Nine questions for strategic advocacy planning

There are many different advocacy strategy planning frameworks. This toolkit uses the 'Nine Questions Model for Strategy Planning.'[1] This model will take you, step-by-step, from identifying the core issues you want to advocate for, to drawing up a specific action plan to implement your advocacy work. The model is useful for long-term strategic advocacy planning to build an enabling environment for evaluation; however, it is also a useful checklist for making a quick advocacy response towards promoting national evaluation policies and systems. It can be applied to advocacy action at all levels: local, national, regional and global.

The nine questions for strategic advocacy planning are:

Question 1: What do we want? (Goals)
Question 2: Who can give it to us? (Audiences)
Question 3: What do they need to hear? (Messages)
Question 4: Who do they need to hear it from? (Messengers)
Question 5: How do we get them to hear it? (Delivery)
Question 6: What have we got? (Resources; strengths)
Question 7: What do we need to develop? (Challenges; gaps)
Question 8: How do we begin? (First steps)
Question 9: How will we know it's working, or not working? (M&E)

The first five questions help to assess the external advocacy environment. The final four questions assess the internal advocacy environment and what needs to be done before action can be taken.

Experience shows that advocacy is very rarely an ordered, linear process. Some of the most successful advocacy organizations operate in a chaotic environment, seizing opportunities as they arise. The ability to seize opportunities, however, does not reduce the importance of a sound process and careful planning. Looking at advocacy in a systematic way will help you to plan an effective advocacy strategy.[2]

KEEP IN MIND
The planning process is meant to help you to maximize your advocacy impact. Make sure you don't get so caught up with planning that you forget to seize an unexpected advocacy opportunity when it arises.

While you do not have to go through the nine questions in strict order, you will need to constantly revisit them as you plan and implement your strategy. For example, setting goals and interim outcomes, clarifying exactly what change you want to bring about, is often the hardest part of the advocacy planning process. You will probably have to revisit this stage frequently as you analyze your advocacy targets, messages, and your action plan. You also need to continue analyzing the advocacy environment and collecting evidence as you go through the planning process and this may lead you to keep modifying your plan.[3] Being flexible and adjusting your planning to changing circumstances is necessary and effective.

A common confusion in the development of advocacy strategy is the difference between "strategy" and "tactics." Tactics are specific advocacy actions or activities – e.g. circulating petitions, writing letters to policy-makers, giving media interviews – that are undertaken to capture the attention of people in power in relation to your issue. Strategy is an overall map that guides the use of these tactics towards clear goals. Strategy is a hard-nosed assessment of where you are, where you want to go, and how you can get there.[4]

The rest of this toolkit will take you more in depth into each of the nine questions.

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[1] The nine questions for strategic advocacy planning have been developed by Jim Schultz, Founder and Executive Director of The Democracy Center.
[2] The Centre for Development and Population Activities. (2000). *Gender, Reproductive Health and Advocacy, A Trainer's Manual.*
[3] Adapted from Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.
[4] Adapted from Advocacy Institute. (2002).Washington DC.

Question 1: What do we want? (Goals)

If an advocacy campaign is to achieve anything significant, the question "what do we want?" often turns out to be the single most important and time-consuming to answer of the Nine Questions.

Answering Question 1 involves:

- **Analyzing the situation,**
- **Generating evidence for advocacy, and**
- **Choosing context specific advocacy priorities.**

Analyzing the situation

Advocacy begins with identification of an issue or problem that the organization agrees to support in order to promote a policy change. The situation analysis forms the foundation for any programme or advocacy plan. It provides the analysis of the problem that you are trying to address, and looks at the ways in which it can be solved.[5] By creating a solid evidence base, the situation analysis provides a starting point for setting advocacy priorities and a baseline against which to measure progress.[6]

TOOL 1: Developing a problem and solutions tree

One way to undertake a situation analysis is to create a visual representation of your problem, its root causes, consequences and its solution. A problem and solution tree analysis is one of many forms of project planning and is well developed among many development agencies. It is a visual method of analyzing a particular problem and its solution, based around mapping the different aspects of the problem.[7] *For details on the tool, go to http://www.mymande.org/evalpartners/advocacytoolkit*

There are other several ways to perform a quick analysis of the situation. For instance, you could perform a review of available situation analysis and monitoring of trends to determine the advocacy issue. Engage active think tanks, activists, and stakeholders to get an assortment of ideas, that can help define the problem and solutions that can be addressed by advocacy.

Generating evidence

CSOs, VOPEs and stakeholders can utilize evidence strategically when advocating with policy-makers to make greater use of evaluation evidence in policy-making. For effective advocacy, evidence may include all information that is collected through a systematic credible process. Top end evidence may include a policy evaluation, empirical research and expert knowledge[8] that can stand up to scrutiny. Evidence can be a potential tool in advocacy and can also be an approach in itself, i.e. through creating debate, opening policy space, building national capacity and using the research to gain adherence and overcome opposition.

Gathering evidence supports many of the stages of the advocacy process. It is required to identify the problem, select the advocacy issue and develop goals, and also to craft messages, expand support, and monitor and evaluate progress in advocacy.[9] A reputation for thorough research and credible evidence is important in

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[5] Adapted from Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

[6] UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*. Available at http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf

[7] WaterAid. (2007). The Advocacy Sourcebook.

[8] Adapted from Overseas Development Institute. (2005). *Evidence-Based Policy-making: What is it? How does it work? What relevance for developing countries?*

[9] Gosling L., Cohen D., (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

providing legitimacy – so that decision-makers take what you have to say seriously. Such evidence can make a difference to policy-making in the following ways[10]:

- Achieve recognition of an evaluation policy issue;
- Inform the design and choice of evaluation policy;
- Forecast the future to know whether an evaluation policy measure will be successful not just in the short-run but also in the long-run; and
- Monitor policy implementation and evaluate policy impact.

Checklist for evidence from evaluation or research to influence policy[11]

- Evaluation/research must be rigorous and of high quality (check with peer group/professional institutions where relevant).
- Findings and conclusions of the evaluation/research must be agreed by key stakeholders (e.g. where evaluation is carried out with different partners).
- The evidence could challenge current assumptions, offering a new perspective, or it could improve or confirm current assumptions.
- Implications for action should be clear and well promoted.
- The evidence should be relevant to its policy audience and timely.
- The evidence may involve the subjects of the research/evaluation speaking for themselves.
- The research/evaluation process should interact with decision-makers.

TOOL 2: Planning research matrix[12]

This tool can be used to plan research that may be required to generate evidence for advocacy to build an enabling environment for evaluation. For details, *go to http://www.mymande.org/evalpartners/advocacytoolkit*.

Remember evidence is never enough on its own to influence policy-making. It must be complemented by sound political analysis and by building networks and partnerships.[13] It is important to acknowledge that at each stage of the policy cycle, a number of different factors will affect policy. This occurs both at an individual level – for example, a policy-maker's own experience, expertise and judgment – and at an institutional level, for example in terms of institutional capacity. There are also a number of constraints, which will limit the extent to which evidence can affect policy – for example, the pressure to process information quickly. Policy-making is neither objective nor neutral; it is an inherently political process.[14]

KEEP IN MIND
Evidence on its own does not persuade policymakers. It is what you do with it that matters.

[10] UNICEF in partnership with the World Bank, IDEAS, DevInfo, MICS. (2008). Bridging the gap: The role of monitoring and evaluation in evidence-based policy-making.

[11] Laws, S. (2003). *Research for Development: A practical guide.* Save the Children. Sage.

[12] Adapted from WaterAid. (2007). The Advocacy Sourcebook.

[13] Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

[14] Overseas Development Institute. (2005). *Evidence-Based Policy-making: What is it? How does it work? What relevance for developing countries?*

In Practice

Using evidence through diagnostic studies of national evaluation capacity to open debate on the value of evaluation [15]

SENEGAL: In 2006, the Senegalese Evaluation Association (SenEval) undertook a diagnostic study of evaluation capacities entitled “Evaluation as a Democratic Requirement”, with the support of the International Organization for the Francophonie and technical back up from Professor Frederic Varone. The study presents the stated practice of evaluation in Senegal. Through a documentation review, survey and semi-directive interviews, the study shows a “mature” evaluation practice, with more than 90 evaluation cases reported on. It also tried to assess the quality of evaluation practice in Senegal through the meta-evaluation of two evaluations, using the AfrEA (African Evaluation Association) Evaluation Standards. Overall, certain deficiencies were detected in the management of evaluations. There was a much stronger focus on the control and financial accountability aspects than on the promotion of learning. The diagnostic study further attempted to define a clear institutional framework to promote an evaluation culture on the basis of an analysis of the existing institutional environment, semi-directive interviews with key stakeholders and the elaboration of scenarios for the development of an evaluation capacity development plan. The participatory process of undertaking the diagnostic study helped to raise the process issue with a number of stakeholders, highlighting the need to form partnerships for advocacy as well as to create evidence to support such advocacy.

SenEval has since then advocated for the institutionalization of evaluation, targeting principally the Presidency of the Republic, the Delegation for the Reform of State and Technical Assistance (DREAT), the General Directorate of Planning of the Ministry of Economy and Finances, and the Government Inspection Office (*Inspection Générale d’Etat*). The technical challenges attached to institutionalization and the high stakes have been frequent themes of SenEval meetings. This long running advocacy coupled with specific advice from influential members of SenEval has contributed to the government’s decision to establish in the President’s Office a Commission for the Evaluation and Monitoring of Public Policies and Programmes. SenEval aims to get involved in the process of institutionalization initiated by this decision.

NIGER: The increasing interest in the monitoring and evaluation of policies and development programmes and in results-based management led Réseau Nigérien de Suivi Evaluation (ReNSE) in Niger, among other countries from the sub-region, to participate in 2006 in a diagnostic study of national evaluation capacity. The results of the study showed that evaluation in Niger is mainly considered to be a statutory obligation, partly driven by the technical and financial partners involved. The study revealed the increasing importance given to the development of evaluation in Niger and highlighted that the decentralization of evaluation practices, the reinforced anchoring of evaluation functions in institutions, and the development of training and the professionalization of evaluation were the main strategies to be considered for the development of evaluation capacity of Niger. This diagnostic of evaluation capacity sparked a debate around building a culture of evaluation in Niger.

To continue such discussion among key stakeholders, ReNSE has organized several events over the years such as a workshop on good practices in monitoring and evaluation in Niger (2010); Reflection Days on the contribution of civil society to the development of the evaluation culture in Niger (2011); (High-level) training in the evaluation of development policies and programmes (2012); the first Nigerian Days of Evaluation on the theme “The institutionalization of evaluation in Niger for sustainable development” (2012). These events were organized in cooperation with the Government, UN agencies and technical institutions.

