner that is easy to comprehend and communicate.†

Net-Map is an interview-based method that identifies a network's actors, relationships, influence and goals. It engages interviewees by illustrating their answers to network-related questions with a physical map that uses paper, coloured pens, stackable discs and actor figurines. The process begins with the interviewer determining the list of interviewees and the questions, goals and types of connections they will examine.

Following this preparation, the interview's first steps consist of determining the network's nodes (the actors or stakeholders of a decision-making process) and drawing lines (the quality and depth of relationships) between them. Next, interviewees are asked to consider the relative influence or importance of each actor and to illustrate these by assigning 'influence towers' of various heights. A taller tower of stackable discs represents greater influence. Participants are then asked to assess each actor based on the predefined goals.

Finally, each interview concludes with a discussion of questions such as: Are there conflicting goals? What does the structure of the network mean for an organization's strategy? What are the implications of an actor's connections (or lack thereof) with other influential actors? Could new or stronger connections improve the situation?

Applications – The International Fund for Agricultural Development collaborated with researchers to use the Net-Map approach in the design, implementation and evaluation of agricultural water projects in Ghana. The method was used to identify the actors involved in the governance of water use for certain small reservoirs. The researchers looked, for example, at the roles and influence of members of the Water Users' Association, their effect on water use, and how the members interacted with the community and other actors such as the Department of Agriculture. The results were used to stimulate further discussion among multiple stakeholders and to draw lessons for future projects.

* For more on network mapping, see: Durland, Maryann M., and Kimberly A. Fredericks, 'Social Network Analysis in Program Evaluation', *New Directions for Evaluation*, no. 107, February 2006.

** The International Network for Social Network Analysis maintains a list of networking mapping software applications on its website, www.insna.org/software (accessed 14 July 2010).

† Net-Map was developed by Eva Schiffer; a complete Net-Map manual, case studies and other training materials are available at 'Net-Map Toolbox: Influence Mapping of Social Networks', netmap.ifpriblog.org/about (accessed 14 July 2010).

M&E TOOL 3. Symptom mapping

Concept – System mapping is a useful approach for both planning and evaluating efforts that aim to change systems or how people and organizations relate.

Purpose – At least three categories of system maps exist, depending on their purpose:
Production system maps focus on an organization or group (e.g., coalition, network) and model organizational relationships or how organizations do their work. Network analysis or mapping is included in this category. *Issue system maps* illustrate the systems that surround and affect the issues that NGOs are trying to change. They show how an NGO's effort is one of many factors and entities affecting the issue of interest. *Mental model maps* describe how people (individuals, groups, organizations) think the world works. Mental models include theories of change and cause-effect models in general.*

Process – Three steps are involved. The first two apply to the use of systems mapping for planning purposes. The third is relevant when it is used for monitoring and evaluation purposes:

1 Visually map the system of interest.
2 Identify the parts and relationships within that system that are expected to change, as well as how they will change.
3 Measure or capture whether planned changes have occurred.**

Hints – System mapping should be a participatory process. The process and system map results should be discussed and validated with advocacy stakeholders. Also, system map development can be repeated over time to illustrate how the system has changed.

Applications –
Production system map
System mapping is being used in an evaluation for the humanitarian organization CARE. CARE is engaged in a project to improve the organization's systems – both globally and in the countries where the organization is located – for gathering, storing and communicating evidence about its work and impact. The project was designed to change CARE's evidence-related systems for the purpose of generating better data and information that could then be used more effectively in CARE's advocacy efforts. The project introduced several 'interventions' to create the desired systems changes.

CARE's system maps were developed based on internal document reviews and semi-structured interviews with CARE principals and key informants. A series of maps was created that depicted (a) the system at baseline, (b) where interventions would be introduced in the system, and (c) the system post-intervention. The mapping process added value by helping to clarify and further focus CARE's systems change efforts. Once the system maps were produced, they were used to help set data collection priorities and to guide data collection planning.***

Issue system, or tactical, mapping
In its New Tactics in Human Rights Project, the Center for Victims of Torture (www.cvt.org) uses a form of system mapping called *tactical mapping.*† This method illustrates the relationships between people and institutions that surround, benefit from and sustain human rights abuses.

Tactical mapping helps advocates shape effective interventions because the maps help identify who should be targeted at what point in the system, and how the relationships in the system must change. Armed with a better understanding of the system, advocates can design new interventions or modify current ones. Because the tactical map illustrates a large issue system, multiple groups can develop it collaboratively and then use it as a planning tool to identify who will do what either independently or together. Such collaboration can be important. The Center for Victims of Torture found, for example, that most organizations working on human rights issues were using only one or two tactics repeatedly rather than learning new tactics and adapting their approaches. Groups can also use the map to identify potential allies and opponents.

Tactical mapping focuses on the relationships among individuals and institutions rather than all of the causes of human rights abuses. Symbols, colours and arrows can be used to demonstrate various types and degrees of relationships. Tactical mapping is not only a brainstorming and planning exercise, but also a way to document changes over time. ††

Mental model maps
Organizational Research Services developed 'theory of change outcome maps' with several non-profit organizations based in the United States††† advocating for policies to improve the lives of children and families through the Annie E. Casey Foundation's KIDS COUNT initiative.• Similar in appearance to many logic models, the outcome maps were designed to help the non-profits communicate their theory of change and visualize the links between strategies and outcomes.

* Waddell, Steve, 'Guest Post by Steve Waddell: Systems mapping for non-profits – Part 1', *Beth's Blog: How nonprofit organizations can use social media to power social networks for change*, 30 October 2009, http://beth.typepad.com/beths_blog/2009/10/guest-post-by-steve-waddell-systems-mapping-for-nonprofits-part-1.html, accessed 14 July 2010.
** Bloom, Paul N., and Gregory Dees, 'Cultivate Your Ecosystem', *Stanford Social Innovation Review*, Winter 2008, pp. 46–53.
*** For a simplified version of the CARE map, open the Innovation Network PDF file at www.innonet.org/client_docs/File/advocacy/CARE_systems_map.pdf.
† Johnson, Douglas A, and Nancy L. Pearson, 'Tactical Mapping: How nonprofits can identify the levers of change', *The Nonprofit Quarterly*, Summer 2009, pp. 92–99.
†† For more on tactical mapping, see New Tactics in Human Rights web page, www.newtactics.org/en/tactical-mapping (accessed 14 July 2010).
††† Connecticut Association for Human Services, Children First for Oregon, Georgia Family Connection Partnership and Action for Children North Carolina.
• Gienapp, Anne, Jane Reisman and Sarah Stachowiak, Getting Started: A self-directed guide to outcome map development, Organizational Research Services, Seattle, August 2009, www.organizationalresearch.com/publications/getting_started_a_self-directed_guide_to_outcome_map_development.pdf, accessed 14 July 2010.

M&E TOOL 4. Media tracking

Concept – Used to evaluate media strategies that often are part of advocacy efforts, this method examines whether media coverage of an issue changes over time.

Purpose – Basic media tracking reveals whether advocacy issues or messages are mentioned more often but says little else about that coverage.

Process – Five steps are involved.

1 Identify the types of sources to track (print, broadcast or electronic).

2 Choose the specific media outlets to track.

3 Select the relevant time periods to search.

4 Select the specific search terms (the advocacy messages). All of these must be carefully chosen and tested. Search terms, for example, must be broad enough to uncover relevant articles but specific enough to have value and be manageable.

5 Count the number of times the search terms or phrases appear.

Hints – Typically, media tracking uses online databases to gather media output for analysis. One example is LexisNexis (www.lexisnexis.com), a news-tracking service that offers one of the world's largest searchable databases of content from national, state and local print and broadcast media.

If an advocacy effort's media strategy aims to change *how* the media covers certain issues, then content analysis of the articles in which search terms appear usually is required. Content analysis can determine how issues are framed in the media, the sources reporters use and where coverage appears (e.g., on the front page versus elsewhere). Because it involves coding written content, however, content analysis can be substantially more time and resource intensive than basic media tracking.*

Applications – Media tracking is a common form of performance monitoring, used to monitor whether media coverage of an issue changes over time. By determining whether issues or messages are appearing more in targeted media outlets, media tracking can identify whether media outreach tactics are making headway.

Media tracking can also be part of other designs, including quasi-experimental designs. In the evaluation of the Community Trials Project, a five-year comprehensive community prevention strategy to reduce the incidence of alcohol-related risk factors and outcomes, the Prevention Research Center of the Pacific Institute for Research and Evaluation used a quasi-experimental design to examine the effects of a media advocacy strategy.

