

## F1

# Advocacy Cycle Stage 3

## Planning – Putting it all together

Section F1 introduces Stage 3 of the Advocacy Cycle. It explains how to use the information about the issue that has been researched and analysed in Stage 2 to plan an advocacy project or programme. It outlines why planning is so important in advocacy, and what we need to know before deciding whether advocacy is an appropriate response to an issue.

It is important to refer to Section H when planning, because many of the considerations that arise during the planning process also arise during monitoring, reviewing, evaluation and learning.



### Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.

- What is an advocacy plan and why is it necessary to have one? 120
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### Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.

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### Training exercises

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

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## SECTION F1 Facilitator's notes

 What is an advocacy plan and why is it necessary to have one?

A plan or strategy is a written document that sets out what will be achieved and by when, how we will know whether we have made progress or achieved success, and who will be responsible for what. A plan is like a road map. It helps us see where we have come from, how far we have come and where we are going. It is essential to know where we are so that we make wise decisions.



An advocacy plan is a framework that determines what policies and practices we want to see changed, how we want them to change, and the way we are going to do our advocacy work to achieve our desired changes. A full version is necessary for staff and volunteers who are involved in the advocacy work, while a summary version is useful for communities, allies and donors.

Planning is important because it:

- Clarifies what we are trying to achieve and how we are going to get there
- Allocates resources and responsibilities, including time, staff and funding
- Ensures accountability to, and participation by, allies, communities and donors
- Forces us to think ahead and prepare for future eventualities, including potential problems and opportunities
- Helps us understand any risks or assumptions
- Provides a benchmark against which performance and progress can be measured and assessed.

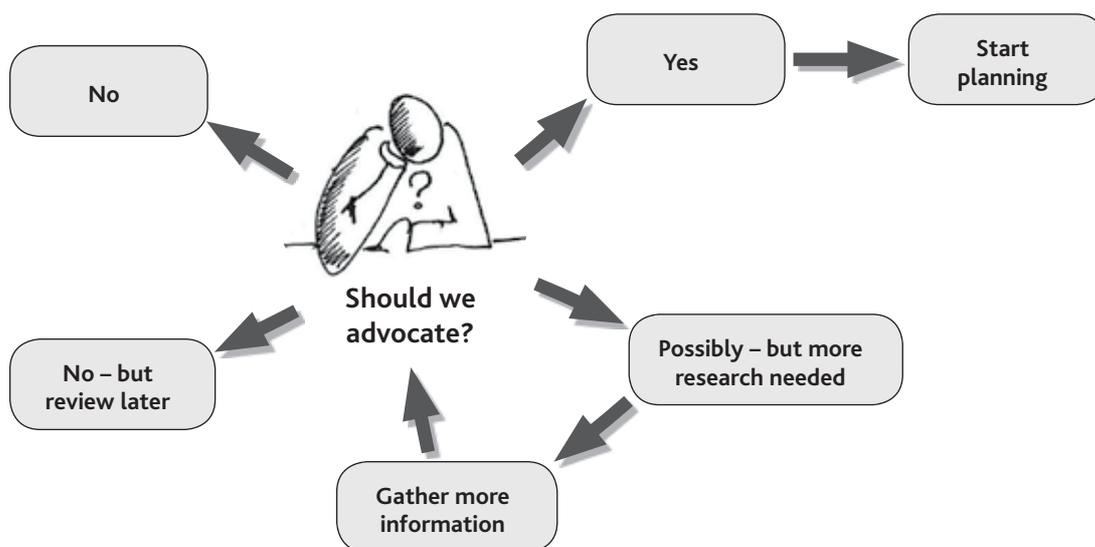
 What do we need to know *before* we make an advocacy plan?

Before planning an advocacy initiative, it is important to check that we have gathered enough information, that we have analysed it accurately and that we understand it. This should be possible if we have completed Stages 1 and 2 of the Advocacy Cycle (see Sections D and E). We then need to decide whether to advocate or not, by answering the following questions:

- **ISSUE** Does it really need to be addressed now? Is it a priority issue?
- **CAUSES** Do we have a good understanding of the causes of the problem and how they can be addressed?
- **EFFECTS** Can we identify the effects of the problem and back this up with reliable information?
- **ALTERNATIVES** What are the alternative ways of addressing this particular issue and is advocacy the best way available?