[15] UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation

TOOL 3: Diagnosing national M&E systems[16]

This diagnostic tool includes a checklist that can help in the assessment over time of the progress and identification of gaps in a country's M&E system development. It can also be used as a planning tool to assist in identifying and planning for short- and long-term considerations and requirements underlying a successful national M&E system. In addition, the tool can be used to inform and educate various stakeholders, both technical and non-technical, on the direction and pace of the work to help build a national M&E system. The checklist is available at *http://www.mymande.org/evalpartners/advocacytoolkit*

Note: The checklist is intended as a guide and not as a prescriptive approach to national M&E development.

Choosing advocacy priorities

Choosing an advocacy priority becomes particularly critical especially for coalitions such as VOPEs that involve several partners. There may be several advocacy interests and agendas within a VOPE, but advocacy should be undertaken for one issue at a time. The advocacy priority you start with can build momentum for the next chosen issue. For instance, an initial advocacy priority for a VOPE can be to create monitoring and evaluation units in all government departments. Such advocacy efforts can later provide momentum to advocate for an equity and gender sensitive national evaluation policy.

TOOL 4: Checklist for choosing an advocacy priority[17]

Visit *http://www.mymande.org/evalpartners/advocacytoolkit* for a checklist that can help you choose an advocacy priority. These criteria can be adapted to suit the context of a VOPE or an individual organization.

[16] UNEG Task Force on National Evaluation Capacity Development. (2012). National Evaluation Capacity Development: Practical tips on how to strengthen National Evaluation Systems.

[17] In no particular order. Based on the 'Rome Criteria' identified in the workshop for UNICEF National Committees, 'Planning Advocacy and Education for Development Work', (2008); Bobo, Kimberly A., (1991) *Organizing for Social Change: A manual for activists in the 1990s*, Seven Locks Press and VeneKlasen L., Miller V., (2002). *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*. Just Associates. Washington, DC, Additional criteria were selected by David Cohen and Neha Karkara.

Question 2: Who can give it to us? (Audiences, Targets or Power-Holders)

Taking a strategic view of advocacy means thinking ahead about what needs to be changed, and how to exert influence on those with power to make the change. To do this you need to know how decisions about policy are made, and who has power over those decisions. You need to identify opportunities for influencing the policy decisions; exert influence as effectively as possible; and make sure that the changes are implemented and enforced. 18

Answering Question 2 involves:

- **Analyzing stakeholders and power to identify key targets that can help to build an enabling environment for evaluation.**
- **Undertaking a policy analysis to identify entry points for advocacy with the target audiences.**

Analyzing stakeholders and power to identify advocacy targets

To undertake effective advocacy it is important to identify those who are most likely to be your allies, including those who can be persuaded to become allies, or at least facilitators to help you. You will also need to identify those who stand in the way of you achieving your advocacy goals. This section will help you to identify exactly who you need to persuade and influence to build a culture of evaluation. These are your **advocacy targets**. Most importantly, you need to tailor your 'ask' according to what your targeted decision-maker is capable of delivering. Begin the process of identifying your target by taking note of all the stakeholders and actors involved in your particular issue.[19]

Stakeholder Analysis[20]

A stakeholder analysis highlights which institutions and individuals have a stake in an issue, as well as their interests, support or opposition, influence and importance. A stakeholder analysis involves four steps:

1. Identify the key stakeholders from the large array of groups and individuals that could potentially affect or be affected by the proposed intervention. For example, in building an enabling environment for evaluation, national stakeholders could include:[21]

[18] Adapted from Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.
[19] Adapted from WaterAid. (2007). The Advocacy Sourcebook.
[20] Adapted from UNEP-GPA, UNESCO-IHE, Train-Sea-Coast GPA. (2004). *Improving Municipal Wastewater Management in Coastal Cities, Training Manual (Version 1).*
[21] UNEG Task Force on National Evaluation Capacity Development. (2012). *National Evaluation Capacity Development: Practical tips on how to strengthen National Evaluation Systems.*

National stakeholder	Possible role and responsibility
Senior government officials (e.g. office of the president, office of the Prime Minister)	• Overall ‘champion’ for the drive for results-based M&E in the public sector.
Central agency (e.g. ministry of finance or ministry of planning)	• Champion and facilitator for M&E development and implementation activities. • Central coordinator for the roll-out of M&E across ministries. • Government policy center for M&E – guidance and guidelines for performance measurement, monitoring, evaluation and reporting. • Establish a central M&E unit. • Facilitate or manage high-level evaluations or special studies. • Monitor progress of M&E implementation across the system. • Play oversight and quality control role for all M&E performance measurement and reporting. • Establish an M&E professional development strategy for the country. • Work with other partners in M&E capacity building initiatives: workshops, training, etc. • Lead in the development of a national performance framework. • Lead and coordinate preparation of any national performance report. • Advise senior government officials on all M&E matters. • Work with civil society and the private sector to promote feedback mechanisms as an input to M&E. • Facilitate development of a national M&E professional association.
Individual ministries	• Establish internal M&E units. • Establish senior-level M&E advisory committee for support and oversight of M&E initiatives. • Develop a performance framework linking ministry programmes with sector goals. • Develop a performance measurement strategy to clarify indicators and a cost-effective measurement strategy – working with the central agency and the national statistical agency on data development strategy. • Develop and implement ongoing monitoring systems for ministry programmes. • Plan for and conduct periodic evaluations or special studies of programmes or sets of programmes. • Annually report on programme results and sector performance • Input to budget and policy discussions.
Senior M&E committee	• Determine priorities for the conducting of high-level evaluation or special studies. • Provide a forum for review of findings and decisions for follow-up. • Possible oversight role over the pace of national evaluation capacity development.
National statistical agency	• Expertise on data capture and development. • National survey capability. • Central data storage. • Focal point for national data development strategy. • Assisting ministries with data development strategies.
National audit office (NAO)	• Potential oversight role of M&E system (data audits on quality of data, quality of results-based performance reporting).
Training institutions	• Potential partners – e.g. national or regional university or a public sector training institute – to help build M&E understanding through formal training.
Civil society	• Advocate for equity-focused and gender-responsive evaluation systems • Provide technical assistance as appropriate. • Work with central agency and ministries to formalize ongoing or periodic feedback mechanisms.
Private sector	• Work with central agency and ministries to formalize ongoing or periodic feedback mechanisms.
Other non-public agencies	• Potential partners with central agency and/or individual ministries in M&E development (where specific M&E pockets of knowledge/expertise exist).

2. **Assess stakeholder interests** and the potential impact of advocacy on these interests. Questions that you should try to answer in order to assess the interests of different stakeholders include:

- What are the stakeholder's expectations in advocating for an enabling environment for evaluation?
- What benefits are likely to result for the stakeholders from this advocacy work?
- What resources might the stakeholders be able and willing to mobilize for it?
- What stakeholder interests conflict with the advocacy goals?

3. Assess the influence and importance of the identified stakeholders. Influence refers to the power that the stakeholders might have in creating an enabling environment for evaluation. This power may be in the form of stakeholders that have formal control over the decision-making process of it can be informal in the sense of hindering or facilitating the advocacy's implementation.

Importance relates to how important the active involvement of the stakeholder is for achievement of the advocacy goal. Stakeholders who are important are often stakeholders who are to benefit from the advocacy or whose objectives converge with the objectives of the advocacy. It is possible that some stakeholders who are very important might have very little influence and vice versa.

4. Outline a stakeholder participation strategy. This plan should state ways in which the different stakeholders will be involved in different stages of the advocacy planning and implementation. The involvement of stakeholders should be planned according to:

- Interests, importance, and influence of each stakeholder.
- Particular effort needed to involve important stakeholders who lack influence.
- Appropriate forms of participation throughout the advocacy cycle.

In principle, different methods can be employed to gather the information required for a stakeholder analysis. Although it is possible to do an entire analysis on the basis of a desk study, it is strongly recommended that other methods of gathering information be employed such as stakeholder workshops; local consultations 'on the ground'; surveys; consultations with collaborating organizations (such as NGOs, government departments, academic institutions etc.).

Benefits of stakeholder involvement in advocacy planning:[22]

- It can lead to informed decision-making, as stakeholders often possess a wealth of information, which can benefit advocacy towards building an enabling environment for evaluation.
- Consultation in the early stages of advocacy can alert to potential risks and can reduce the likelihood of conflicts, which can harm the implementation and success of advocacy.
- Stakeholder involvement contributes to transparency in undertaking advocacy as the different stakeholders that are involved can monitor it.
- The involvement of stakeholders can possibly lead to long-term collaborative relationships that can further evaluation advocacy agendas.

TOOL 5: Mapping stakeholders' interests, influence and importance[23]

This tool provides a matrix that can be filled-in to understand the different stakeholders' interests, influence and importance on the advocacy issue. The information from this mapping will be useful later to undertake a power mapping. For more information, refer to *http://www.mymande.org/evalpartners/advocacytoolkit*

Power Analysis

A stakeholder analysis should lead to a power analysis. This analysis helps in identifying the key decision-makers (both institutional and individual) who hold power or influence over the issue. The task is to identify who makes the decisions and who can directly influence these decisions. These decision-makers can be allies or opponents.

[22] Adapted from Organization of American States. (2001). *Inter-American Strategy for the Promotion of Public Participation in Decision-Making for the Sustainable Development*. Washington D.C.
[23] UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*.

TOOL 6: Power Mapping[24]

Using information from the stakeholder mapping (refer to Tool 5), in the power mapping exercise, stakeholders are mapped on a grid according to their likely position (allies or opponents) on the change being desired and according to their level of influence (high or low). For details on this tool, refer to *http://www.mymande.org/evalpartners/advocacytoolkit*

As your advocacy progresses, opponents may shift to become allies (or vice versa). When developing an advocacy strategy, it is important to:

- Examine the capacities and abilities to influence the opponents to make them less opposed, passive opponents or even allies. Institutions and individuals that are neutral can also become allies through advocacy.
- Aim to increase the strength of allies without power.
- Persuade passive allies with power to provide levels of credible support and become active.
- Influence active opponents to become passive opponents.

In Practice

Indonesia's advocacy efforts to promote evaluation[25]

Indonesian Development Evaluation Community (InDEC) is working to influence different ranges of stakeholders, including the following:

- *Government officials* (national and local): so they can have capacity to demand and manage evaluation, as well as use evaluation results/findings.
- *Members of Parliament*: so they know how to demand and use evaluation results/findings to enhance their supervision mandate.
- *Academia*: so they can develop and enhance the theoretical thinking on evaluation.
- *M&E Professionals working in NGOs, CSOs, or project/ programmes funded by donor agencies:* so they can improve their practice in M&E.
- *Independent Evaluators*: so they can improve their evaluation practice.
- *Media*: so they can play a bigger role in mainstreaming evaluation.