Implemented by both coalitions and community members, media advocacy was designed to use the local media to reshape news content in support of prevention strategy elements. The intent was that local news media would raise awareness of a specific alcohol problem, spotlight solutions to alcohol problems and put pressure on key leaders to adopt those solutions.

To examine the strategy's success in increasing media attention on the issue, evaluators conducted content analysis of local newspaper coverage about the issue of interest in three intervention and three comparison communities, as well as local television coverage in the intervention communities. Newspaper articles from daily and weekly newspapers in the six communities, published over four years of the project's implementation, were coded using a structured protocol. Articles were coded for date, placement, size, type (e.g., editorial, feature), geographical area discussed and subject matter conforming to the elements in the prevention strategy (e.g., responsible beverage service, alcohol outlets). Coding included control topics such as drug abuse and enforcement.**

To aid analysis and set up a more meaningful measure of media coverage, the evaluators developed a composite news score that covered the total number of stories; area or time allotted to each story; news stories above average length (18 column inches); stories with pictures or graphics; and stories on the front page or in local television news. Composite scores were calculated by month and by community and location covered, resulting in 270 separate date points (six communities, during 45 months).

Findings revealed that media advocacy was successful in increasing both print and television news coverage of local alcohol-related topics in the experimental communities. A statistically significant difference existed between news coverage resulting from media advocacy in intervention communities compared to comparison communities.***

* For more on media content analysis, see Douglas Gould and Company (2004). *Writing a media analysis*. Available at www.mediaevaluationproject.org.

** Treno, Andrew J., et al., 'Evaluation of Media Advocacy Efforts within a Community Trial to Reduce Alcohol-Involved Injury, *Evaluation Review*, vol. 20, no. 4, August 1996, pp. 404-423.

*** Holder, Harold D., and Andres J. Treno, 'Media Advocacy in Community Prevention: News as a means to advance policy change', *Addiction*, vol. 92, no. 6s1, 3 May 2001, pp. 189–199

M&E TOOL 5. Media scorecards

Concept – Media scorecards are a method for comparing the media coverage generated by different issues or organizations over time.

Purpose – Combined with traditional media tracking that searches online media outlets for key words or phrases, media scorecards help to assess very quickly the extent to which issues or organizations are referenced in specific outlets *compared* to how other issues or organizations (allies or opponents) are also referenced in those outlets. The 'scorecard' in the name refers to these comparisons.

Process – The method involves the steps common to all media tracking efforts (identified in Tool 21), which include identifying the types of sources to track (print, broadcast or electronic), the specific media outlets to track, the relevant time periods to search and the specific search terms. Media scorecards then add the step of identifying the issues or organizations to track as a comparison. The sources, outlets and time frame remain the same. Patterns and trends for the issue or organization of interest are then examined alongside the comparison to identify, for example, who or what is generating more coverage, who is generating it first and where that coverage is located.

Hints – Many tools and services are available to access news content rapidly via the Internet. They range from free to expensive and from quick to time-intensive. Some evaluators use a paid subscription service offered by the online news database LexisNexis (www.lexisnexis.com), which allows for easy searching of hundreds of local, state, national and international media sources. Another option is using free search tools such as Google News Search (news.google.com), which makes it possible to search for specific terms from a specific online news source. Searches can be set up for multiple sources and used to create Google Alerts, which automatically email updated results on a preset basis.

Although online media databases and search engines return results very quickly, they are not instantaneous. Depending on the source, there may be slight delays; it may take a day or two for news databases to upload new articles from certain sources, Really Simple Syndication (RSS) readers do not receive instant updates, and even Google can take a few hours to index new web pages. Delays, however, are usually not significant.

Applications – Media scorecards were used as part of an ongoing advocacy evaluation of a US-based coalition of NGOs and advocacy groups. The scorecards were designed specifically for one of the coalition's members, an advocacy group working on media outreach and messaging.

The evaluator and client selected three groups of media sources to monitor: (1) the entire universe of newspapers in the United States included in the LexisNexis database; (2) the top 10 newspapers based on recent circulation figures; and (3) 40 blogs from prominent news organizations, advocacy groups and commentators, both conservative and progressive.

Search terms included three key messaging themes as well as the names of numerous advocates (the names of individual spokespersons, policymakers and advocacy organizations). For reporting purposes, the keywords for advocates were aggregated into two categories representing both allies and opposition. Results were plotted on charts and compare the number of articles returned over time.

Data collection and reporting for social media used a different approach. In this case, targeted blogs were chosen, and then evaluators used a blog searching service to set up separate searches for each blog's RSS feed. The service searched the feeds for keywords and, most importantly, tagged relevant items based on the keywords they contained. Evaluators then sorted the items by tags to determine, for example, if the number of items posted to a political blog with an opposing point of view contained a particular theme.

M&E TOOL 6. Critical incident timelines

Concept – A critical incident timeline offers a quick way to illustrate the relationship in time between a strategy's activities and its outcomes or achievements. The timeline plots actions or critical events associated with a strategy alongside important results or outcomes. It also plots contextual or historical factors or incidents that might have affected those outcomes. The graphic then shows the proximal relationship among these factors over time.*

Purpose – Critical incident timelines help ground a strategy or programme in actual time and bring important historical context to bear. They yield information about both process and outcomes, and are especially useful with complex strategies (such as systems change or policy advocacy) because they show how strategies evolve in response to progress and setbacks. Timelines also stimulate critical reflection on the causes of change.

A critical incident timeline is particularly useful for showing the relationship between key change moments such as shifts in policy or in elected leadership, and the advocacy activities that were designed to affect those changes.

Process – Timelines typically are constructed using a combination of document review and key informant input. Focus groups of key informants are particularly effective as they are participatory and promote recall when participants interact. Focus groups also naturally lead to reflective moments about whether and how certain activities were effective, as well as whether there were any missed opportunities.

Hints – Critical incident timelines can include external actors who might otherwise be excluded, such as partners or allies whose work contributes to similar goals, or even detractors who are working towards opposing goals.

Applications – As part of a health advocacy campaign, advocates and evaluators developed a critical incident timeline of the key events that led to a significant policy change. The timeline mapped key internal changes (e.g., staff changes), activities (e.g., media campaigns and events) and outcomes (e.g., policies changed, funding secured), and synchronized them with the contextual factors that affected all three.

The timeline demonstrated when and how quickly advocates responded to breaking events (e.g., media outreach in response to announcement of a major funding shortfall) and when advocates were proactive and played a contributing role in producing the outcomes observed. Additionally, the timeline captured the negative messaging of a detractor's communications and the campaign's quick counter-response.

* Performance Assessment Resource Center. *New tools for evaluation exercises: Timelines, critical incident reviews and documentary audit trails.* www.linux.parcinfo.org/.../17-new-tools-for-evaluation-exercises-timelines-critical-incident-reviews-and-documentary-audit-trail.

M&E TOOL 7. Intense period debriefs

Concept – This method engages stakeholders in evaluative inquiry shortly after an intense period of action occurs. Although those high-activity times represent critical opportunities for data collection and learning, advocates and stakeholders involved in the activities have little time to pause for interviews or reflection.

Purpose – The intense period debrief gathers in-depth and real-time information in a targeted and practical way. As noted by Jennifer Bagnell Stuart, one of the method's developers, "The idea of the debrief grew out of the need to have a forum that encouraged participation from key groups and individuals engaged in different layers or 'spheres of influence' surrounding decision makers. It was—and continues to be, as the campaign and evaluation continues—particularly useful for providing a way for individuals in the 'inner circle' of those spheres, or concentric circles, to tell the story of what happened behind the scenes." *

Process – Shortly after an intense activity period occurs, the evaluator convenes a focus group or conducts individual interviews with stakeholders using a 'debrief interview protocol' to capture data about advocates' recent experiences.

Hints – Questions asked during an intense period debrief might include:
What events triggered this intense period?

What was the public mood and context during this period?

How was the organization's response determined? Who was responsible for that decision? How was that decision communicated to other partners and allies?

What about the organization's response worked well? What could have been improved?

What was the outcome of the intense period? Was the result positive or negative?

What insights will you take away from this experience to inform you going forward?

Applications – This method was used in an evaluation of a coalition to enact federal immigration reform in the United States. The intense period debrief developed when a legislative policy window opened following a bipartisan compromise proposed in the Senate, and mass demonstrations occurred in cities across the country with hundreds of thousands of immigrants and supporters.