- **TARGETS** Are we clear about who is responsible for this problem and who has the power to bring about change? Do we have access to them and a chance of influencing them?
- **MILESTONES** What signs of change are we going to look for? How will we assess whether or not we are on track to achieve our end goal?
- **ALLIES** Are we clear about who will support us and what help they will give?
- **COMMUNITIES** Will the affected communities be mobilised and involved in the proposed advocacy?

For more information, please see **TOOL 29: Advocacy planning checklist.**



### How do we develop an advocacy plan using a Theory of Change?

In all advocacy work, it is important that we know what strategies are likely to be successful in influencing the decision-makers we want to target, as well as knowing whether or not we have been successful, and being able to adapt our tactics accordingly. This will enable us to make the best use of our resources and have the best chance of bringing about the change we desire. One way of doing this is to develop a Theory of Change.

A Theory of Change is a process that helps identify all the inter-connected things that need to be accomplished for a long-term goal to be achieved. It clearly expresses the relationships between our proposed actions and the results we hope to see. It is important because it changes the way we think about initiatives from 'what we are going to do' to 'what we want to achieve' and 'how we are going to get to there from here'.

Developing a Theory of Change benefits the way we do our planning because:

- It makes explicit our assumptions and preferred processes of change so that all our activities can be understood in terms of the overall long-term goal.
- It focuses on impact, rather than on activities.
- It compares our assumption and preferred processes of change with other possible processes of change, and allows them to be challenged in order to adopt the most appropriate ones.
- It ensures a clear process to adapt our work if the context changes.

## CASE STUDY

**BRAZIL**

When the north-east region of Brazil suffered a severe drought, the worst for fifty years, the water level was affected, reservoirs collapsed, a major water distribution pipeline fell into disrepair, and water supplies became contaminated by faeces. This caused an outbreak of disease, particularly acute diarrhoea, and two people died. It was difficult for the public health system to cope.

Tearfund partner Diaconia worked with communities affected by the drought. As they did so, they discovered that there was insufficient water for people to drink and produce food, especially in rural areas. They also found out that the government had a responsibility to provide people with access to good quality water.

Diaconia gathered together women's groups, their legal representatives, trade unions, civil society organisations, youth groups, schools, churches and members of the communities affected. They all shared their experiences and together they made a plan. They decided to ask the government to treat the drought as an emergency, and force the water companies to decontaminate the affected water supplies. They also decided to request a series of public hearings with the State Prosecutor.

Council officials from the affected areas, representatives from the Ministry of Health and representatives from the water companies were all required to attend the public hearings. As a result, the National Department for Anti-Drought Projects was asked to act urgently to repair the damaged water pipeline, the Secretary of State for Health decided to check the quality of the water in the affected areas regularly, and the water companies were obliged to provide tankers to communities that had no water. The Public Prosecutor's Office also agreed to mobilise the government to start an awareness-raising campaign about water conservation.

Diaconia insisted that all these agreements should be put in writing, in a document called 'Terms of Conduct'. Diaconia also continued to outwork their strategy of training community leaders and farmers to get involved in municipal councils and other decision-making forums. This led to more people influencing the setting and spending of local government budgets. It also led to Diaconia revising their planning so that all their future programmes included work to empower people to engage in municipal forums and monitor government actions.



How is an advocacy plan like a regular programme or project plan?

A Theory of Change gives an advocacy plan its components. These components are the same as for other types of plans:

- **INPUTS** are the human and financial resources used in a project or programme: money, time, materials, equipment, existing research, information, expertise, experience, contacts, etc.  
Advocacy examples: amount of staff time, funding, relationships with allies
  - Which Inputs do we have already and which do we need to find so we can do our Activities?
- **ACTIVITIES** are step-by-step tasks. They are the actions undertaken in a project or programme, which use the Inputs to produce services, products, activities, etc.  
Advocacy examples: research, lobbying, mobilisation, using the media, monitoring
  - How will our Activities deliver the Outputs?
- **OUTPUTS** are the products, services or events that are produced as a result of the Inputs combined with the Activities. They are necessary for the expected Outcomes to be achieved. (For those who are familiar with log frames, Outputs are the same as objectives.)