One of InDEC's key advocacy events was the national evaluation seminar on promoting the M&E system for the Master Plan for Acceleration and Expansion of Indonesia Economic Development (MP3EI). InDEC broadcasted a press release, which was published in national online media (okezone.com). InDEC further engaged with government institutions (National Development Planning Agency and Coordinating Minister for Economic Development) as partners. During the event, InDEC board members tried to convince a significant number of people, including high officials in the government institutions, to put serious thought in establishing proper M&E policies and system for MP3EI and allocate proper resources for operationalizing the M&E system.

These efforts successfully resulted in the M&E Working Group for MP3EI being supported by the Government and UNDP. Six months after the seminar, intensive consultations took place, resulting in the establishment of the M&E system. InDec is working towards organizing a multi-stakeholder forum to boost networking and advocacy around M&E in Indonesia.

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[24] Adapted from Bhandari (nee Karkara) N. (2006), Regional Capacity Building Workshop for Realizing Child Rights, Save the Children Sweden.

[25] UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation

Identifying target audiences and partners [26]

KEEP IN MIND
It is important to recognize champions at two levels to build an enabling environment for evaluation – at a political level (for example, a minister of finance or planning) and at an operational level (for example, the central unit that may be leading the national efforts for evaluation capacity development).

Using information from the stakeholder and power analysis, you can identify the target audiences and influentials for your advocacy. **The target audience includes decision-makers with the authority to affect the outcome for your advocacy directly.** These are the individuals who must actively approve the policy change. These decision-makers are the primary targets of an advocacy strategy.

The influentials (or the secondary target audience) are individuals and groups that can influence the decision-makers (or the target audience). Often, you may not be able to reach decision-makers themselves, however effective your advocacy planning. Instead, your advocacy may need to be targeted at those who do have access to decision-makers. These influentials may be your most important route to bringing about change through that relationship.

Influentials can be found in a variety of places, and not just among those officially part of a decision-maker's immediate circle. They may include the media, academia, donors, UN, other government departments, and CSOs, among others. Some members of a target audience can also be influentials if they can influence other decision-makers. For example, the Prime Minister and the Minister of Social Development might influence each other's opinions. Therefore, they are both a target audience and influentials.

In addition to being familiar with what any given audience knows and feels about your advocacy to build a culture of evaluation, it is also critical to learn about the internal norms, informal rules or codes of conduct that the group might have. The influentials may also contain oppositional forces to your advocacy. If so, it is critical to include these groups on your list, learn about them, and address them as part of your advocacy strategy.

In Practice

Influencing policies to bring in higher financial accountability in Australia [27]
The Australasian Evaluation Society (AES) has increasingly turned its focus towards policy advocacy. One example is the AES's submission to the Australian Government Department of Finance and Deregulation's draft Commonwealth Financial Accountability Review (CFAR) 2010. The review resulted in a new Act of Parliament, the *Public Governance, Performance and Accountability Act 2013.* The objective of the Act is to improve performance, accountability and risk management across government. The AES submission highlighted the work of the AES and its role in strengthening accountability for public investments. The AES has had discussions with senior public servants of national and state governments to further evaluation in both domestic and international development spheres. Such discussions suggest that governments are keen to develop evaluation capabilities within their own ranks.

TOOL 7: Comprehensive target analysis [28]

Upon identifying key targets for your advocacy work, you can ask yet more questions that will clarify exactly where your advocacy should be targeted in order to convince them. See *http://www.mymande.org/evalpartners/advocacytoolkit* for more details.

The stakeholder and power analysis along with identification of target audience and influentials, can help point towards potential strategic partners in advocacy work. This goes further than analyzing who is your ally or

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[26] Adapted from Sharma R. (2007). *An Introduction to Advocacy: Training guide*. SARA, HHRAA, USAID *and* WaterAid. (2007). The Advocacy Sourcebook.
[27] UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation
[28] Adapted from WaterAid. (2007). The Advocacy Sourcebook.

opponent. You have to check how committed your allies are in joining you in political action: are they willing to spend time, money, energy and share information to bring about change in the use of evaluation. It is very important that this check of commitment is consciously executed by all organizations involved in advocacy. [29] *(For more information on strengthening partnerships in advocacy, see* *Section 5**)*

In Practice

Engagement with multiple target audiences to promote a culture of evaluation in Egypt [30]
Egyptian Research and Evaluation Network's (EREN) strategy to enhance capacities of national partners involves targeting diverse audiences: senior evaluators; mid-level professionals; government partners; NGOs; media; and, young people. Senior evaluators were targeted in more than one session in 2010, while inviting well known national and international consultants to speak about "Governance and Evaluation," "Impact Evaluation," "Evaluating Budgets" as well as "Advocacy and Evaluation." Most of EREN's initiatives target mid-level professionals by conducting research and evaluation seminars, institutionalizing a diploma on research and evaluation, and conducing open seminars for discussion around different evaluation issues. An emerging initiative has developed to enhance capacities of junior researchers and evaluators in planning, designing and conducting research and evaluation and to encourage students to play a more pro-active role in monitoring and evaluation in their communities. Targeting multiple audiences for capacity building builds a crucial foundation for developing partnerships that strengthen advocacy to promote a culture of evaluation.

Policy Analysis: Understanding how targets can make the change happen [31]

Policy analysis involves understanding:
(1) the political systems of the country, and
(2) the policy-making process.
This will help us to identify how the culture of evaluation can be built within that process. Once we have an understanding of how target audiences can make the change happen, we can identify the entry points where our advocacy can catalyze change.

Understanding political systems: Different political systems provide different entry points for advocacy. At the outset, it is important to examine your own political institutions and processes. At the national level, the key formal political structures can be targets for advocacy, which usually include the legislature (Congress/Parliament); the executive (President, Vice President, Prime Minister and the Council of Ministers); the Judiciary (the court); the bureaucracy; and, the political parties (especially during election time). These players and structures respond to other policy players, including the local and international private sector, donors, citizens and each other. How they operate depends in part on the type of political system in which they live (for example, a presidential or a parliamentary system). All these political structures form important entry points for exerting influence.

The policy-making process: Understanding the policy-making process (or processes leading up to laws, policies and other decisions) in your country and who is involved in it is yet another step in further refining the analysis of your context. This will also help you to gain new insights for your stakeholder analysis. At each stage of the policy-making process you can have influence. Understanding the policy-making process in combination with knowing where certain issues are dealt with, and questions related to timing, policy-making allows you to have a maximum impact on decisions. Knowing this in the planning of your intervention is crucial. It allows you to start setting out a strategy, and also helps to analyze whether evaluation, or important issues related to evaluation, are already being dealt with in policy-making. [32]

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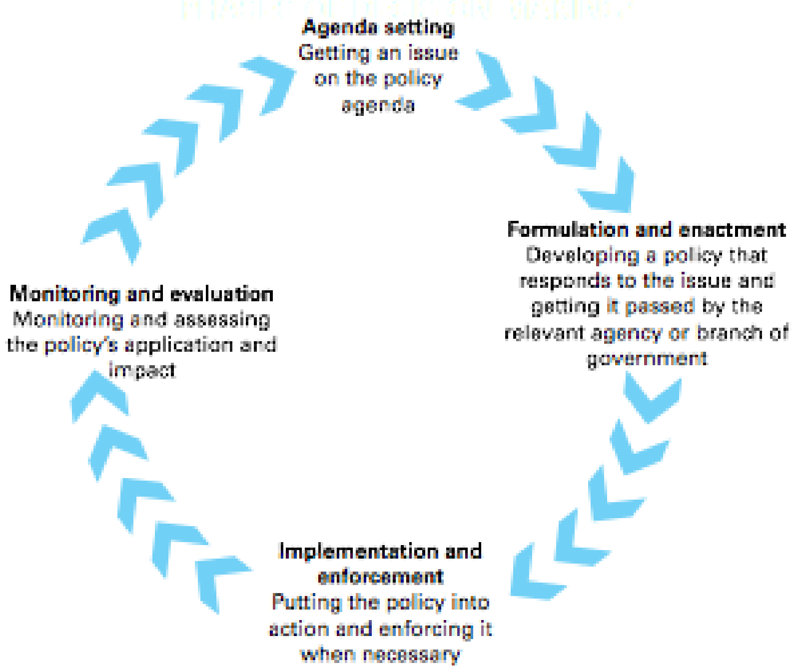
[29] TASCO, SIPU International. (2011). *Advocacy and Policy Influencing for Social Change.*
[30] UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation
[31] Adapted from VeneKlasen L., Miller V. (2002). *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*. Just Associates. Washington, DC.
[32] TASCO, SIPU International. (2011). *Advocacy and Policy Influencing for Social Change.*

The policy-making process has four different overlapping phases: **agenda setting; formulation and enactment; implementation; and monitoring and evaluation.** Each phase is shaped by different power dynamics and involves different players, both inside and outside the formal political process

PHASES OF DECISION-MAKING[7]



Agenda setting: The political agenda is generally agreed by parliament at the national level or by councils or local governments at the local level. Power dynamics and political forces put an issue on the policy-making agenda. Getting evaluation on the agenda will often be the toughest part of advocacy work. Constituency building and mobilization use the power of numbers to attempt to get on the agenda.

Formulation and enactment: Once evaluation is on the agenda, policies and laws will be developed through research, discussion of alternatives, technical formulation and politics. Public authorities have well-established processes for policy drafting. Here CSOs, VOPEs and other stakeholders can be involved in areas such as identifying problems in national evaluation capacities, proposing solutions to build such capacity and supporting their preferred proposal.

After formulation, enactment can happen in different ways based on the national context and legislation. Common characteristics are the establishment of a government policy directive by a ministry, and legislation, such as passing a bill by parliamentary vote or public referendum. On a smaller scale, similar processes take place within the institutions of local governments. Government bills and motions, whether at national or local level, should be open to influence and participation of CSOs, VOPEs and other stakeholders. When enactment happens through a vote in legislature, opportunities for influence are optimum. But sometimes policies are passed quickly because negotiations happen behind the scenes before passage. Lobbying skills are important in this phase.

Implementation: This phase is especially important since there are no guarantees that the intended outcome will be realized. The agencies and individuals who are responsible for implementation vary from issue to issue, but will always be targets for advocacy and influence. Implementation may involve setting up regulations or enforcement mechanisms for evaluation of public policies; increasing government's capacity for undertaking evaluation; creating monitoring and evaluation structures; and, hiring new evaluation staff; for example. Budgets are therefore a critical ingredient. If polices focused on evaluation are approved, but there is no budget allocation, they are unlikely to have any real impact.