During this intense period, evaluators found it unthinkable to conduct interviews with coalition leaders. The result, however, was gaps in their data, especially regarding coalition interactions with policymakers and their staff. The intense period debrief emerged as a solution that both was respectful of coalition staff and ultimately allowed evaluators to both get the evaluation data they needed and help advocates learn and reflect on their experiences.

* Bagnell Stuart, Jennifer, 'Necessity Leads to Innovative Evaluation Approach and Practice', *The Evaluation Exchange*, vol. 13, no. 1 & 2, Spring 2007, www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/advocacy-and-policy-change/necessity-leads-to-innovative-evaluation-approach-and-practice, accessed 12 June 2010.

M&E TOOL 8. 360-degree critical incident debriefs

Concept – This approach is based closely on the intense period debrief approach described in Tool 24. Very soon after an advocacy win, loss or heightened period of activity occurs, evaluators conduct a series of '360-degree interviews' with individuals and groups both inside and outside the advocacy effort, including opponents, allies, observers and decision makers.

Purpose – For a period of intense advocacy activity, the 360-degree debrief examines what took place, what went well, what could be improved, what growth occurred and lessons learned. Findings are generally very revealing, sometimes validating, and are fed back to advocates close enough in time to be actionable.

Process – While the intense period debrief uses a focus group approach for the debriefing process, the 360-degree debrief involves separate interviews with a broader range of individuals. Interviews typically are not anonymous. Findings are written up in narrative form for advocates who then use them internally. Advocates may also share their findings with others, including their donors.

Hints – Reaching out to a full range of voices, including advocacy opponents, has significant value. Also, investigators may find it easier to go into greater depth with interviews compared to the focus group format that the intense period debrief employs.

The method has some disadvantages. On a practical level, the process of scheduling and conducting interviews can be very time intensive, and this can challenge evaluators' ability to return results quickly. Another issue is the high degree of subjectivity. As a result, the method carries some cautions. Although it may be important to know what others, such as opponents, are saying, it is also important to view such information with scepticism. The 360-degree critical incident debrief is meant to complement other methods. It provides valuable information but is not sufficient on its own for drawing conclusions.

This method can lead to additional complications when used during a contentious advocacy campaign. Since interviews can contain sensitive information, it may be undesirable to share findings widely. Also, it can be difficult obtaining the voices of opponents. Opponents may be unwilling to speak, or advocates may decide the interview itself could hinder advocacy progress or relationships.

Applications – This method was developed for an advocacy effort that involved community organizers in several locations across the United States. It was used, for example, following a coalition's painful legislative loss in Colorado. The debrief process helped provide insight on the advocacy effort's leadership and strategy, which then guided the coalition in their renewed efforts to move the policy during the next legislative cycle.

M&E TOOL 9. Research panels

Concept – Research panels are pre-recruited groups of target audience members who agree to participate in occasional data collection events such as focus groups or surveys.

Purpose – Commonly used in the field of marketing, research panels bypass the need to identify and recruit respondents for repeated data collection; participants are recruited up front and can be tapped as needed. This approach is often viewed as a cost- and time-efficient alternative to the use of random sample surveys.

Process – The main steps involved are panel recruitment and panel data collection.

1 *Panel recruitment:* Panel members can be recruited online or offline (by telephone, mail, print advertising or publicity). Recruiting aims to make the panel as representative of the target population as possible. Members often receive incentives for participating.

2 *Data collection:* Depending on the evaluation, data collection can involve contacting panel members using the Internet, phone, mail or one-on-one home visits. Online research panels are now common because they offer the advantage of being able to use visual prompts, and data collection is quick and cost-efficient; in addition, interviewer bias is not a factor and respondents have time to consider the questions before answering.

Hints – Numerous companies manage large national or international research panels from which smaller panels can be drawn based on specific selection criteria such demographics, interests, experiences or expertise. While using these companies comes with a cost, it eliminates the need for evaluators to do their own panel member recruitment and management. Alternatively, research panels can be custom created – recruited and maintained by the evaluator.

Applications – The Ad Council (www.adcouncil.org) uses research panels to test the effectiveness of their public service announcement campaigns. It works with a large research panel supplier to select panels and then conducts before and after surveys to capture data on campaign exposure, ad recall, and campaign-related knowledge, attitudes and behaviours. Because many Ad Council campaigns are targeted to reach unique audiences (e.g., parents with young children, teenagers, gun owners), each research panel is carefully selected to be representative of that audience. Panel members are also selected in the campaign's target media markets.

The Ad Council uses online surveys with panel members because this approach allows for the integration of actual campaign posters or multimedia advertising to test campaign recall and recognition. Although participants do not receive incentives from The Ad Council directly for participating, they receive incentives from the research panel supplier for participating in a specific number of surveys over a certain period of time.

M&E TOOL 10. 'Crowdsourcing'

Concept – 'Crowdsourcing' is a new word that combines 'crowd' and 'outsourcing.' Through this method, a job traditionally performed by a designated person or group is outsourced to an undefined, generally large group of people in the form of an open call for contributions.*

Crowdsourcing draws on the idea of collective intelligence, or the fact that large groups of diverse and independent individuals are smarter and can make better decisions than any single member of the group.** It harnesses the joint knowledge and skills of large groups (or crowds) and takes advantage of the opportunities that emerge when people work together based on mutual interests rather than proximity.

Purpose – Crowdsourcing has potential as an M&E method, particularly if quick and first-hand feedback is needed and evaluators are unable to gather the information themselves in the field. For example, crowdsourcing can be useful for monitoring the implementation of activities or services. It can also be useful for quickly mining participant and stakeholder reactions to a particular event or experience.

Process – The process is dependent on the technology used, but it generally involves issuing a broad call for information using technology such as mobile phones, the Internet or social media. Data collected are dependent on people in the field who receive the call and respond by submitting their observations or experiences.

Hints – Because crowdsourcing is technology-driven, it can engage stakeholders across large geographical areas. People can add input from anywhere in the world, at any time of day or night. Short messaging service (SMS), or text messaging, through mobile phone communication (almost every cellphone, even the most basic, has SMS capability), email and online message boards (such as Facebook or Twitter) are increasingly being used as vehicles for crowdsourcing.

Applications – The NGO Alive in Afghanistan uses crowdsourcing to monitor its projects in the field. Programme staff, recipients and stakeholders such as humanitarians and peacekeepers use their cellphones or laptops to report on progress and external issues that may be affecting programme activities and outcomes.

Similarly, Ushahidi, the Kenyan NGO that developed Alive in Afghanistan's crowdsourcing technology, uses this approach to monitor election processes in India and Mexico. Voters, expatriate volunteer election monitors, election coordinators and other stakeholders at voting sites send a text message to a specific number, an email to specific address, or a Twitter 'tweet' with a specific tag to offer feedback, report abuse or document approximate voter numbers in real time. Moreover, Ushahidi's design allows users to rate the accuracy of information posted by others, adding an automatic cross-check to posted data.

* Howe, Jeff, 'The Rise of Crowdsourcing', *Wired*, vol. 14.06, June 2006, www.wired.com/wired/archive/14.06/crowds.html, accessed 14 July 2010.

** Surowiecki, James, *The Wisdom of Crowds*, Doubleday, New York, 2004

M&E TOOL 11. Snapshot surveys

Concept – Snapshot surveys capture quick and focused feedback on specific aspects of a strategy, activity or event. The surveys are short and concise, usually five questions or less, and take only a few minutes to complete.

Purpose – Snapshot surveys are conducted when fast feedback is needed to inform quick decisions. Because the survey is short and there is no time to carefully construct the sample, snapshot surveys have less precision and are less reliable than random sample surveys. But they are useful for getting an idea of which direction to go and what people are generally thinking on a given topic.

Process – The same process used for all survey research is used for snapshot surveys; the process is just shorter and faster with the snapshot approach. The steps include constructing the sample, developing the survey protocol, administering the protocol, conducting follow-up to increase the response rate and analysing the data.

Hints – Snapshot surveys are best conducted online for quicker administration and analysis, although paper-based surveys are appropriate for data collection at in-person events. Numerous websites offer free or relatively low-cost online survey or polling tools (e.g., www.surveymonkey.com or www.zoomerang.com). These tools are easy to use and facilitate development, administration and analysis of survey data.

Applications – Snapshot surveys can be especially helpful for education or advocacy efforts in which changes in knowledge or beliefs (and potentially short-term behaviour change) are being measured, for example, to track feedback during advocacy or lobby days in which hundreds of advocates visit policymakers in capital cities. The surveys can be completed on the spot to gather information on what was said during a meeting or to capture a policymaker's stance on an issue of interest.