Advocacy examples: levels of public awareness, number of lobbying meetings, numbers mobilised

- What Outputs can we deliver in our timeframe to achieve the Outcome?

- **OUTCOMES** are the specific changes resulting from the project or programme for those affected by the issue, such as changes in knowledge, skills, attitudes, behaviour, awareness, practices and policies. They answer the question, 'So what?' An Outcome describes the difference the work will make, ie the desired achievements of the project or programme. (For those who are familiar with log frames, Outcomes are the same as purpose.)

Short-term advocacy examples: issue in debate in public arena, research recommendations prioritised by decision-makers

Medium-term advocacy examples: new policy enacted, existing law amended

- What Outcomes do we want to achieve, and how will they contribute towards the planned Impact?

- **IMPACT** is the longer-range, cumulative effect of programmes on what they ultimately aim to change. Impact is rarely, if ever, the result of a single programme. However, a programme may contribute to Impact. Impact is often felt countrywide. It is the long-term, hoped for, desired end result. (For those familiar with log frames, Impact is the same as goal.)

Advocacy example: implementation of changes in a policy or practice

- What long-term change do we ultimately want to see in society?

- **ASSUMPTIONS** are beliefs about factors or risks that could affect the progress or success of a project or programme.

Advocacy examples: decision-makers will remain in power, allies will continue to want to work on joint advocacy initiatives

- What are we taking for granted?



**How is an advocacy plan different from a regular programme or project plan?**

Advocacy planning requires not just an understanding of what you should do, and when and how you will do it, but also an understanding of how change will happen and what role your organisation or community will play. It is possible to create an advocacy plan without this clarity, but it will be challenging to monitor and evaluate it, and the impact of the advocacy will probably be affected.

Advocacy plans need to keep changing in response to changes in the external environment, whether these are opportunities or obstacles. Opportunities might include unexpected invitations to meet with government officials, and an obstacle might be the government restricting civil society engagement in political processes.

Some components of an advocacy plan are unique to advocacy and these must be considered when we are developing our Theory of Change:

- **TARGETS** are the people, groups or organisations that need to be influenced through the project or programme in order to achieve the desired results.

Advocacy examples: parliamentarians, government ministries, district officials

- Who do we need to influence?

- **ALLIES AND OPPONENTS** are the individuals, groups and organisations that need to be persuaded to support the issue through the project or programme in order to achieve the desired results.

Advocacy examples: journalists, churches, NGOs, trade unions

- Who do we need to persuade?
- **MESSAGES** are a set of persuasive arguments that are crafted, framed and tailored to influence the targets depending on their stance on the issue and what they are ready to hear.  
Advocacy example: a government policy needs to be implemented in certain districts
  - What do the targets, allies and opponents need to hear?
- **MESSENGERS** are the advocates: people who communicate the messages with impact and credibility, either because of personal experience or their expertise.  
Advocacy examples: community members, NGO staff members
  - Who will deliver the messages?



**What frameworks can we use for our advocacy plan, once we have a Theory of Change?**

Once we have developed our Theory of Change, there are two main frameworks that we can use to develop an advocacy plan, and the same principles apply when we are developing an advocacy strategy or an advocacy component within a broader project or programme strategy. The important thing is that we use a method that helps us plan in a logical way, and that helps us measure progress, so that we can monitor, review and evaluate effectively (see Section H).

The most commonly used methods include:

- **Logic Model (also known as Results Chain)**, which presents a project or programme pictorially or schematically. It uses a diagram to depict clearly and simply what is expected to be achieved through the project or programme, and how each step connects together to achieve the desired results. It shows the resources and investment required, the activities that the project or programme will undertake, at whom the activities will be directed and the changes it hopes to achieve in the short term and the long term. See **TOOL 30: Advocacy logic model** for an example.
- **Logical framework** (or logframe), which provides an established way of thinking through and presenting a plan or strategy. It helps us see our plan or strategy at a glance, but it should not replace writing out a full plan or strategy. See **TOOL 31: Advocacy logframe** for an example and the worked examples from Tearfund partners.