Monitoring and evaluation: This phase involves assessing a policy's impact on the problem it was intended to solve. Without public pressure this phase is often overlooked by governments because it involves resources and time. They may also avoid this phase because it shows where policies have been unsuccessful or reveals the corrupt diversion of resources. However, it is monitoring and evaluation that reveals to what extent government programmes and policies have achieved their objectives, thus providing the evidence needed to ensure strong accountability to parliament, civil society, donors, and citizens and to the various government bodies, all of which can provide incentives to improve performance. **This is a critical phase in the policy cycle that CSOs, VOPEs and stakeholders would want to strengthen through their advocacy.**

Timeframes related to decision-making: Timing in policy influencing is essential. You must know who is taking decisions, within what structure, but equally important is to know when a decision is to be taken. **Get familiar with the timetable of the actions and events, which influence policy development, and the timing of decision-making**. Factor in these significant dates or periods in your advocacy plan. [33]

In Practice

Assisting the development of national evaluation policy in Sri Lanka [34]
A significant achievement of the Sri Lanka Evaluation Association (SLEvA) has been the development of a Draft National Evaluation Policy for the Government of Sri Lanka. The Government of Sri Lanka believes that evaluation, a powerful tool in results-based management, is not adequately utilized in development programmes. Thus the chief guest, Secretary Ministry of Finance and Policy Development and Implementation, highlighted the need for a national evaluation policy at the SLEvA Conference in January 2003. He requested SLEvA, as an independent professional body, to prepare a draft National Evaluation Policy document.

The Association formulated the first Draft in April 2003 followed by an open discussion/consultation session in June 2003. The un-edited draft of the policy was placed on the International Development Evaluation Association (IDEA) website so that other stakeholders could contribute to it. On receiving comments from various sectors and SLEvA members, the draft was revised and presented to the Government in late 2003. However, there soon was a change in government in Sri Lanka leading to a change in the bureaucrats initially involved in the development of the policy. With the new government officials in place, SLEvA invested time to raise their awareness on the importance of the national evaluation policy, thereby creating a new rung of champions. The draft policy was finally presented to the Secretary, Ministry of Plan Implementation (MPI) in June 2006. A further impetus to the adoption was provided at the SLEvA International Conference (2013), where the Secretary to the President called for the adoption of a National Evaluation Policy.

Theories of Change [35]

At this stage in your planning, it is helpful to determine a Theory of Change. This approach will help you identify how change towards a culture of evaluation can occur. There are several ways in which this change may be facilitated. There are three theories, however, which stand out as particularly relevant for CSOs and VOPEs: coalition theory or an advocacy coalition framework; [36] policy windows or agenda setting [37]; and, messaging and frameworks or prospect theory. [38]

As identified by Stachowiak (2008), [39] with coalition theory or an advocacy coalition framework, "policy change happens through coordinated activity among a range of individuals with the same core policy beliefs." Policy windows or agenda setting theory might also be relevant. In this case, "Policy can be changed during a window of opportunity when advocates successfully connect two or more components of the policy process: the way a problem is defined, the policy solution to the problem or the political climate surrounding their issue." It might also be useful to draw from messaging and frameworks theory, which may be useful when "The issue needs to

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[33] TASCO, SIPU International. (2011). *Advocacy and Policy Influencing for Social Change.*
[34] UNICEF. (2008). *Evaluation, South Asia*. Details of the Draft National Evaluation Policy can be obtained from SLEvA Websites: http://www.nsf.ac.lk/sleva/pdf/nepdraft.pdf and http://www.sleva.lk/tmp/SLEvA/Draft National Evaluation Policy.pdf.

[35] EvalPartners. (2013). *Building an Enabling Environment for Evaluation: An EvalPartners Advocacy Strategy*
[36] Sabatier P. (1999). *Theories of the Policy Process*, Boulder, CO.
[37] Kingdon J. (1995). *Agendas, Alternatives, and Public Policies* (Second Edition). Harper Collins College.
[38] Tversky A., Kahneman D. (1981). *The Framing of Decisions and the Psychology of Choice*. Science, 211(4481): 453-458.
[39] Stachowiak S. (2008). *Pathways for Change: Six theories about how policy change happens*. Organizational Research Services, Seattle, WA. For full references of other authors, see Stachowiak (2008)

be redefined as part of a larger campaign or effort. A key focus of the work is on increasing awareness, agreement on problem definition, or on the issue's salience".

Once an analysis of the decision-making process and theory of change has been conducted, one can begin thinking about concrete actions that are required for a target audience.

In Practice

Influencing federal evaluation policies in America [40]

In the USA, the American Evaluation Association (AEA) has ratified policies included in Article 2.1 "Influencing of Evaluation Policy" as a major priority, and states that: "AEA will strive to influence the setting and use of U.S. evaluation policy." In September 1, 2007, the AEA Board of Directors established the Evaluation Policy Task Force (EPTF) in order to enhance AEA's ability to identify and influence policies that have a broad effect on evaluation practice and to establish a framework and procedures for accomplishing this objective. Since then, the EPTF has issued key documents promoting a wider role for evaluation in the US Federal Government, influenced both federal legislation and executive policy, and informed AEA members and others about the value of evaluation through public presentations and newsletter articles.

The EPTF's work with USAID influenced the February 2012 update of the US Department of State's Program Evaluation Policy.

[40] http://www.mymande.org/evalyear/working_with_parliaments

Question 3: What do they need to hear? (Messages)

What motivates the target audience? Much of this analysis has been already conducted in the previous questions – "What do we want?" and "Who can make it happen?" A careful analysis of what motivates and moves the target audiences allows the advocate to be aware of the best ways of influencing them, and where possible, to illustrate potential alignment between what motivates and moves the target and the advocacy goals.

Knowing what they need to hear involves developing evidence-based messages that are crafted for each specific target audience.

Developing messages for advocacy

Advocacy requires clear, consistent and effective messages. To do this you need to think about what you want to say, and how you should say it. Advocacy communication should seek to inform, persuade and move people to take action. Importantly, advocacy messages should not only persuade through valid data, sound logic and concrete evidence, but should also describe the action the audience is being encouraged to take. The audience needs to know clearly what it is you want it to do. [41]

Developing messages is a continuous part of an advocacy initiative. Messages inevitably need to be revised as you learn more about your policy issue and what appeals to your target audiences. First, you need to develop one clear primary message, which clearly summarizes your position and the changes you want to bring about. This will then guide the development of more specific, secondary messages that will be directed at different audiences, perhaps on different aspects of the primary message. The primary message will also guide potential slogans, sound-bites or stories used in advocacy work. The stakeholder analysis may provide important information that should assist you in the preparation of effective messages. [42]

The primary message consists of: Statement + evidence + action desired The statement is the central idea in the message. The evidence supports the statement with (easily understood) facts and figures. The action desired is what you want your target to do.

Example of a Primary Message:
Your policy decision has an impact on people's lives. 1 in 3 policies fail because they don't look at evidence. [43] *The immediate priority is to use evidence from evaluation when making policies.*

Summarize and present the advocacy messages in 3-4 sharp sentences, especially for situations where there is limited time to present the case (such as when you bump into an important bureaucrat at an event, during TV interviews etc.). This will help you to deliver your message in the most effective manner. This is also called the one-minute message.

The primary message may also be used to develop slogans [44] or short claims. For example:
'Evaluate before you decide.'
'Year of Evaluation for Better Lives.'
'Evaluation is cost-effective. There is 'value' in evaluation!'

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[41] Adapted from Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.
[42] Adapted from Toma C. (2012). *Advocacy Toolkit: Guidance on how to advocate for a more enabling environment for civil society in your context*, Open Forum for CSO Development Effectiveness.
[43] Hypothetical figures only.
[44] EvalPartners. (2013). *Building an Enabling Environment for Evaluation: An EvalPartners Advocacy Strategy*

In the context of building an enabling environment for evaluation, several themes can be used as a basis to develop new messages.[45] For example:

1. *Give evaluation the role its deserves in improving development outcomes.*
2. *Support the development and implementation of a national evaluation policy.*
3. *Achieve better allocation of resources and increase aid effectiveness through evaluation.*
4. *Obtain appropriate and sustained financing from national budgets for evaluation.*
5. *Use evidence from evaluations to develop policy frameworks.*
6. *Improve coordination between donors on evaluation.*
7. *Increase financial and technical assistance from donors, within the context of evaluation.*

Framing messages for different audiences

The primary message can be framed differently according to the audience the message is aimed at. This is known as a secondary message. It provides further explanation or is used when a particular audience needs a primary message to be reinforced. Secondary messages often explain how the objectives of the primary message will be met, including the actions that should be taken by the audience addressed. Several secondary messages may be needed, each tailored to the specific needs of an audience. Here are a few examples of such messages:[46]

Audience	Message
Members of Parliament, legislators	Using evidence from evaluation will give more weight to political arguments. Evaluation can demonstrate that your policy works from the beginning. Use evaluation to prove that government spending and policies are working to create better lives.
Ministry of Finance	Investment in evaluation will pay for it many times over by improving the efficiency of resource allocation. Evaluation is cost-effective.
Directors of Planning	What can't be evaluated cannot be managed. Put evaluation in the forefront to improve policy planning and decision-making.
Donor group	Better evaluation will improve the allocation and monitoring of aid.
Civil society	Advocate based on evaluation. Partner with your local VOPE to promote evaluation quality.
Media	Better evaluation will improve the means to hold the government accountable for its policies.
General public	Governments can be held accountable using evaluation results.
Private sector/ investors	Better use of evaluation will improve decision-making, productivity, and efficiency and lead to greater profits.

[45] Adapted from PARIS 21. (2010). *Advocating for the National Strategy for the Development of Statistics, Country-level Toolkit.*

[46] Adapted from PARIS 21. (2010). *Advocating for the National Strategy for the Development of Statistics, Country-level Toolkit* and EvalPartners. (2013). *Building an Enabling Environment for Evaluation: An EvalPartners Advocacy Strategy.*

A few rules can help you choose the content of your message wisely: [47]

- **Know your audience**: Find out what they know, their concerns, their values and priorities, what kind of evidence they seek and what kind of language they use.
- **Know your political and policy environment and moment**: What are the big controversies, the big issues and fears in your context? How might they affect your messaging? What is considered left, right and center?
- **Keep your messages simple and brief**: Make sure someone who does not know the subject can easily understand the information. Avoid jargon. This is particularly important when advocating on some of the more technical issues relating to monitoring and evaluation.
- **Use real life stories and quotes**: The human element makes a problem, or issue, real. Quotes and personal stories bring to life the challenges faced by those directly affected. They also help to make the message locally relevant by presenting information relating to the local context and therefore more easily understood by your audience.
- **Use precise, powerful language and active verbs**: For instance, "there is 'value' in evaluation'.
- **Use facts and numbers accurately and creatively**: The facts you choose and the way in which you present them to make your case is very important. Saying "1 in 3 policies fail because they don't invest in monitoring and evaluation.....", rather than "over 30% of policies fail....." conveys the same fact more clearly.
- **Adapt the message to the medium**: Each medium has its own possibilities and limitations. For example, sounds and different voices and background noises will be very important when conveying your message on the radio, whereas making full use of the visual element of your message will be crucial on television and more frequently on the internet.
- **Allow the audience to reach their own understanding**: Provide basic details as too much information may appear dogmatic and may cause you to lose your audience's attention.
- **Encourage the audience to take action**: You must be clear about what action your audience – whether it's the policy-makers or the civil society – can take to support your cause. Offer straightforward suggestions like "support the evaluation bill in Parliament", "sign our online petition for the national evaluation policy."
- **Present a possible solution**: Always tell your audience what you propose in order to advance better use of evaluation and keep it simple. For instance: "The government needs to show its commitment to the national evaluation policy by allocating appropriate funds for its implementation."