Documenting that feedback can be extremely useful in the aftermath of such mass efforts; snapshot surveys offer a systematic way of determining what was accomplished and which policymakers should be targeted for follow-up.

M&E TOOL 12. Intercept interviews

Concept – Intercept interviews are informal and in-person one-on-one interviews to gather feedback from individuals during or immediately after participation in an activity or event.

Purpose – Intercept interviews are commonly used in marketing to get instant feedback about customer experiences (e.g., when customers leave a store). Used for evaluation purposes, intercept interviews allow for data to be gathered as events unfold to unveil immediate reactions to activities. They might, for example, gather data about trainings, service delivery, or meetings and events. If gathered while an activity or event is occurring, data can be used for real-time continuous improvement. Intercept interviews can also be used to collect data about discrete geographical locations, such as neighbourhoods or communities. Intercept interviews can quickly return data about resident demographics, attitudes and behaviours.

Process – The method itself is quick and straightforward. There are four basic steps:

1 Interviewers position themselves where project activities or events are taking place, or in a specific geographical location.

2 Participants of programme activities or within a narrow geographical radius are asked for direct verbal feedback on their experiences, attitudes or behaviours.

3 Responses are recorded.

4 Data are analysed.

Hints – Data can be recorded on paper, on the interviewer's smartphone or personal digital assistant, or even documented with a small video recorder. Intercept interviews are typically short and informal. Used in conjunction with participant observation, interviewers can gather nuanced qualitative data.

Applications – As part of an immigration advocacy project, project staff wanted to quickly gather information about the results of an important media event. Evaluators created intercept interview protocols and went into the field to conduct interviews immediately after the event. Evaluators stationed themselves at the exit of the briefing room and asked participants as they exited: What were the key lessons or messages, if any, from the media event? What was the most significant result of the media event?

Interviews were conducted and analysed within 24 hours of the event. Evaluators then added their own observations to the analysis for further insight and context.

M&E TOOL 13. Bellwether methodology

Concept – This method was developed specifically for the evaluation of policy advocacy efforts. It determines where a policy issue or proposal is positioned on the policy agenda, how decision makers and other influentials are thinking and talking about it, and how likely policymakers are to act on it.

The method involves structured interviews with bellwethers – influential people in the public and private sectors whose positions require that they are politically informed and that they track a broad range of policy issues. Bellwethers are knowledgeable and innovative thought leaders and political insiders whose opinions about policy issues carry substantial weight and predictive value.*

Purpose – The bellwether methodology returns data that indicate how effective advocates have been in communicating their messages and whether they have been successful in moving their issue onto the policy agenda or at increasing its importance. Bellwether data also inform advocates about specific gaps in bellwether knowledge.

Process – This method involves four steps common to all key informant interviews; *Step 2* and *Step 3* involve a unique twist that sets this approach apart from other types of structured interviews:

1 *Selecting the types of bellwethers to interview.* Categories might include policymakers, media, donors, other UN agencies, other NGOs, researchers, or business and trade. Categories should represent the types of individuals whose opinions are important or influential on the policy issue of interest.

2 *Selecting the bellwether sample requires developing criteria for selecting individual bellwethers.* At least half the sample should include bellwethers who do not have a specific connection to the policy issue being explored. This approach increases the probability that issue awareness or knowledge detected during interviews can be linked to advocacy efforts rather than personal experiences or other extraneous variables. Other selection criteria might include gender, cultural and geographical diversity. Once selection criteria are developed, subject matter experts nominate bellwethers who fit those criteria.

3 *Setting up the interviews is a critical step in the process.* Bellwethers must be unaware before the interview begins that the interview will focus on the specific policy issue. They are informed about what the interview will generally cover but do not receive specific details. This approach helps ensure that bellwethers' responses are authentic and unprompted.

4 *Interviews are conducted with questions that determine what bellwethers know and think about the policy of interest.* The interview might start by asking bellwethers what issues they think are at the top of the policy agenda. Their responses (which will be unprompted because they do not know beforehand which specific policy issue you are exploring) indicate whether the advocacy issue of interest shows up on that list, and if so, where, and along with what other issues. Later questions can get more specific and ask about bellwethers' familiarity with the issue of interest and probe on what they know, allowing later content analysis to determine whether advocates' messages surface in bellwether discourse about the issue. Bellwethers might also be asked to predict whether they think the issue will advance in the near future or longer term.

Hints – The bellwether methodology is repeatable over time to examine whether an issue's positioning improves, but it is important to allow enough time between administrations for differences to appear. If the method is repeated, some of the same questions can be used at both points in the process to examine differences over time. The sample of bellwethers should be constructed in the same way each time, but the individuals in the sample can be different.

Applications – Evaluators used the bellwether methodology in their evaluation of an advocacy effort to establish policy in California that would provide high-quality preschool for all 3- and 4-year-olds in the state. Bellwethers in this case represented a group of leaders not funded by the donor, whose positions required that they track state-level issues and politics. They included policymakers from the Governor's office, administration, the state senate and assembly, and other policy offices, as well as leaders from business, the media, academia, think tanks, advocacy and philanthropy. Forty bellwethers were selected for their diversity on content knowledge, geography and political affiliation (for policymakers).

Structured interviews examined bellwethers' familiarity with efforts to promote preschool policy, their perceptions of the likelihood that California would establish universal preschool in the near future, and whether bellwethers saw universal preschool as a priority on California's policy agenda. The methodology resulted in lessons that contributed to real-time learning and informed the donor's and advocates' outreach and engagement efforts.**

* Coffman, Julia, and Ehren Reed, 'Unique Methods in Advocacy Evaluation', 2009, www.calendow.org/uploadedFiles/Evaluation/Coffman%20Reed%20Unique%20Methods%20(paper).pdf, accessed 14 July 2010.

** Blair, Elizabeth, 'Evaluating an Issue's Position on the Policy Agenda: The bellwether methodology', *The Evaluation Exchange,* vol.13, no. 1& 2, Spring 2007, www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/advocacy-and-policy-change/evaluating-an-issue-s-position-on-the-policy-agenda-the-bellwether-methodology, accessed 14 July 2010.

M&E TOOL 14. Policymaker ratings

Concept – This method is for evaluating policy advocacy efforts. It gauges political support for a particular issue or proposal among a defined group of policymakers (e.g., parliament, legislature, council). The method takes a different tact to measuring such support and capitalizes on advocates' insider knowledge about individual policymakers' stances on policy issues. It does not create extra work for advocates but instead usefully transfers what they already know through their regular intelligence gathering and outreach.*

Purpose – Policymaker ratings enable advocates and other stakeholders to quickly assess perceived levels of support and influence (and raters' confidence of these estimates) among targeted decision makers.

Process – Four main steps are involved:

1 A specific policymaking body is selected for the analysis (parliament, council, etc.)

2 Advocates rate all relevant policymakers on three scales that assess: (1) policymaker level of support for an issue based on his or her public behaviours or actions on behalf of the issue; (2) policymaker level of influence on the policy issue of interest; and (3) level of confidence in the accuracy of the ratings on the first two scales. Multiple advocates, the more the better, participate in the rating process. Advocates either rate policymakers as a group, or do ratings independently and then average them.

3 Once ratings are complete, composite ratings are computed and aggregated across policymakers. Data such as individual policymakers' gender, party affiliation, geographical area or committee membership can be added to enable different ways of doing the analysis.

4 The information collected through policymaker ratings can be analysed as soon as ratings are complete, giving advocates actionable data quickly.

Hints – This method is repeatable over time to determine whether and how patterns shift. The activity relies on the collective experience and wisdom of the group and does not require additional data collection.

Applications – This method was developed for evaluation of an advocacy strategy designed to achieve a state-level policy change across the United States. The sample included all 120 state policymakers in both legislative houses. Policymaker ratings occurred annually, allowing changes in support for the issue of interest to be monitored over time.

* Coffman, Julia, and Ehren Reed, 'Unique Methods in Advocacy Evaluation', 2009, www.calendow.org/uploadedFiles/Evaluation/Coffman%20Reed%20Unique%20Methods%20(paper).pdf, accessed 14 July 2010.

M&E TOOL 15. Champion tracking

Concept – Creating high-profile 'policy champions' who can bring about changes in public policy is central to many advocacy efforts. Champion tracking is a method that offers a way to track progress of potential champions as they become more committed to a given policy issue.

Purpose – Champion tracking identifies progress in developing champions on policy issues. It also helps advocates target their own outreach more precisely – focusing on those who are most responsive to their messaging, and learning how to more effectively engage others.