**What are advocacy indicators and why do they matter?**

An **indicator** is a sign of change. It is evidence that a certain condition exists. An indicator tells us that a change we are interested in is happening, but it cannot explain why and how that change occurs. For example, if we want to know that the wind is blowing, bowing treetops is a good indicator. This might tell us that the season is soon going to change, or that it is a good day to fly a kite, or that the birds' nests may soon fall out of the tree. The bowing trees will never tell us *why* the wind is blowing, and whether it is because a storm is coming from far out at sea or because of complex changes in weather patterns.



An **advocacy indicator** is a sign that change is happening because of our advocacy work. We measure these changes through **evidence** or **means of verification**, ie information that we can use to show that our advocacy work has made a difference.

When we develop an advocacy plan, it is important to make wise decisions about what signs of change we will look for, and how we will measure the changes. This will help us monitor and review the implementation of our advocacy project or programme, and evaluate it when it is completed.

Indicators are not the same as **targets**. Indicators tell us what to measure, but targets assign a specific value to the measurement. Sometimes, targets are simply a guess, especially if we do not have experience or research to draw upon. For example, an indicator may be 'Increased knowledge of HIV prevention methods among young people', while a target may be 'Increased knowledge of HIV prevention methods among 80% of young people in area A'.



### What are the challenges in setting advocacy indicators?

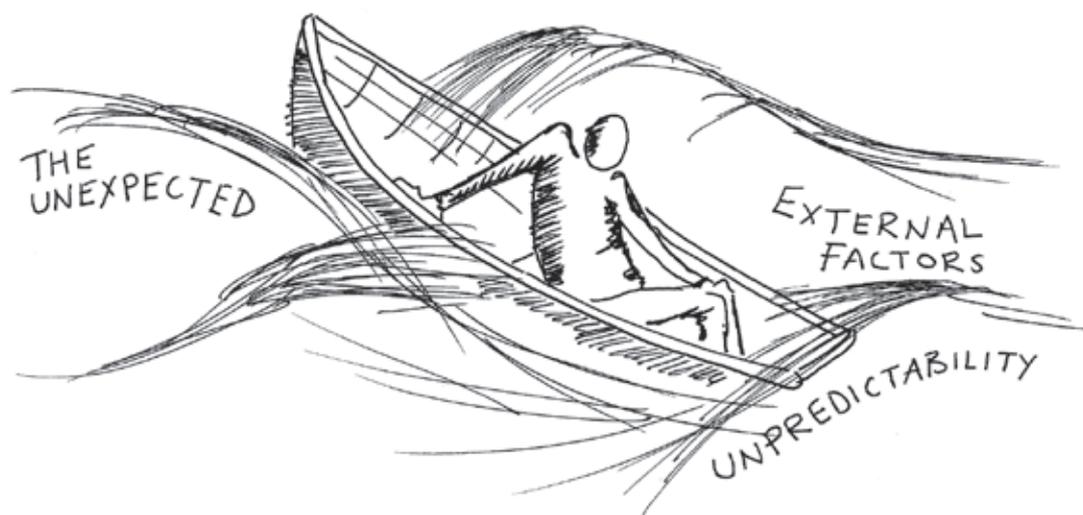
It is generally recognised and accepted that it is difficult to plan, measure, assess and demonstrate the impact of advocacy work. However, it is good to be aware of the most commonly accepted challenges so that an advocacy plan can be adapted:

- **Advocacy is 'messy'**

Change does not occur in a neat and ordered fashion. Change is often unexpected, difficult to attribute and not always easy to identify. If the emphasis is placed on achieving planned targets, there may be less flexibility to take opportunities that present themselves unexpectedly.

- **Advocacy timeframes are long**

Traditional development projects often put too much emphasis on short-term aims but advocacy is a long-term process with potentially unpredictable timescales. Many of the objectives of an advocacy project may not be realised during the lifetime of the project.



- **External factors are unpredictable**

Advocacy deals with complex social change. It is often difficult to determine exactly what caused a certain impact, or the full effect of an advocacy action, even after the event. Decision-making processes are often hidden and many different factors can bring about change, including complex interactions, decisions made by other actors and external events. It can feel like we are navigating in difficult water.