[47] Adapted from VeneKlasen L., Miller V. (2002). *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*. Just Associates. Washington, DC.

Question 4: Who do they need to hear it from? (Messengers)

The messenger is often as important (or sometimes more important) than the message itself. The same message has a very different impact depending on who communicates it. **Answering this question involves determining the most strategic choice for an advocacy messenger based on the context.**

When delivering an advocacy message, you need to determine who will be the most credible source in the eyes of the target audience. Sometimes policy skills are important, but other times first-hand knowledge of the problem, technical expertise, or seniority within an organization matter more. Also, it can be effective to have two messengers who complement each another: one knowledgeable about the subject matter and the other knowledgeable about the target audience.[48]

> KEEP IN MIND
> Reinforce messages. Usually, delivering a message once is not enough. Always have a strategy to reinforce your message, either yourself, or through others. When you resend your message, you can also use the opportunity to respond to any concerns expressed by your target audience.

Tips on choosing a messenger:[49]

- Messengers should be known and trusted by – or will appeal to – target audiences.
- Messengers should demonstrate knowledge and insight into the issue.
- Messengers should be a source whose opinion target audience will value.
- Messengers refrain from political comments unrelated to the issue.

Preparing a messenger is part of an advocate's responsibility. Talking points are a useful tool to support messengers, colleagues and partners in understanding how the message helps accomplish the goal, and ways to use the primary and secondary messages as well as to stay on message. Tools to enhance their message-sharing experience include practice sessions on how to address different audiences. Talking with government officials or community leaders is not the same as answering questions from journalists or appearing in a live interview. Consult with advocacy messengers to find out which audiences will make them most comfortable – and effective.[50] (*For more information on how messengers should deliver advocacy messages, see Question 5 ahead)*

In Practice

Introducing the concept of evaluation to politicians through 'Eva the Evaluator'[51]
The Slovak Evaluation Society (SES) is using multiple ways to get policy-makers familiar with the concept of evaluation and its value in policy-making. Among many strategies, SES translated a children's picture book, 'Eva the Evaluator' into Slovak language is an effective way of introducing non-evaluators to the basics of evaluation. This fun and accessible introduction to evaluation, was printed and distributed to all ministers, deputy ministers and Members of Parliament. In addition, a short book with basic information on M&E in Slovak language was published and is available for download from the SES website (www.evaluation.sk). Several training sessions and seminars, led by national and international experts have also been organized for the staff of ministries and other interested people from the NGO sector, private companies, universities and research institutions. However the promotion of evaluations through "Eva the Evaluator" did not bring any direct feedback from the politicians but some signals were observed suggesting that it might be under consideration.[52]

[48] Sprechmann S., Pelton E. (2001). *Advocacy Tools and Guidelines Promoting Policy Change*. CARE.
[49] Adapted from Sprechmann S., Pelton E., (2001). *Advocacy Tools and Guidelines Promoting Policy Change*. CARE.
[50] UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*. Available at: http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf.
[51] Eva the Evaluator is a story about strengthening the bonds between parent and child. The story revolves around Eva and her father as he explains to her what he does for a living (evaluator). The father answers Eva's questions as she imagines herself engaged in the scenarios being described. Some mischievous characters appear highlighting that evaluation is not without pitfalls.
[52] Adapted from SES case study submitted to IOCE. http://ioce.net/download/national/SlovakEvaluationSociety_CaseStudy.pdf accessed 29 August 2013.

Question 5: How can we make sure they hear it? (Delivery)

There are many ways to deliver an advocacy message. These range from the one-to-one communication (e.g. lobbying) to in-your-face (e.g. direct action). The most effective means varies from situation to situation. The key is to evaluate them and apply them appropriately, weaving them together in a winning mix. 53

Making sure your audience hears the message involves identifying opportunities in the decision-making process, choosing the best medium for message delivery, lobbying and negotiation, and working with the media and partners.

Identifying opportunities in the decision-making process to generate demand for evaluations

Following the policy calendar, nationally, regionally and internationally, provides many opportunities that can serve as opportunities and entry points to begin creating demand for evaluation. These opportunities can be used to strengthen the advocacy position, create alliances, raise awareness, and to get the advocacy message across. Mapping out possible advocacy opportunities in relation to the decision-making process will help in developing an overall advocacy strategy. These moments could be as simple as meeting with a parliamentarian, attending a conference, or connecting with celebrations around a policy success or an event such as Human Rights Day. The advocacy opportunities could be more formal, for instance, taking part in government's consultations on major policy reviews, such as the poverty reduction strategies and national plans of action, and drafting of the new constitution and alternative reports to the international monitoring agencies (such as the CRC Committee, CEDAW Committee among others). Connecting with opportunities requires time, energy and resources. Therefore the opportunity must have the potential to exert influence, bring together allies and those who can be converted to become allies, people who hold power over the issue, and also to raise the profile of the issue.[54]

53 Advocacy Institute, Washington D.C. 2002

[54] Adapted Karkara N. (2013). *The Children's Agenda Advocacy Toolkit: Guidance on how to effectively advocate for children's rights in Tanzania*, UNICEF Tanzania. Available at http://www.unicef.org/tanzania/Childrens_Agenda_AdvocacyToolkit_(2013).pdf

Declaring 2015 as the International Year of Evaluation (EvalYear) [55]

Key advocacy message: Evidence for the world we want. Using evaluation to improve people's lives through better policy-making

To push for greater recognition and use of evaluation by governments, EvalPartners has facilitated a global dialogue among regional and national evaluation actors, evaluation offices of International Organizations, including UN agencies and the World Bank's IEG, OECD/DAC and developing countries, private foundations and other key stakeholders. The dialogue has resulted in designating 2015 as the International Year of Evaluation (EvalYear) in order to advocate and promote evaluation and evidence-based policy-making at international, regional, national and local levels.

EvalYear will be a catalyst for important conversations and thinking, at international, regional, national, and sub-national level, on the role of monitoring and evaluation in good governance for equitable and sustainable human development. EvalYear will position evaluation in the policy arena, by raising awareness of the importance of embedding monitoring and evaluation systems in the development and implementation of the forthcoming Sustainable Development Goals, and all other critical local contextualized goals, at the international and national levels. EvalYear is about taking mutual responsibility for policies and social action through greater understanding, transparency, and constructive dialogue.

EvalYear features **inclusion** where everyone has a role to play: civil society, governments, international partners, academia, and individuals. For example, EvalYear will help to shape opinion and influence decision-making through VOPE conferences and UN evaluation-related meetings that will keep the spotlight on policy coherence for equitable, and gender responsive sustainable development and good governance in the international and national arenas. EvalYear invites **innovation** at many levels: methods of engagement and capacity building, peer-to-peer exchanges, use of technology for communications and scale up, and involvement of new partners. EvalYear will bring together a **strategic partnership** of committed individuals and organizations around the world for coordinated action to promote evaluation as a catalytic intervention for better human development.

CSOs, VOPEs and stakeholders should use EvalYear as an opportunity and entry point to strategically advocate for equity and gender responsive national evaluation policies and systems.

International policies, commitments and conventions are valuable tools to fuel national and local level advocacy. The advocacy processes around these can draw upon national, regional and international advocacy networks. International events and processes can be leveraged to generate demand for evaluation at the national level. For example, the 4th High Level Forum on Aid Effectiveness held in Busan in 2011, took note that effective development requires a strong focus on results, ownership and accountability, which can be supported by stronger monitoring, evaluation and communication of development results. Such international fora and their declarations can become essential national advocacy hooks to strengthen evaluative thinking in policy-making. Currently, an opportunity exists to link with the dialogue around the forthcoming Sustainable Developmental Goals and to demand greater commitment to evaluation in post 2015 programmes and national goals.

TOOL 8: Identifying and planning opportunities in the policy-making process [56]

This tool presents a matrix, which can be used to identify and plan opportunities in the policy-making process, for example, within the Ministry of Planning during the agenda phase of the policy-making cycle. Similar matrices can be drawn up for other phases in the policy-making process, such as formulation and enactment, implementation and enforcement and monitoring and evaluation. For more information, refer to *http://www.mymande.org/evalpartners/advocacytoolkit*

[55] http://www.mymande.org/evalyear
[56] Adapted from Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

In Practice

Creating advocacy opportunities in Senegal [57]

SenEval actively supported the organization of the Senegalese Evaluation Days (JSE) held in October 2008 on the theme of "Culture and practice of evaluation in Senegal: What's at stake for public policy?"

The decision to hold the JSE was a direct consequence of the diagnostic study of evaluation capacities in Senegal. This initiative was organized by a broad-based team, convened by the Delegation for the Reform of the State and Technical Assistance (DREAT), with technical support from F3E (Fund for the Promotion of Preliminary Studies, Cross-Cutting Studies and Evaluations). The three-day event – opened by the Secretary General of the Presidency – attracted more than 200 participants who benefited from the training and guidance provided by national and international experts from the UN system, Canada, France and Switzerland. The first day targeted a smaller high-level group specially focused on the evaluation of public policies.

Overall, the JSE brought together an impressive group of participants that included Secretary Generals and Permanent Secretaries and Directors of Ministries, parliamentarians and local elected officials, representatives of the National Audit Office, the Government Inspectors, and NGOs and development partners, who collectively reaffirmed the imperative need to reinforce oversight and transparency in the public policy arena, and to strengthen their own capacities in evaluation. It also allowed a wide dissemination of the diagnostic study of evaluative capacities, which had contributed to strengthening the conclusions of the JSE. This model has perhaps encouraged the holding of similar events like those in Benin and Niger.