Process: Five main steps are involved:

1 *Specify categories of actions that champions might take.* Characteristics of a successful champion are defined, including messages delivered and actions taken, for example, demonstrates awareness, promotes awareness and understanding, and advocates for improved policy and practices.

2 *Select observable and measurable champion traits.* Specific traits within the above categories are identified that can be measured at a reasonable cost and with reasonable reliability. 'Has delivered positive statements on a policy issue in an official policy setting and on public record' is one example of a trait.

3 *Rank traits.* Traits are ranked them from lowest to highest in terms of the level of engagement they exemplify.

4 *Develop a scale and scoring system.* Point values are assigned to each trait based on the level of commitment it represents (e.g., 1 = interested, 2 = somewhat supportive, 3 = supportive, 4 = very supportive, 5 = extremely supportive).

5 *Collect data.* A baseline is established and then data collected at regular intervals. Champions receive scores on where they are at any given time. Successful champion development will see scores increase over time.

Hints – The champion scorecard should go through a pilot phase to allow for refinements before full data collection begins. Getting the list of traits and the scoring right will likely take some time.

Applications – People who have visited developing countries often return with a new or renewed understanding of the challenges and the potential for progress. Eyewitness experience is compelling, particularly when the experience is well organized and focused on conveying a specific body of knowledge.

In 2008, CARE received funding from a major foundation to create opportunities for Members of Congress in the United States to see CARE's work for themselves in developing countries. These 'Learning Tours' were designed to expose the severe health challenges facing developing countries and highlight the promise of practical solutions offered by CARE's local partners. CARE anticipated that Learning Tour experiences would persuade these potential champions to become more engaged – more visible, audible and effective advocates of US assistance for CARE issues.

Its proposal called for two Learning Tours per year. Each brief-but-intense trip was to bring selected policymakers in direct contact with the need for and challenges of providing better services for women and children in developing countries. Participants chosen were in a position to contribute directly to favourable changes in policy, and were therefore *potential champions – elected or appointed officials who can directly promote or affect policy*.

Continuous Progress Strategic Services, an evaluation consulting firm based in Washington, D.C., worked with CARE to develop a champion scorecard for Learning Tour participants. Their scorecard gave them the potential to do fine-grained and reasonably objective measurement of observable actions by Members of Congress who participated in the tours.

M&E TOOL 16. Episodic Communication Channels in Organizations (ECCO) analysis

Concept – ECCO analysis is a method for examining the diffusion of information or messages. This analysis focuses primarily on tracking how messages spread, rather than evaluation of the messages' content.

Purpose – ECCO analysis may be particularly useful in the evaluation of communication or advocacy efforts. It is also helpful in evaluating the reach of communication after natural disasters and other emergencies. When used with advocacy, it can help determine whether advocates' messages reached their intended audiences and how, yielding insight on which communication channels were most effective.

Process – ECCO analysis utilizes a questionnaire to investigate how specific messages reach, or fail to reach, their intended audiences. There are four main steps involved:

1 *The method starts by selecting the message to be studied.* That message must be clear and recognizable to its audiences.
2 *The questionnaire is constructed.* A typical ECCO questionnaire asks audience members whether they know about the message, whom they heard it from, how and when they heard it, and whether they heard the same message that was originally communicated.
3 *Data collection.* Questionnaires or interviews are used to collect data after the messages are conveyed, sometimes as soon as within 24 hours, although timing depends on the context.
4 *Data analysis and reporting complete the process.*

Hints – Although there are several guidelines and pre-structured formats for ECCO analysis, the method is flexible.* If data collection occurs too soon, it pre-empts the message. If it occurs too late, respondents' recall is compromised.

Applications – ECCO analysis was first developed in 1953 to study informal channels of communication in organizations. Since then, it has been used in a variety of contexts to examine formal and informal communication channels, as well as how messages are relayed intentionally (e.g., a new policy) and unintentionally (e.g., rumours).**

Researchers at the University of Ulster conducted ECCO analyses with identical messages at four organizations (two public, two private) and compared the results.*** In this case, the messages were about recent anti-sectarian legislation in Northern Ireland and the procedures for employees to address grievances. The ECCO analyses looked at the "source, channel, timing, and location of receipt of information" for both formal and informal channels of communication. Overall, the investigators found the organizations did a poor job of communicating messages and there was a greater reliance on the informal channels.

By linking demographic data to responses in a confidential manner, they also uncovered an interesting trend: Across the organizations, the majority groups (whether Catholic or Protestant) had greater awareness of the messages than the minority groups.

Another example of ECCO analysis comes from researchers at the University of Toronto and Carleton University in Canada. They compared the spread of information about natural disasters in two communities, one small and one large.† The first disaster was the explosion of an office building in North Bay, Ontario, a community of about 50,000 residents. The second disaster was a mudslide in Port Alice, British Columbia, with a population of about 1,500.

Researchers examined the spread of information among employees in workplace environments and among some members of the community (housewives). The diffusion of information was similar in the workplaces in both communities; there were differences, however, in the spread of information among housewives. The authors found a faster diffusion of information among housewives in Port Alice, and hypothesized this was due to the stronger ties and denser social networks of housewives in the smaller community.

* Hargie, Owen, and Dennis Tourish, editors, *Auditing Organizational Communication: A handbook of research, theory, and practice*, 2nd ed., Routledge, London, 29 April 2009

** Zwijze-Koning, Karen H., and Menno D. T. de Jong, 'Auditing Information Structures in Organizations: A review of data collection techniques for network analysis', *Organizational Research Methods*, vol. 8, no. 4, October 2005, pp. 429–453.

*** Hargie, Owen, and David Dickson, 'Are Important Corporate Policies Understood by Employees? A tracking study of organizational information flow', *Journal of Communication Management*, vol. 11, no. 1, 2007, pp. 9–28.

† Richardson, R. J., Bonnie H. Erickson and T. A. Nosanchuk, 'Community Size, Network Structure, and the Flow of Information, *Canadian Journal of Sociology*, vol. 4, no. 4, Autumn 1979, pp. 379–392

M&E TOOL 17. Policy tracking

Concept – This method monitors the progress of specific policy proposals during the law-making process.

Purpose – Policy tracking determines what policy proposals have been introduced on an issue and how far they have moved in policy deliberation and adoption. Policy tracking can also be used to determine who supports specific policies, for example, who sponsored or signed onto the policy. If budgets are tracked, this method can determine the amount of funding an issue has generated.

Process – Policy tracking can be used with any advocacy effort with a policy-related goal. It works best when information about the political process is open or transparent. In an open process, governments make information about policy deliberations available to the public in print, through the media or online.

In the United States, for example, the Library of Congress has an online searchable database called THOMAS (thomas.loc.gov) that makes federal legislative information freely available to the public. It allows for tracking and content analysis of bills, resolutions and congressional activity – and also records, schedules, calendars, committee information, presidential nominations and treaties. States also make this information available on state legislative activity. The United Kingdom's version of this is the UK Statute Law Database (www.statutelaw.gov.uk).

Hints – Because transparency is not standard practice in every countries, policy tracking data may need to be gathered through other means such as key informant interviews with carefully selected political insiders.

Applications – For an evaluation of a 10-year advocacy effort to pass policy that would expand high-quality early childhood care and education, evaluators used policy tracking to determine the extent to which policy was introduced and passed to support increases in access and quality. Policies were tracked throughout the life cycle of the advocacy effort – and helped determine whether and how the legislature was moving preschool policies, who supported those policies and whether support was bipartisan. It also revealed how much new funding for early childhood care and education had been generated.

Putting it all together: Case studies from Tanzania, Mexico, Tajikistan and Iceland

The previous section covered what should be measured and how. This section aims to show more specifically how the questions might be answered in the context of real-life UNICEF advocacy efforts. The four case studies include three country offices – the United Republic of Tanzania, Mexico and Tajikistan – plus the Icelandic National Committee for UNICEF.

Each case study has three parts: a brief description of the advocacy effort; the programme logic/theory of change that underlie each example; and a hypothetical logframe to illustrate what might be measured and how. Activities, outcomes, indicators and methods are based on information presented earlier in this document.

CASE STUDY UNICEF Tanzania

Using elections as entry points

In many countries, including the United Republic of Tanzania, UNICEF has used elections as an opportunity for defining and packaging a five-year advocacy agenda for children. The agenda to advance specific priorities for children is non-partisan; in effect, the issues are running for election.