- **Advocacy relies on cooperation**

It is widely accepted that there is power behind a joint voice when it comes to influencing people in power, so advocacy is often done in conjunction with others who are like-minded. However, this makes it difficult to attribute success to any individual organisation because each one relies on cooperation with all the others.

- **Poverty reduction is multi-dimensional**

Poverty is multi-dimensional and poverty reduction is rarely brought about by any one type of intervention on its own. Advocacy usually takes place alongside other interventions designed to address poverty, and they all need to be factored in to any measurement of change.

- **Sometimes change is only partial**

It is rare to obtain an outright or absolute victory in advocacy. Unfortunately, it is difficult to measure intermediate progress, incremental changes, negotiated compromises or partial achievements.

- **Traditional monitoring is inappropriate**

Conventional tools for monitoring, reviewing and evaluating development work are inappropriate for advocacy work because they fail to capture the complexity of what has occurred in advocacy, particularly when the unexpected happens or when situations do not go as planned. They also fail to portray the different ways in which an organisation has learned and developed as a result of going through the process of undertaking advocacy. On some occasions, traditional reporting indicators actually limit the discussion and do not help an organisation think through strategically where they are in terms of their advocacy.

- **Data gathering is complicated**

It can be difficult to know what baseline to use in assessing advocacy impact. There can be a lack of objective data available, and the data that is available can be costly to obtain and analyse.

One way to address these challenges is to make sure we have developed a robust Theory of Change, and to consider using the Logic Model or Outcome Mapping, rather than relying on the traditional logframe as the tool to support our Theory of Change.



### What makes a good advocacy indicator?

In order to overcome these challenges, indicators must be:

- **Clear, causally linked and not too ambitious**

For example, in order to ensure that our advocacy is based on robust evidence, we need to ensure we are not overly ambitious about what we can achieve outside our evidence base.

- **A mix of quantitative and qualitative**

Quantitative indicators measure the quantity of something. They are presented as numbers or percentages. For example, how much media coverage an issue has had, or how many people have been mobilised to campaign. Qualitative indicators are descriptive and they measure quality. They are written in words. For example, records of interactions with a decision-maker, assessment of a coalition's performance, quotations from people in a community affected by an issue.

- **Disaggregated**

This takes into account gender, age, community, ethnicity, and so on. For example, the number of women and men involved in decision-making processes, the level of public engagement with the issue by the young, the middle-aged and the elderly.

- **Focused on the process of advocacy, as well as the end result**

For example, if people are empowered by lobbying together on an issue, or by working together on a campaign, that can have its own value, whatever the outcome.

- **Useful, based on information that is available at the right time**

For example, it is no good having an indicator that relies on national government statistics only published every ten years if we want change at the provincial level on an annual basis.

- **Cost-effective, inexpensive, straightforward and in proportion to the overall budget**

Indicators should not be so difficult to measure that they take too long or too many people to measure, nor so complicated that affected communities cannot use them.

Indicators can and should be applied to every aspect of an advocacy plan. It can be tempting to focus only on indicators that measure Outcomes, but it is wise also to include indicators for Outputs and Activities. This is because a combination of indicators enables us to demonstrate the progress that our project or programme is making, and how it is contributing to Impact.

|                                     |   |  |
|-------------------------------------|---|--|
| <b>Advocacy Activity Indicators</b> | Measure the extent to which planned tasks and actions have been implemented as planned, on time and within budget.              | Examples: capacity building initiatives undertaken, research reports completed and disseminated, lobby meetings, letters / emails / postcards / petitions sent and received, news releases   |
| <b>Advocacy Output Indicators</b>   | Indicate the extent to which services, processes, products or events have been achieved or delivered as a result of Activities. | Examples: number of new relationships forged with allies, people mobilised, campaigning actions taken, public references to research reports, media articles and opinion pieces (eg blog articles)   |
| <b>Advocacy Outcome Indicators</b>  | Measure short-term and medium-term changes that have been achieved because of the Outputs.                                      | Short-term examples: issue being debated in the public realm, decision-makers considering issue in policymaking forums, capacity of civil society strengthened for advocacy, civil society space opened or maintained for future advocacy work, relationships established with government officials, draft legislation out for consultation<br><br>Medium-term examples: creation of a new law, amendments of an existing policy, reformation of a framework or constitution |
| <b>Advocacy Impact Indicators</b>   | Indicate what contribution has been made towards long-term change.  | Examples: implementation of a changed policy or practice (eg access to health care for all, provision of water and sanitation for all, a significant reduction in gender-based violence, etc)  |