Using the opportunity of the Egyptian revolution to advocate for the role of evaluation in improving governance practices [58]

Despite the complex instability Egypt is passing through, the revolution of 2011 has led to greater demand for collective responsibility and public action. Due to the decline in aid effectiveness and the reduction of international aid at the time, the disparities were high. Many organizations began to explore the situation aiming to readjust development strategies to improve results.

In an attempt to demonstrate the intrinsic link between evaluation and governance and to use evaluation as one of the tools to strengthen governance practices in Egypt, EREN conducted a seminar for 66 researchers, evaluators and senior professionals on "Enhancing the Role of Evaluation in Improving Governance Practices." A series of "Evaluation and Governance" workshops will continue, especially after the continued Egyptian revolts, where the culture of transparency, integrity and accountability are widely welcomed by Egyptians at the different levels.

Choosing the best medium for message delivery

Effective messaging relies on careful attention not only to the message itself, but also to how it is transmitted – known as the 'medium'. It is worth considering the most effective medium to carry your message, and the most effective messenger to deliver it. The message, messenger and the medium will be determined by the audience you are trying to reach. [59]

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[57] Adapted from UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation

[58] UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation

[59] WaterAid. (2007). The Advocacy Sourcebook.

Some of the many different formats or mediums for delivering a message include:

- **Person to person** (one-on-one lobbying visits, group or community meetings, conferences and workshops, public hearings, protests, public demonstrations).
- **Print** (newspapers, magazines, journals, booklets, newsletters, posters, leaflets, pamphlets, reports, studies, letters to decision-makers).
- **Electronic** (radio, television, video and film, Internet [e.g., blogs, social media websites, YouTube], mobile phone technology).

Here is a list of possible mediums for different audiences:

Audience	Medium
Members of Parliament, Legislators	Direct distribution of advocacy booklets, issue briefs and evaluation reports (including summary of key findings), workshops and meetings, parliamentary session briefing, sector working groups, e-mails. Directly via the media (Talk shows, press conferences). Indirectly via the media (newspapers, radio, TV, journals).
Ministries and Directors of Planning	Meetings with Minister, Directors and officials (e.g. with Secretary to the Treasury).Advocacy booklets, Issue briefs, key findings and results from evaluations.
Donor group	Directly through meetings (local and international); distribution of advocacy booklets, issue briefs, policy paper, internal updates and periodic reviews. Indirectly through the media (TV, radio, websites, international development journals).
Civil society	Distribution of flyers, brochures explaining uses of evaluation and the need for evidence-based lobbying. Workshops.
Media	Press briefing, media workshops and meetings; stats flash; contributing to editorials and TV debates explaining issues relating the importance of evaluation; results of evaluation reports; websites; e-mail.
General public	Indirectly through the media (newspapers: features, editorials, regular columns; flyers; radio; TV; adverts). Social media. Celebration of important events: Evaluation Day, Human Rights Day.
Private sector/ investors	Policy briefs, flyers (e.g. how investing in evaluation can promote their interests). Direct meetings, workshops.

TOOL 9: Developing an advocacy booklet for evaluation

The advocacy booklet is composed of various sections that will allow you to highlight major evaluation themes and add credibility to your advocacy action. See *http://www.mymande.org/evalpartners/advocacytoolkit* for a potential structure for an advocacy booklet for evaluation.

In Practice

Collaborating with the government in Kenya to promote a culture of evaluation [60]

The Evaluation Society of Kenya (ESK) receives strong support from the NIMES (Kenya's National Integrated Monitoring and Evaluation System). In November 2012, ESK was launched in a high visibility event jointly organized by the Ministry of Planning through the Monitoring & Evaluation Directorate (MED). The event also kick-started a three-day inaugural national monitoring and evaluation week, which will be held annually. ESK in partnership with MED and other development partners used this platform to advocate for greater use of evaluation in Kenya. The event also raised the visibility of ESK and the NIMES as agencies that track and communicate development results. By showcasing itself as a legitimate and credible partner with the government on evaluation related themes, ESK will increase its leverage in future advocacy evaluation efforts. National and sub-national officials from CSOs, government, UN agencies, academia, media and research institutions also participated in the events. Advocacy messages were delivered by the Assistant Minister for Planning, UNICEF's Country Director, and DFID's high-level representative from the UK Evaluation Office. The three-day event also helped to serve as a membership recruitment drive for ESK. Increase in members and partners will continue to add additional strength to ESK's evaluation advocacy work. The VOPE is currently in the process of formalizing its relationship with the MED, through an MOU.

Lobbying and negotiation

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

Lobbying can occur either formally, through visits to and briefings of decision-makers and others, or informally, through conversations in corridors, restaurants, parking lots, golf courses, etc. as decision-makers go about their daily lives, or at events that are not directly related to your advocacy work. [61] Every successful lobbyist must develop an individual style that works for them in their context and in their particular circumstances. If possible, it is important to receive advice and involve those among partners with some experience in lobbying, prior to setting the meetings with politicians or officials. They may already know the target audience and can advise on the best approach. [62]

Materials to prepare for lobbying and other ways to engage policy-makers: [63]

- **Advocacy booklet:** (See Tool 9)
- **Talking points**: A summary of the main points, based on the primary message and your advocacy booklet you developed earlier.
- **Fact sheets**: A summary of key facts and relevant evidence (no longer than 2 pages).
- **Briefings**: A good way to educate policy-makers and bureaucrats on the use of evaluation is to hold periodic briefings for them or their staff. Briefings usually feature evaluation experts talking about the latest information on your policy issue and its importance.

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[60] Adapted from UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation

[61] Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

[62] Adapted from Toma C. (2012). *Advocacy Toolkit: Guidance on how to advocate for a more enabling environment for civil society in your context*, Open Forum for CSO Development Effectiveness.

[63] Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance.

Some ground rules for lobbying: [64]

- Cultivate good long-term relations with your target decision-makers but don't confuse access with influence – and don't let good relationships stop you taking public action where necessary and if appropriate.
- Seek to find common ground where change may be possible.
- Be propositional rather than oppositional, wherever possible.
- Seek to establish yourselves as a trusted source of evidence and policy advice.
- Give credit where credit is due – failure to do so is what many decision-makers dislike most about development actors.
- Where appropriate inform targets of media and popular mobilization actions in advance, and share briefing papers before publishing them.
- Don't expect to achieve change in one meeting or letter.

Negotiating means advancing the issue by presenting a position and dealing with opposition by understanding and managing power dynamics within and among the institutions being influenced. Through the give and take of negotiation, groups try to agree on a solution that both sides can live with. The process involves bargaining, good communication, an understanding of the relative power and interests of all stakeholders and willingness to engage in dialogue and to compromise. [65]

Tips for negotiation: [66]

- Hold out incentives to show that you have something of value: make sure you have something of value to them and make it obvious you do.
- Step up the pressure to demonstrate the cost of not reaching a settlement: following a risk assessment, issue a credible 'threat' (e.g. media exposure, boycott), force a choice on the other party and make consequences tangible to them.
- Establish your authority and credibility: make sure you have an explicit mandate (for example, VOPEs can show they are part of regional and global efforts to promote the use of evaluation in evidence based policy-making) and make that known to the other party.
- Enlist support and show clout: Use allies to maximize resources and respect.
- Maintain control over the process: anticipate the reactions of the other party, build support behind the scenes for your agenda using allies and raising awareness of your issue through advocacy.

Engaging with the media [67]

The media is both a tool and the target for advocacy to build an enabling environment for evaluation. The media can:

- Play a key role in building awareness and shaping public opinion on the use of evidence in policy-making and using evaluation to promote accountability and transparency.
- Shape the nature of debates over the importance of using evaluation in policy-making;
- Generate action from policy-makers on the use of evaluation.
- Influence governments to increase demand for evaluation, both directly and through its power to influence and mobilize opinion.
- Put direct pressure on a government to use evidence in policy-making by placing it in the spotlight.

It is important that the specific role of the media in achieving advocacy objectives is clearly integrated into advocacy strategies.

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[64] Toma C. (2012). *Advocacy Toolkit: Guidance on how to advocate for a more enabling environment for civil society in your context*, Open Forum for CSO Development Effectiveness.

[65] VeneKlasen L., Miller V. (2002). *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*. Just Associates. Washington, DC

[66] Toma C. (2012). *Advocacy Toolkit: Guidance on how to advocate for a more enabling environment for civil society in your context*, Open Forum for CSO Development Effectiveness.

[67] Adapted from Amnesty International. (1997). *Campaigning Manual*; PARIS 21. (2010). *Advocating for the National Strategy for the Development of Statistics, Country-level Toolkit* and The Democracy Center (2001).

In Practice

Media advocacy in Egypt[68]
The Egyptian Development Evaluation Association (EgyDEval) and EREN significantly target the media to promote a culture of evaluation in Egypt. EgyDEval runs discussion groups and advocacy workshops for national evaluators and the media. EREN's efforts include creating a Media Watch Group including hosting three workshops for media people from more than 16 media institutions/channels. In 2010, EREN in collaboration with PLAN International and the Faculty of Communication in Cairo University conducted a seminar on "Enhancing the Role of Media People in Utilizing Research and Disseminating Knowledge". Over forty media people and researchers participated in the seminar. In 2011 and 2012, two additional media seminars were conducted on "Development Aspects in Media Coverage" and on "Extending Partnership between Media People and Researchers." This led to a new partnership between the Press Syndicate and EREN that aims to strengthen the media watch group to monitor media performance and coverage of development issues.

There are a number of standard techniques (outlined below) for seeking media coverage. All of them will work better if CSOs and VOPEs have established good relationships with journalists. The following are general principles in working with the media:

- **Be reliable**. If you say you will call back in half an hour, then do so. If you promise an interview with the President of the VOPE, then keep the promise. A reputation for unreliability is a barrier to getting coverage. You must be trusted.
- **Be accurate**. Know your facts and do not exaggerate. You want to build and reinforce VOPE's image as an organization of integrity and accuracy.
- **Provide service**. Provide useful information and good, clear stories. Always provide materials in the working language of the media.
- **Do not lecture**. It works against a sound long-term relationship based on respect. There is always another story.

Winning coverage

Every story needs to win a competition before the public sees, hears or reads it. It has to compete against other stories provided by organizations, companies and press departments – many newsrooms receive hundreds of press releases every day. For example there may be several journalists and editors, who believe that development or human rights stories are not real news. Therefore special attention has to be given to stories that we want the press to cover.

To win coverage, you have to give your story every possible competitive advantage. Getting the media interested in your story involves a set of strategies, including these[69]:

- **Make your story newsworthy**: Why is it important? Who is affected and in what way? Why is it important now? Is there new information? Is it tied to some larger event in the news? Is a decision about to be made or has it been made?