In the case of Tanzania, this has become an opportunity for advancing child participation as well as collaboration with a wide range of partners on the Agenda for Children 2010 – which packages all of UNICEF's key advocacy goals within one brand. The goal is to have issues from the agenda reflected in political party manifestos. The Agenda for Children 2010 is expected to become part of the core commitments of the elected Government, and this will then be tracked in the future.*

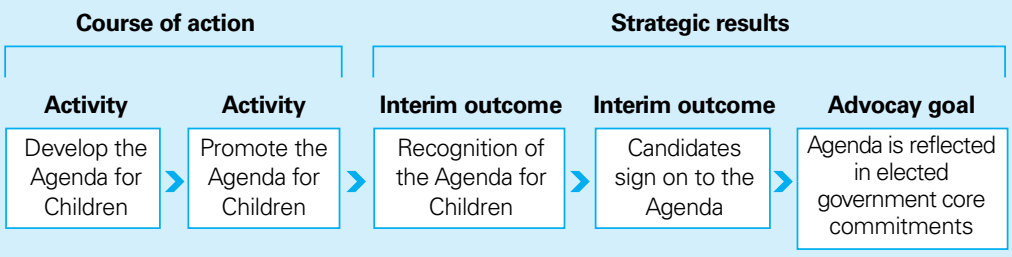
Programme logic/theory of change

UNICEF Tanzania viewed upcoming presidential and legislative elections as a time-limited window of opportunity in the political environment – or 'policy window' – that could be capitalized on to draw visibility to their issues and push for changes or reforms. In the section on theories of change in Chapter 3, this theory was referred to as the 'policy windows approach'.

The figure below illustrates the logic of UNICEF Tanzania's approach:

Ultimately, UNICEF Tanzania's goal was to get their policy agenda for children, which lays out a series of specific recommended investments, incorporated into government commitments and action. They saw upcoming elections as an opportunity to educate candidates and political parties in the country on those issues and recommendations, and to urge them to take a public position on them. Specifically, UNICEF Tanzania wanted the candidates in the elections to sign a commitment to back their agenda.

To gain visibility for the agenda, UNICEF Tanzania packaged it in a way that was easy to understand and follow, with 10 recommended investments – the Agenda for Children. Packaging also made it more difficult for candidates to support some, but not all, recommended investments. The agenda slogan was "Tuwape nafasi viongozi wanaojali watoto kwa kutetea haki zao" (Let's give a chance to leaders who care about children by defending their rights). Advocates promoted the agenda in multiple ways, including having children as spokespersons. Every month, UNICEF Tanzania published the names of candidates who pledged their support.



Logframe example for UNICEF Tanzania

Results	Measures or indicators	Baseline	Targets	Means of verification	Assumptions
GOALS					
What results are needed for success?	**What measures will indicate success in achieving the outcome?**	**Where is the indicator now?**	**How far do you want to move the indicator?**	**How will you get the indicator data?**	**What could skew the results?**
Goal: Agenda for Children is reflected in elected government core commitments	# of agenda goals incorporated into post-election government commitments over the next three years	Started at zero, as the agenda is new and elections have not occurred	At least 8 of 10 goals are reflected in core commitments within three years	**Policy tracking** on government core commitments **Critical incident timeline** of commitments	Unexpected crises or other events could impact commitment to the agenda once elected
INTERIM OUTCOMES					
What results are needed for success?	**What measures will indicate success in achieving the outcome?**	**Where is the indicator now?**	**How far do you want to move the indicator?**	**How will you get the indicator data?**	**What could skew the results?**
Interim outcome: Recognition of the Agenda for Children	% of high-profile individuals in Tanzania who know about the agenda post-promotion	Started at zero, as the branding for the agenda is new	75% of high-profile or individuals asked know the Agenda	**Bellwether interviews** OR **Research panel** of high-profile individuals	Individuals could confuse the Agenda for Children with other child-related advocacy efforts
Interim outcome: Political candidates take positions on Agenda for Children	# of candidates who sign onto the Agenda for Children before the election	Started at zero candidates	All candidates publicly support the Agenda for Children goals	**Document review** of the signed agenda/ petition	Candidates may want to sign onto some but not all 10 Agenda for Children items
ACTIVITIES					
What must be done to achieve the interim outcomes?	**What measures (outputs) will indicate success on the activity?**	**Where is the output now?**	**How far do you want to move the output?**	**How will you get the output data?**	**What could skew the results?**
Activity: Develop the Agenda for Children	Agenda developed # partners signed on	Started at zero, as agenda had not been developed	Completion of the Agenda for Children 10 partners signed on	Existence of completed document	Partners might agree on some, but not all 10 agenda investments
Activity: Promote the Agenda for Children	# events held # promotional materials submitted # meetings with candidates for election	Started at zero because agenda was new	10 events 500 promotional materials submitted Meetings with all candidates	**Review of UNICEF records** AND **UNICEF tracking**	Budget limitations could impact events and materials distribution

CASE STUDY

UNICEF Mexico

Engaging with a decentralized Government

When UNICEF advocates for policy change with the Government of Mexico, it is working with a political structure that has emerged from a single-party system. In many spheres of policymaking, the legacy of an authoritarian approach can be a challenge, although the situation is changing. Engaging with the Government through direct partnerships on projects, building government capacity, and investing in political, interpersonal relationships have been crucial to expanding government openness towards changing policies.

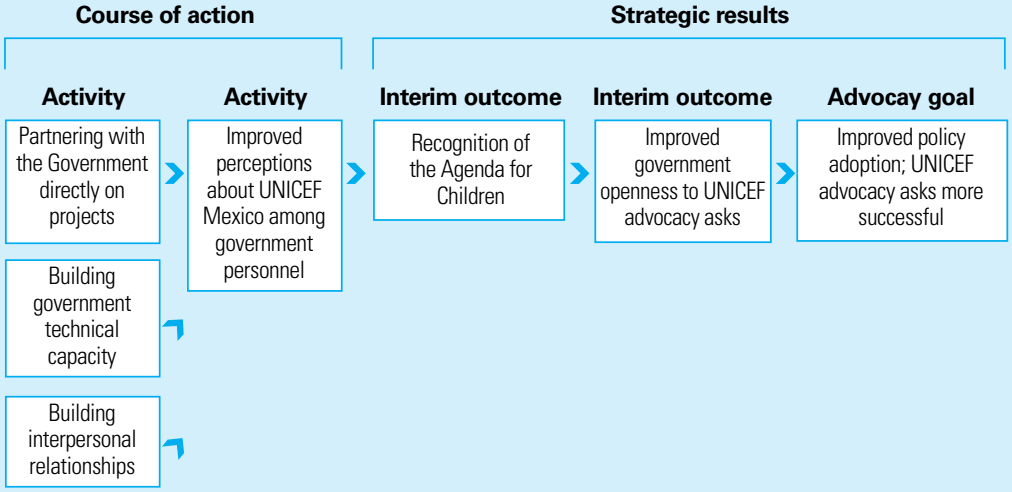
UNICEF also needs to counteract the view that it is a 'foreign' organization. Working with the Government of Mexico and including local partners changes that perception and encourages openness to actions being demanded through policy advocacy. In Mexico, or any other country, sound technical knowledge on the issues provides legitimacy and credibility to UNICEF's advocacy work with government. Country offices frequently look to UNICEF regional offices and headquarters for strengthening their knowledge on an advocacy issue.

In addition, Mexico is a federal country, with power more focused in the centre. Many policy issues, therefore, must be taken up at the federal level and not at the municipal level. Working at the federal level may require less UNICEF financial assistance, while advocating for a policy change at the local level may require more resource-intensive support. In 2011, UNICEF Mexico will undertake a midterm review, and will reflect on how its works at the sub-national level on policy advocacy in view of these challenges.

Programme logic/theory of change

The underlying theory in this example is that the Government of Mexico will be more open to UNICEF advocacy if the country office develops a better and more trusting relationship with the Government, and builds that relationship through its non-advocacy work. This means working directly with the Government on projects, offering technical knowledge on specific issues where UNICEF has expertise, and building relationships one-on-one with key government officials.