Unfortunately, there is no correct number of indicators. Sometimes, we may need more than one indicator to measure an aspect of our plan. At other times, we may need to measure incremental changes, such as the degree of implementation of our Activities or the degree of delivery of Outputs. The best approach is to identify the main aspects of our plan that we want to measure and limit the number of indicators accordingly. This means asking:

- What do we really need to know?
- Who will use this information, and for what?

If there is no obvious reason for the indicator, delete it!



## TOOL 29

## Advocacy planning checklist

This tool provides a quick and easy overview, which can be helpful for deciding whether or not to advocate. It is a reference guide only and should not be used as a substitute for working through all the stages in the Advocacy Cycle and developing a proper advocacy plan. (It can be useful as a reference guide for writing a research report and/or developing a position paper.)

### **What is the problem?** Section D

Is it serious? Is it urgent?

### **What are the effects of the problem?** Section E1

How does the problem affect people who are poor, vulnerable and marginalised? Does it impact certain groups more than others? If so, who and how? Do we have enough information to verify this?

### **What are the causes of the problem?** Section E1

What is the role of the policies and practices of the national government? What is the role of churches and other groups? What contribution is made by cultural, environmental and socio-economic factors? Do we have enough information to verify this?

### **What do we think needs to be done?** Section E1

What is our vision for change? What are our suggested solutions? What are their advantages and disadvantages? Can we defend our position? Are our proposals realistic? Do we have sufficient information in support of our suggestions?

### **Who has power to bring about change?** Section E2

Who is responsible for the problem and the solutions? Do we have access to them? Are they open to discussion? Do they agree they have responsibility for change? Are they able to do something?

### **Who else is working on the problem?** Section E2

Who can we work with to address the problem? Are they having any impact? Are there people who are not yet addressing the issue, but could be persuaded to help us? Who might oppose us, and how will we respond to their opposition?

### **What risks might we face?** Section F2

What have we done to identify, assess and reduce the risks? Are the risks greater if we do nothing than if we go ahead with advocacy work? What assumptions have we made? Do we have adequate information for a risk analysis?

### **Do we have an advocacy plan?** Section F1

Are we clear about our desired Impact, Outcomes, Outputs, Inputs and Activities? What changes are we seeking? How will we measure those changes? Have we got relevant and sufficient indicators in place? Are we confident about our proposed advocacy activities? Have they worked before? Are there alternatives? Do we have the skills and resources we need?