  Make your story relevant to journalists by tying-in your story to breaking news or current events such as a controversy, conflict and scandal around a particular policy; injustice or deception on a massive scale concerning a policy; something new that has happened (for example, breakthrough evidence from evaluation that can highlight the importance of sound evaluations). Show the media that your issue is current and relates to today's news discussions and you will have a much better chance of convincing journalists that your story is newsworthy.

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[68] Adapted from UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation. Additional information provided by Doha Abdelhamid, EvalMENA Board Member at IOCE.

[69] Adapted from UNDP. (2004). *The Blue Book: A hands-on approach to advocating for the Millennium Development Goals*; And, Coalition for the International Criminal Court. (2003). *NGO Media Outreach: Using the Media as an Advocacy Tool.*

Identify key dates on which evaluation will take on special meaning and work on raising of the significance of that date. A well-organized calendar of events can help you and journalists determine when to focus attention on your story.

- **Make your story easy to cover**: What is the human story behind investing in evaluation? Evaluation is analytical, complex and policy-driven. It may be interesting to VOPEs and to its partners, but it has to be made interesting to the specific audience to which it is told. Give reporters the information they will easily understand. Evaluation reports, key research findings and diagnostic studies are useful information, provided they are translated for public consumption. Journalists might not understand evaluation jargon, abbreviations or complex bureaucracies. Their readers understand even less. Remember also to give reporters access to the people they will want to talk with.

- **Build relationships with reporters**: who covers the issue? Make contact when you aren't pitching a story.

- **Meeting Editorial Deadlines:** Remember to work within editorial deadlines. Deadlines vary greatly depending on the journalist and his or her medium of communications. Be sure to provide journalists sufficient "lead time" in order to prepare to publish a story in a timely manner.

Communicating with the media

In communicating with the media, the following established techniques can be used, such as the press release; the press conference; the media briefing and information pack (press kits); interviews and comment; the 'photo opportunity'; sending letters, writing opinion-editorials, etc.. In addition, websites, newsletters, blogs, talking points and issue briefs, seminars and workshops and so on are indispensable media and broader communication tools. Which technique you use will depend partly on the strength of your story, the resources you have available and logistical issues. **For more details on how to put together press releases, press kits, media events and interviews see Annex 1.**

Getting the media to ask the evaluation focused questions

By equipping the media with relevant questions to ask policy-makers, journalists can play an important role in increasing evidence based policy-making. For example, through a press kit or a media training, the journalists could be prepared with specific evaluation focused questions to ask a government official discussing a policy initiative. For instance:

- What is the policy and how does it compare to policies of other countries?
- How do you gather evidence that the policy is working?
- How do you make sure this evidence is used to inform other policy decisions and budget allocations?

When a Government or Minister announces that their policy or programme is highly successful, journalists could ask:

- How was it evaluated?
- Who undertook this evaluation?
- In what way were the various stakeholder groups involved?
- What were the evaluation's key questions and data sources?
- How will you make sure this evidence is used when you take a related policy decision?

Integrating social media into advocacy work

Social media tools provide a huge range of opportunities to enhance your advocacy and influencing work - from widening participation, creating conversations with people to crowdsourcing solutions or reaching decision-makers. Social media is an inexpensive tool for advocacy that can help you start a conversation on an enabling environment for evaluation, with a large number of people. One of its many advantages is that distance is largely irrelevant. The main disadvantage of the social media is that people can have limited access to it in developing countries. As with other advocacy tools, it is important to have a specific purpose and target audience in mind before embarking on social media advocacy.[70]

The term 'social media' itself contains a number of tools, each with distinctive characteristics. The increased use and importance of these tools has sometimes challenged the right to freedom of expression and access to information leading to a shake-up in traditional approaches to advocacy and campaigning. This has opened the way to a new form of 'digital activism'.[71]

The first step in utilizing social media is to create a plan. Creating a social media plan includes thinking about:[72]

1. **What do you want to achieve?** Is your goal narrow (publicizing an event such as the launch of the National Evaluation Policy) or broad (building and engaging with a community or coalition of evaluation professionals)?
2. **Who is the audience you would like to reach?** Are you primarily communicating with people who are already familiar with your CSO/VOPE's work, such as your members and partners? Or are you reaching out to targets and the influentials part of your larger advocacy strategy?
3. **Which social media platforms will you focus on?** This decision should be guided by your objectives and intended target audience. There are several social media platforms but it is best to use one or two platforms. Social media platforms are emerging fast, but a few current examples are as follows:[73]

Blogging (www.wordpress.org)
Micro-blogging (www.twitter.com)
Video-sharing (www.youtube.com)
Photo-sharing (www.flickr.com) (www.pinterest.com)
Podcasting (www.blogtalkradio.com)
Mapping (www.maps.google.com)
Social networking (www.facebook.com)
Professional networking (www.linkedin.com)
Social voting (www.digg.com)
Social bookmarking (www.delicious.com)
Lifestreaming (www.friendfeed.com)
Wikis (www.wikipedia.org)
Virtual Worlds (www.secondlife.com)
Custom social networks (www.ning.com)

4. **Which resources and materials will you share through social media?** Those who post – or speak – on social media on behalf of your organization need to speak knowledgeably about the issues, be good storytellers and understand the best practices for the forums in which they are working. They can be trained to use talking points and data relevant to the topic at hand, but their value is in injecting subject matter expertise and analysis into the debate. Whether it's staff or a volunteer leader, a knowledgeable and empowered spokesperson carries more weight with influencers.[74]

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[70] Adapted from Amnesty International. (1997). *Campaigning Manual.*
[71] Adapted from Toma C., (2012). *Advocacy Toolkit: Guidance on how to advocate for a more enabling environment for civil society in your context*, Open Forum for CSO Development Effectiveness.
[72] Adapted from http://www.aauw.org/resource/how-to-use-social-media-for-advocacy/
[73] Adapted from Toma C., (2012). *Advocacy Toolkit: Guidance on how to advocate for a more enabling environment for civil society in your context*, Open Forum for CSO Development Effectiveness.
[74] https://www.avma.org/Advocacy/Tools/Pages/Who-is-your-social-media-advocacy-voice.aspx

In Practice

Engaging social media and ICTs in Kenya[75]

The use of social media in development engagement has become a necessary tool especially when engaging with the youth. The Evaluation Society of Kenya (ESK) has integrated elements of social media on its website (www.esk.co.ke) and is also making its presence felt on sites like Facebook and Twitter. With the increase in mobile phone ownership in Kenya, the use of this technology will not only enhance its communication but will also increase its reach.

Use of social media by EvalPartners to enhance networking and knowledge exchange

Taking advantage of the power of new technology and social media, EvalPartners uses innovative methods of engagement and democratic participation to strengthen networks and knowledge sharing on development evaluation. Blogs, e-discussions, webinars, communities of practice and e-learning are conducted through www.mymande.org. Other social media tools such as Facebook, Twitter and LinkedIn are also used to encourage communication and knowledge exchange between evaluation networks and development partners.

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[75] UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation

Question 6: What have we got? (Resources, strengths)

and

Question 7: What do we need to develop? (Challenges, gaps)

An effective advocacy effort takes careful stock of the advocacy resources that are already there to be built on. This includes past advocacy work that is related, alliances already in place, staff and other people's capacity, information and political intelligence. In short, you do not start from scratch; you start from building on what you have got. After taking stock of the advocacy resources you have, the next step is to identify the advocacy resources you need that are not there yet. This means looking at alliances that need to be built, and capacities such as outreach, media, and research, which are crucial to any effort. 76

Answering these questions together requires assessing the external and internal advocacy environment to create a long-term advocacy strategy. This can be done effectively using the ACT-ON (Advantages, Challenges, Threats, Opportunities and Next Steps) model. This model provides a simple way to assess the internal forces that determine your organization's potential to carry out a strategy, and the external forces that will help or hinder it. As the internal and external advocacy environment keeps changing, this tool may be used many times during the implementation and management of advocacy.

TOOL 10: The ACT-ON Model[77]

See *http://www.mymande.org/evalpartners/advocacytoolkit* for an example where ACT-ON model has been applied to a hypothetical VOPE advocating for a National Evaluation Policy.

In Practice

Promoting a culture of evaluation in Morocco[78]

The Moroccan Evaluation Association (MEA) is working to improve public action through the promotion of the evaluation culture and its institutionalization in Morocco. Leveraging the external policy environment MEA was able to push for evaluation to have a prominent position in the constitution. MEA capitalized on a number of external opportunities such as the royal speeches on evaluation, including public policies, and other reports that underline the importance of evaluating public policies in the country and the need to set up instances and mechanisms of monitoring, control and evaluation. In addition, the Report on the 50th Celebration of Moroccan Independence explicitly noted "Public policies of officials and elected members have not always been evaluated, nor readjusted regarding their impact on population welfare". Also, the government had expressed its intention of setting mechanisms of monitoring, control and evaluation within a framework of good governance in 2008. Further the Arab Spring events started in Morocco in 2011, which raised questions of accountability and good governance. These external events formed important advocacy hooks for MEA.

Seizing the advocacy opportunity, MEA presented its memorandum to the Commission for the revision of the Constitution, requiring the constitutionalization of accountability and evaluation of public policies. In parallel, the President of MEA gave a number of media interviews explaining the urgent need to include evaluation in the constitution. In 2011, Morocco adopted the principle of evaluation of public policies within its Constitution. Following which, in 2012, MEA organized the first workshop for Moroccan parliamentarians on the theme: "Political accountability and evaluation of public policies".

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[76] Advocacy Institute. (2002). Washington DC

[77] This tool was developed by David Cohen, Kathleen Sheekey and Maureen Burke of the Advocacy Institute and has been used in industrialized and developing countries, urban and rural areas, and even failed states.

[78] UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation

Question 8: How do we begin? (First steps)

What would be an effective way to begin to move the strategy forward? What are some potential short term goals or projects that would bring the right people together, symbolize the larger work ahead and create something achievable that lays the groundwork for the next step? 79

Answering this question entails setting advocacy goals, interim outcomes and activities, which help to move from planning to action.

Advocacy impact, goals, interim outcomes and activities

Impacts are the positive and negative, primary and secondary long-term effects produced by advocacy efforts, directly or not, intended or not. Impacts signal what will happen after an advocacy goal is achieved.

The **advocacy goal** is the subject of your advocacy effort. It is your vision for the next 10-20 years. The advocacy goal can be general, for example, **develop and implement a national evaluation policy.** Goals indicate what the advocacy strategy is aiming to accomplish in the policy or funding environment

Advocacy interim outcomes are shorter-term results that must be achieved in order to reach the advocacy goal. Generally, the time frame for an advocacy interim outcome will be 1-3 years. It must focus on a specific action that the organization can take. For example an advocacy interim outcome can state, **all major political parties endorse the development of a national evaluation policy in their core commitments by 2015**. Advocacy strategies usually have multiple interim outcomes that are achieved on the way to that goal.