If the Government begins to trust UNICEF more as a partner and see it more as an in-country effort rather than an outside organization, UNICEF Mexico ultimately is expected to have more success with its advocacy 'asks'. The figure below represents this logic:



Logframe example for UNICEF Mexico

Results	Indicators	Baseline	Targets	Means of verification	Assumptions
STRATEGIC RESULTS					
What results are needed for success?	**What indicators will show success in achieving the outcome?**	**Where is the indicator now?**	**How far do you want to move the indicator?**	**How will you get the indicator data?**	**What could skew the results?**
Interim outcome: Improved perceptions about UNICEF Mexico among government personnel	% of government officials who know more about UNICEF Mexico and cite favourable perceptions of it	To be obtained with baseline assessment of government official perceptions	85% of government officials queried report increased knowledge and perceptions after two years	**Bellwether methodology** (pre and post) focused on government actors	Turnover of government staff
Interim outcome: Improved government openness to UNICEF advocacy asks	# government-initiated contacts with UNICEF Mexico	No government-initiated contacts in the past year	10 requests (for information, technical assistance, etc.) over the next two years	**UNICEF tracking** of government requests	Turnover of government staff
Goal: Improved policy adoption; UNICEF advocacy asks more successful	% of advocacy asks that are adopted by the Government	To be obtained with baseline assessment of advocacy success over the past year	50% increase in number of advocacy asks adopted over next two years	**Policy tracking**	May take longer than anticipated to build a better relationship that translates into policy
COURSE OF ACTION					
What must be done to achieve the interim outcomes?	**What indicator (outputs) will indicate success on the activity?**	**Where is the output now?**	**How far do you want to move the output?**	**How will you get the output data?**	**What could skew the results?**
Activity: Partnering with the Government directly	# of projects on which partnerships were formed	No partnerships during the past year	Three project partnerships over next two years	**UNICEF tracking**	Availability of appropriate opportunities to partner
Activity: Building government technical capacity	# of times technical assistance offered/ accepted	To be obtained with baseline assessment over the past year	15 accepted offerings of technical assistance over the next two years	**UNICEF tracking**	Availability of technical assistance requests or needs
Activity: Building interpersonal relationships	# of one-on-one meetings with government personnel	To be obtained with baseline assessment over the past year	30 meetings with new contacts over the next two years	**UNICEF tracking** of meetings	Turnover of government staff

CASE STUDY

UNICEF Tajikistan

Partnering with the media

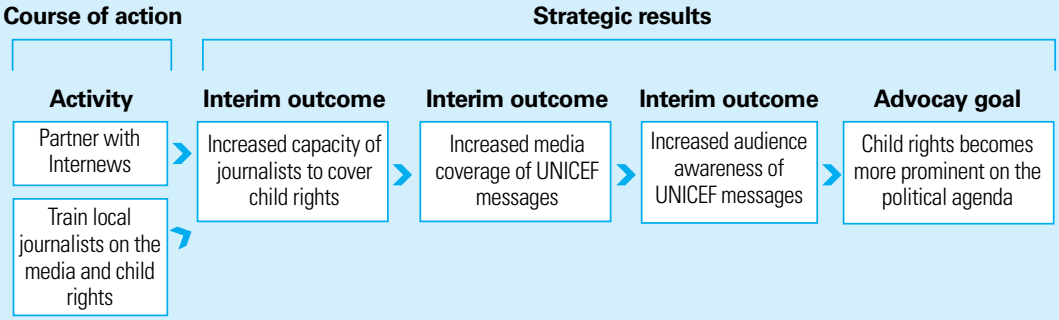
The mass media have become a reliable partner in dissemination of information and in raising public awareness on issues that affect the children of Tajikistan. To enhance their capacity to deliver child-friendly reporting, UNICEF has supported training for local television, radio and newspaper journalists on the theme of the media and child rights. Training sessions have been carried out in partnership with Internews, an international non-governmental organization that supports the development of independent media in Tajikistan.

The partnership with Internews has also led to free broadcasts of UNICEF messages on Asia Plus Radio, a leading media outlet in the country. The messages are focused on child survival, development, protection, and HIV and AIDS. Similarly, the state television network has provided free airtime to broadcast UNICEF messages to promote children's rights, including the right to participation.*

Programme logic/theory of change

This advocacy effort is based on a theory of agenda setting, which emphasizes that the media do not necessarily instruct what people think but what people should *think about*. The media acts as a gatekeeper of information and determines which issues are important. The theory holds that information or issues that appear more often in the media become more salient for the public and determine political and social priorities.**

To increase the amount of media coverage on child rights, UNICEF Tajikistan works directly with journalists, offering them training to increase their capacity for reporting on child rights and the work to promote it. The expectation is that this will increase media coverage on UNICEF messages and ignite a chain reaction that leads to an increase in the positioning of child rights on the political agenda. The figure below represents this logic:



* UNICEF Tajikistan, 'Partnership with Media', Dushanbe, www.unicef.org/tajikistan/media.html, accessed 29 June 2010.
** McCombs, Maxwell E., and Donald L. Shaw, 'The Agenda-Setting Function of Mass Media', *The Public Opinion Quarterly*, vol. 36, no. 2, Summer 1972, pp. 62–75.

Logframe example for UNICEF Tajikistan

Results	Indicators	Baseline	Targets	Means of verification	Assumptions
STRATEGIC RESULTS					
What results are needed for success?	**What indicators will show success in achieving the outcome?**	**Where is the indicator now?**	**How far do you want to move the indicator?**	**How will you get the indicator data?**	**What could skew the results?**
Interim outcome: Increased capacity of journalists to cover child rights	Increased journalist knowledge on child rights issues and expert sources	To be obtained with pre-training assessment of journalist knowledge	Pre and post significant increases on all survey knowledge items	**Surveys** of journalists pre and post training	Quality of training
Interim outcome: Increased media coverage of UNICEF messages	Number of stories on UNICEF issues in top five print and broadcast outlets in Tajikistan over next two years	To be obtained with counts of media coverage in top five media outlets over past two years	50% increase in coverage within two years	**Media tracking** OR **Media scorecards** (if a companion issue is selected)	Many factors, not just capacity, influence what does and does not get covered in the media
Interim outcome: Increased public audience awareness on issues affecting children in Tajikistan	% of audience members who can accurately recall information that relates to UNICEF messages	To be obtained through a pre-training poll with public target audience members	60% of public target audience members accurately recall information that relates to UNICEF messages	**Polling** of target audience (pre and post)	When and where media coverage runs
Goal: Child rights becomes more prominent on the political agenda	# child rights policies introduced	To be obtained with pre-training policy tracking over last two years	3 new policies or modifications to policies introduced in two years	**Policy tracking**	Media's influence on the political agenda may be overstated
COURSE OF ACTION					
What must be done to achieve the interim outcomes?	**What indicators (outputs) will indicate success on the activity?**	**Where is the output now?**	**How far do you want to move the output?**	**How will you get the output data?**	**What could skew the results?**
Activity: Partner with Internews	Number of trainings held Number of journalists who participated (broadcast and print)	Started at zero, as no previous trainings were held	Three trainings held in two years 30 journalists trained	**Participant observation** **Document review** of training records	Willingness of Internews to engage Availability of journalists to participate (given costs involved)
Activity: Train local journalists on the media and child rights					

CASE STUDY

The Icelandic Committee for UNICEF

Incorporating the CRC into national law*

Iceland ratified the Convention on the Rights of the Child in 1992, but it took some time to move towards aligning national law with CRC articles and principles. As of 2007, a parliamentary resolution on incorporating the CRC into national law had been put forward to Parliament by the Social Democratic Alliance, but it had not progressed towards enactment.

To honour the 18th anniversary of the CRC, the Icelandic Committee for UNICEF organized a symposium with high-level participation, including some of the parliamentarians who had been working to change Icelandic law. Also in 2007, the national committee released 'The Convention on the Rights of the Child: The Convention with reference to Icelandic legislation', distributed nationwide to many institutions with an interest in children's rights. Through the widely distributed publication, general awareness about the CRC was raised among professionals.

In 2008, UNICEF, along with partners Save the Children, the Ombudsman for Children and the National Centre for Education materials, distributed posters with a child-friendly version of the CRC to every primary and secondary school in the country, as well as to many kindergartens, youth centres, sport clubs and swimming-pool facilities. The child-friendly CRC posters were quite visible in the public sphere, helping to raise awareness on a more general level.

Once the parliamentary resolution was back on the political agenda, UNICEF Iceland and other relevant bodies, were invited to comment in favour of incorporation of the CRC – and later were involved in further discussion before the Parliament's General Committee, along with partners Save the Children, the Ombudsman for Children and the Icelandic Human Rights Centre.

The Icelandic National Committee for UNICEF is a relatively small office, so most staff members had the opportunity to participate in the process, through coordination of the various events and working on the publication. A law firm provided assistance in preparing comments for the Parliamentary Resolution. Following the supportive environment created by the national committee, interest in the issue was reignited and incorporation was brought back on the agenda in 2008.

As a result of this advocacy, the General Committee successfully passed the resolution. The Parliament then commissioned the Government to prepare for incorporation of the CRC into Icelandic law, with a bill for incorporation and adjustment of current legislation to be ready by November 2009 – in time for the 20th anniversary of the Convention. Because the majority of the General Committee voted in favour of the resolution, there is a good possibility that the bill will be passed, thus leading to full incorporation of the CRC in the Icelandic legal framework.

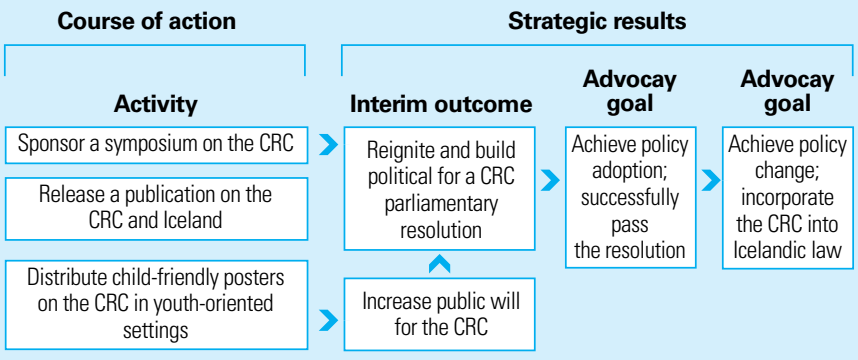
Programme logic/theory of change

The Icelandic National Committee for UNICEF found that because action stalled on incorporating the Convention on the Rights of the Child into national law, they needed to get the issue back onto the policy agenda. Parliament was already supportive of the CRC; therefore the task was not to change policymakers' minds. Rather, the issue had fallen off the public and the policy agenda and needed to be re-established. To do this, the national committee attempted to reignite and build public and political will on the CRC.

Efforts to build public will attempt to politicize or raise the profile of a social problem in the public eye as the motivation for policy action or change.** The premise is that policy agendas are influenced by what the public thinks, cares about and does. As such, advocates try to ignite a chain reaction in the agenda-setting process – by attempting to influence the public so that policymakers will follow, i.e., political will increases. They usually do this on two fronts: by communicating to the public directly and by working to influence how issues are framed and discussed in the media, because public thinking and acting are influenced in part by the media.

In addition to trying to influence political will through an increase in public will, the Icelandic National Committee tried to increase political will directly by engaging with parliamentarians and other high-profile influencers, through the symposium celebrating the CRC's 18th anniversary and the publication on the Convention and Icelandic legislation.

The theory was that if political will on the CRC increased, then a resolution would pass, followed by incorporation of the CRC into national law. The figure below represents this logic:



* National committees advocacy success stories. From discussions with national committee staff in October 2009.

** Henry, G. T., and M. Rivera, 'Public Information Campaigns and Changing Behaviors', Paper presented at meeting of Association for Public Policy Analysis and Management, New York, October 1998.

Logframe example for UNICEF Iceland

Results	Indicators	Baseline	Targets	Means of verification	Assumptions
STRATEGIC RESULTS					
What results are needed for success?	**What indicators will show success in achieving the outcome?**	**Where is the indicator now?**	**How far do you want to move the indicator?**	**How will you get the indicator data?**	**What could skew the results?**
Interim outcome: Reignite and build political will for a parliamentary resolution	# of elected officials who publicly support the CRC	One champion in Parliament	Five champions in Parliament	**Champion tracking**	Ability to get officials to see urgency of the issue
Interim outcome: Increase public will for the CRC	# of audience members who take advocacy action on the CRC	Started at zero, as no previous actions were requested	300 individuals participate in events (rallies, petitions, etc.)	**UNICEF tracking** OR **Intercept interviews**	Clarity and feasibility of advocacy asks
Goal: Achieve policy adoption; successfully pass the resolution	Resolution formally introduced and passed	Started at zero, as no previous resolution has been passed	General Committee passes the resolution	**Policy tracking**	Other important or pressing priorities surface
Goal: Achieve policy change; incorporate the CRC into law	Bill formally introduced and passed	Started at zero, as no law had been passed	Parliament passes the bill	**Policy tracking**	Other important or pressing priorities surface
COURSE OF ACTION					
What must be done to achieve the interim outcomes?	**What indicators (outputs) will indicate success on the activity?**	**Where is the output now?**	**How far do you want to move the output?**	**How will you get the output data?**	**What could skew the results?**
Activity: Sponsor a symposium on the CRC	# invited individuals who attend (including # of parliamentarians)	Started at zero, as symposium had not been held	60 symposium participants Eight parliamentarians	**Participant observation** OR **Document review** of symposium records	Other important priorities or obligations that day
Activity: Release a publication on the CRC in Iceland	Publication developed # publications distributed	Started at zero, as publication had not been developed	500 publications distributed	**UNICEF tracking**	Budget for publication distribution
Activity: Distribute child-friendly posters on the CRC	# posters distributed by type of outlet	Started at zero, as posters had not been developed	200 posters distributed	**UNICEF tracking**	Budget for poster distribution

4.3 Following up with next steps

The previous sections covered several key steps in planning advocacy monitoring and evaluation, including who will use the evaluation and how, along with what aspects of the advocacy strategy will be assessed and how. These sections did not, however, cover all aspects of M&E planning. Before evaluation planning is complete, details need to be added on other factors, including: who will collect data; the technical aspects of how and when methods will be implemented and with whom; and how and when findings will be reported.

Once the complete plan is in place, implementation can begin. Because advocacy strategies often evolve in response to changing circumstances and conditions, advocacy M&E plans must shift in order to stay relevant and useful. The plan should be revisited regularly to make sure it is on target and still has value for its intended users.

Keep in mind Reporting out and reflecting on what is learned from monitoring and evaluation is an essential part of the advocacy process. Reflection based on both data and experience is a critical discipline for advocacy practitioners.

Questions that should be reflected on regularly include:

- *What worked well?*
- *What did not work?*
- *What could be improved?*
- *What lessons are drawn for next time?*
- *What action turned out better than hoped for?*
- *What disappointed participants?*
- *What messages resonated?*

Regular strategy meetings during which monitoring and evaluation data are discussed are one way of fostering reflection. Another is through write-ups that chronicle good practices, lessons learned, innovations and stories from the field (Chapter 5 of the Advocacy Toolkit provides guidelines on this type of writing). Open-minded and adaptable organizations will also identify what could have worked better, and see critique as a learning method.

Finally, advocacy success should be recognized and celebrated. This includes success or progress on interim outcomes, which are important milestones even if policies and practices ultimately are not fully achieved.

CASE STUDY

Knowledge management

The monitoring and evaluation has been done, yielding a rich source of data on advocacy strategies and results. Now what?

Knowledge management designs, generates, collects, synthesizes and packages child rights information and resources and makes them accessible to advocacy practitioners and other stakeholders.

Securing an accessible knowledge base should be at the heart of UNICEF's advocacy efforts. This provides evidence for effective advocacy, improves visibility of the organization's advocacy work and enables internal dialogue to support creation of external communication. Developing a common language and understanding of knowledge management in the UNICEF context should be a priority.

Critical knowledge needs and issues must be identified to support advocacy. The most effective advocacy strategies are knowledge-based and leverage lessons from past experiences. A knowledge management system on advocacy can facilitate this by gathering, storing, retrieving and disseminating such information. This system should be demand-driven and focus on the needs of its users. Users should determine what knowledge they need to do their jobs effectively and creatively.

Knowledge is not exclusively conveyed through documents and reports. Discussions on important topics among advocacy practitioners who have relevant knowledge and experience is a key part of knowledge management. Time must be set aside for this practice.

In addition, communication and knowledge management should be mutually supportive. Communication skills are essential to be better able to package knowledge in a way that is useful to users.

Better collaboration on knowledge generation and access among regional and country offices and headquarters is fundamental. The initiation of UNICEF's Community of Practice on Policy Advocacy, in 2009, is one step forward. UNICEF should also seek external knowledge to stay informed on external trends in children's issues that can support effective advocacy. Collaboration with established knowledge management centres is also needed, to o facilitate sharing and accessibility of advocacy knowledge.

Systematic knowledge generation and sharing will help advocacy practitioners recognize that this practice builds their power. It can also help reduce duplication of effort, resulting in more efficient use of scarce resources. Emphasis on knowledge management for advocacy must be built into the annual work plan so that resources are secured. And roles and responsibilities for knowledge generation and management need to be clearly defined.