Sometimes policy goals take years to achieve. Interim outcomes signal important progress to be achieved along the way. Capturing interim outcomes also ensures that evaluations do not conclude unfairly that, if policy goals are not achieved, entire advocacy efforts failed. Examples of interim outcomes can be both increased advocacy capacity, as well as audience changes that indicate movement towards advocacy goals. Can you choose more than one interim outcome to work on at a time? This depends on your organizational resources for advocacy. It is generally advisable to focus your work on only as many interim outcomes as you can realistically achieve. Advocates who attempt to fix everything run the risk of changing nothing in the process.

Advocacy tactics or activities are the specific outputs and products which contribute to the interim outcomes, and might include events, conferences, press releases, publications, meetings etc. The advocacy tactics/activities help to achieve the interim outcomes. For each advocacy tactic, it is important to identify the roles of specific VOPE members who have the responsibility for taking it forward.

[79] Advocacy Institute. (2002). Washington DC.

SMART Goals and Interim Outcomes (and also change-oriented)
Your goals and interim outcomes should be SMART – Specific, Measurable, Achievable, Realistic, Resourced, Relevant and Time-bound. They should also be change-oriented rather than activity-oriented. They should describe the change you intend to bring about, not what you intend to do. The change should be quantified and the interim outcome should state who will do it and by when. E.g:

Original objective: To mobilize the government to invest in national evaluation policy.
SMART objective: To assist the Ministry of Planning to draft the national evaluation policy by 2015.

Specific: Watch out for jargon or rhetoric. Evaluation terminology can be technical. Say what you mean in the clearest terms possible. Watch out for words that can be interpreted in a variety of ways, for example: accountability, transparency, etc. If you use them, say what you mean.

Measurable: Be as exact as possible about who, what, where, when and how. For example, an interim outcome might state, "sensitize parliamentarians about the need for evaluation." Whenever possible, estimate the number of legislators you are mobilizing, what they will be able to do as a result, and the geographic range of your effort.

Interim outcomes that refer to a state of mind and a process, like 'sensitize', are almost impossible to measure because they are subjective. So, when you use words that refer to a state of mind you should ask yourself: "What does a sensitized person do?" "Sensitize for what?" Use the answers to formulate your interim outcomes and goals more clearly.

Achievable: The clearer you are about who, what, where, when and how, the more achievable your goals and interim outcome will be.

Realistic, resourced and relevant: Changing attitudes and behaviour is a long-term endeavour. Try to be realistic when you decide how many people you plan to influence. Realistic objectives should be achievable in the planned time frame and reflect the limits of your funding and staff. Make sure that the interim outcomes, if achieved, will be sufficient to achieve your advocacy goal.

Time bound: A clear interim outcome should include a clear time-frame within which the change should be achieved (within 2-3 years, or longer if the interim outcome is more ambitious). Remember that the time-frame must also be realistic.

Change-oriented: Your interim outcome should be worded in terms of what you hope to achieve, not what you intend to do. Consider what change you want to bring about. For example, "Decision-makers x, y and z will clearly demonstrate their awareness on evidence based policy-making by supporting calls to adopt the national evaluation policy" is change-oriented, while "to raise awareness of decision-makers about evaluation" is activity-oriented.

TOOL 11: Examples of advocacy activities, interim outcomes, goals and impacts[80]

This tool provides a model that identifies a full range of advocacy activities and outcomes that helps to determine alternate paths to achieve policy goals. For more details, see: *http://www.mymande.org/evalpartners/advocacytoolkit*

[80] Coffman J. (2009) *A User's Guide to Advocacy Evaluation Planning*. Harvard Family Research Project, Cambridge, MA. Available at www.hfrp.org/evaluation/publications-resources/a-user-s-guide-to-advocacy-evaluation-planning

Question 9: How do we tell if it's working? (M&E)

As with any long journey, the course needs to be checked along the way. Strategy needs to be evaluated by revisiting each of the questions above (i.e., are we aiming at the right audiences; are we reaching them, etc.) It is important to be able to make mid-course corrections and to discard those elements of a strategy that don't work once they are actually put into practice.[81]

Answering this question entails incorporating and implementing a robust monitoring and evaluation plan within the advocacy strategy. *This section should be read with Chapter 3 on Monitoring and Evaluating Advocacy.*

Monitoring is the systematic and continuous assessment of the progress of a piece of work over time, which checks that things are going as planned and enables adjustments to be made in a methodical way. While your advocacy goal may be consistent, you need to be prepared to revise your activities in the light of what monitoring reveals as your advocacy work develops, and your targets respond.

Evaluation is the periodic assessment of the relevance, performance, efficiency and impact of a piece of work with respect to its stated objectives. Evaluation measures whether the objectives of an activity have been achieved, how they were achieved, and what can be learnt from this success or failure. It is usually carried out at some significant stage in the project's development, e.g. at the end of a planning period, as the project moves to a new phase, or in response to a particular critical issue.

Just as you are advocating for a strong evaluation culture, monitoring and evaluation should be central to your advocacy action plan right from the beginning. By building monitoring and evaluation into evaluation advocacy planning from the start, you can connect the goals you want to achieve with the development of indicators for success.[82] Advocacy monitoring and evaluation can and should be used for purposes of strategic learning.

TOOL 12: Definition and measurement indicators for advocacy activities, interim outcomes, goals, and impacts[83]

See *http://www.mymande.org/evalpartners/advocacytoolkit* for a matrix containing possible activities, outcomes, goals and impacts that can be measured for evaluation advocacy efforts. It also includes definitions for each component and possible indicators.

Using logical frameworks

An early step in monitoring and evaluation planning for advocacy typically entails developing a logic model (also known as a theory of change or impact plan), which is an explanation of how a given effort will bring about change and what results are anticipated (*for more details on theory of change models see Question 2: Who can give it to us?)*. This will set the overall framework for monitoring and evaluation, giving the advocacy team a way to categorize and make sense of available information throughout the advocacy effort, and a basis for more in-depth studies by external evaluators during or after the intervention. A hypothetical logframe has been developed below to illustrate what may be measured and how in the context of a VOPE's efforts to advocate for a National Evaluation Policy. In this example, the VOPE is advocating for this policy against the backdrop of upcoming national elections. This is a time-limited window of opportunity in the political environment – or 'policy window' – that could be capitalized to promote a culture of evaluation in the country. This theory has been referred to earlier as the 'policy windows approach'.

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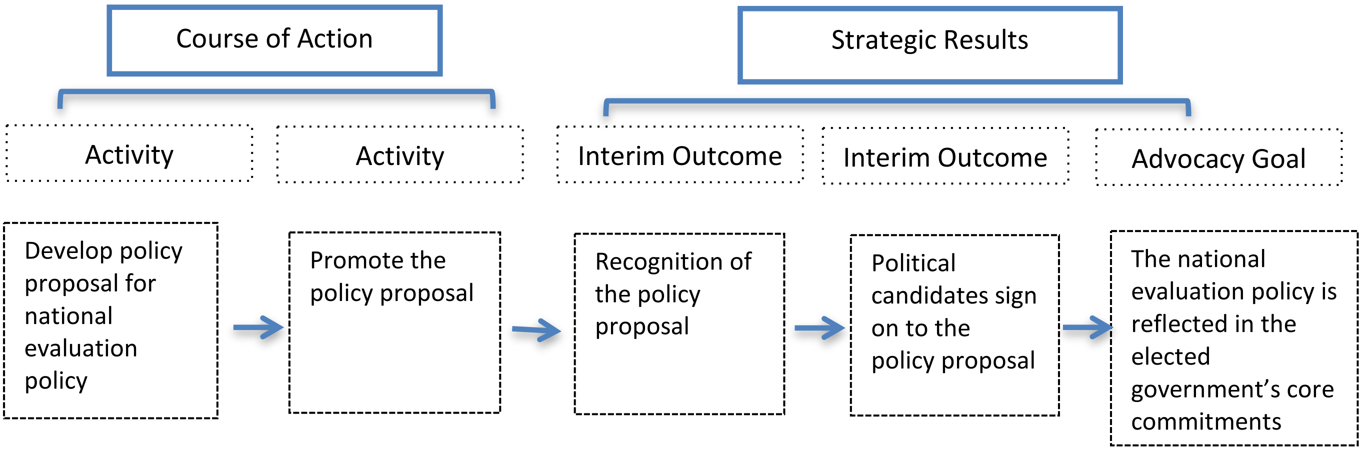
[81] Advocacy Institute. (2002). Washington DC.

[82] Adapted from WaterAid. (2007). The Advocacy Sourcebook.

[83] Coffman J. et al. (2007). *Common Language: The Composite Logic Model*. Innovation Network. Available at www.innonet.org/index.php?section_id=6&content_id=637 This information also appears in: Coffman J. (2009). *A User's Guide to Advocacy Evaluation Planning*, Harvard Family Research Project, Cambridge, MA. Available at www.hfrp.org/evaluation/publications-resources/a-user-sguide-to-advocacy-evaluation-planning

The logic of VOPE's approach:



Results	Measures or Indicators	Baseline	Targets	Means of Verification	assumptions
ADVOCACY 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: National Evaluation Policy is reflected in elected government core commitments.	The fully proposed National Evaluation Policy incorporated into post-election government Commitments over the next three years.	Started at zero, as the policy proposal is new and elections have not occurred.	At least 80% of the proposed budget for the policy is earmarked and is 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 policy once elected.
ADVOCACY INTERIM OUTCOMES					
Interim Outcome: Recognition of the need for National Evaluation Policy.	% of high-profile individuals who know about the policy proposal post-promotion.	Started at zero, as the branding for the proposal is new.	75% of high profile or individuals asked/ know the policy proposal.	**Bellwether interviews** or **Research panel** of high-profile individuals.	Individuals could confuse the policy proposal with other policy advocacy efforts.
Interim Outcome: Political candidates take positions on the National Evaluation Policy.	# of candidates who sign onto the policy proposal before the election.	Started at zero Candidates.	All candidates publicly support the policy.	**Document review** of the signed policy proposal.	Candidates may want to sign onto some aspects of the policy proposal but not all.
ADVOCACY 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 policy proposal.	#policy proposal developed, # partners signed on.	Started at zero, as proposal had not been developed.	Completion of the policy proposal, 10 partners signed on.	Existence of completed proposal.	Partners might agree on some, but not on all proposed aspects of the policy.
Activity: Promote National Evaluation Policy.	# 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 VOPE records and VOPE tracking.	Budget limitations could impact events and materials distribution.