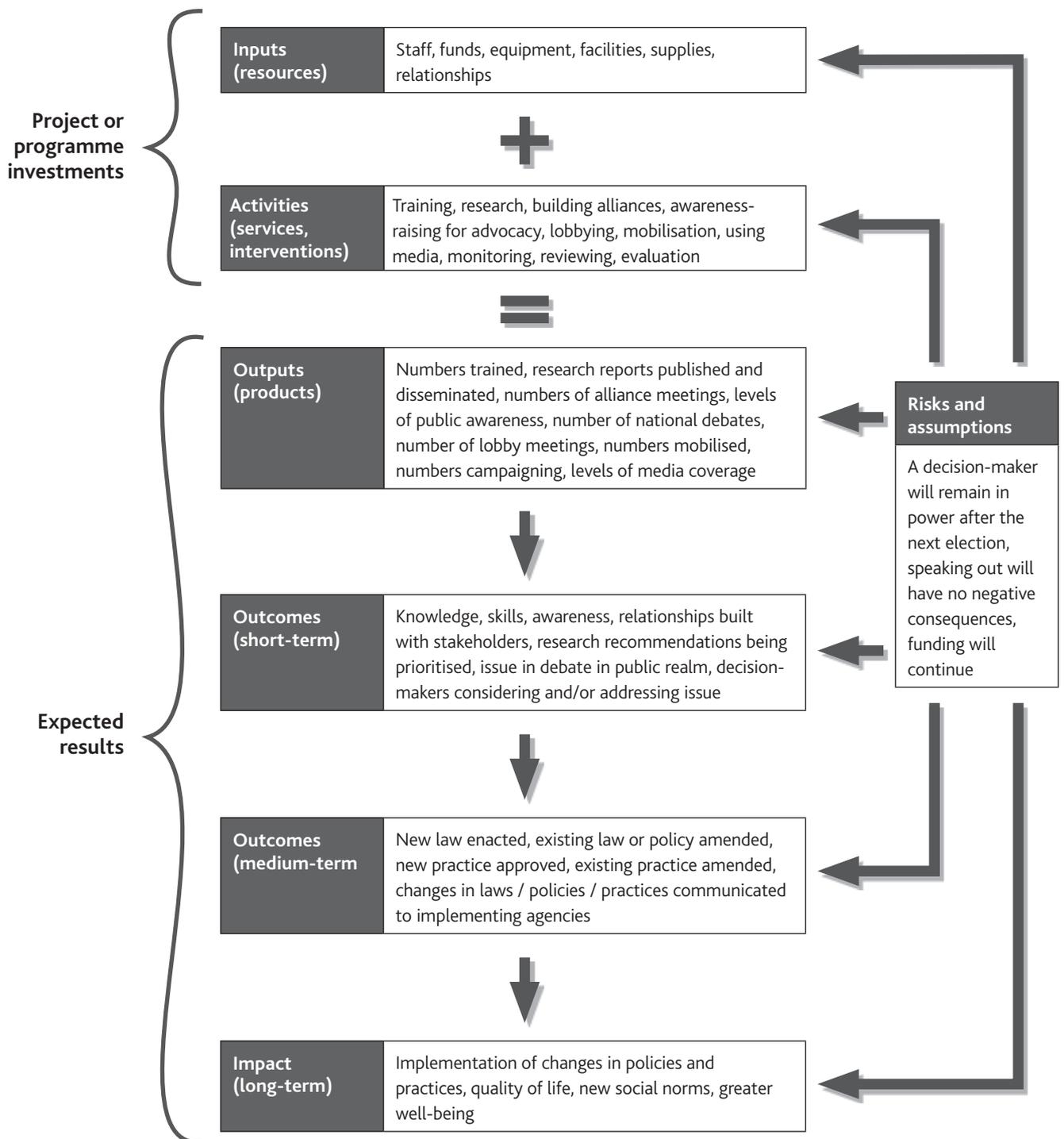


TOOL 30

### Advocacy logic model (also known as Results Chain)

Creating a Logic Model is best done by all key stakeholders. It should only be developed when a contextual or situational analysis has already been undertaken. Often, developing it can help us build understanding and consensus about:

- the processes we need to put in place
- the results we want to achieve
- the assumptions that we are making about how the desired Outcomes will be achieved and what the Impact will be.





TOOL 31

# Advocacy logframe (or logical framework)

| SAMPLE ADVOCACY PROGRAMME LOGFRAME  |  |   |   |  |   |
|---|--|---|---|--|---|
| Objectives  | Indicators   | Baseline  | Targets   | Evidence   | Assumptions and risks   |
| <p>Impact</p> <p>Improvements in the lives of people in the nation who are affected and impacted by child labour through the implementation and monitoring of the national child labour law(s)</p>                        | <ul style="list-style-type: none"> <li>Percentage of the total population affected and impacted by child labour who have access to information about the child labour law(s)</li> <li>Evidence of an increase in the implementation and monitoring of the child labour law(s)</li> </ul>   | <ul style="list-style-type: none"> <li>5% of the total population affected and impacted by child labour have access to information about the child labour law(s)</li> </ul> | <ul style="list-style-type: none"> <li>Increase of 10% year-on-year of the total population affected and impacted by child labour who have access to information about the child labour law(s)</li> </ul> | <ul style="list-style-type: none"> <li>National statistics about access to information</li> <li>Evidence of take-up of government services relating to child labour affected and impacted by child labour</li> </ul> | <ul style="list-style-type: none"> <li>That national statistics are freely available to the public and that they contain sufficient details</li> <li>Funding will be available</li> <li>Access to information will lead to take-up of government services relating to child labour</li> </ul> |
| <p>Outcome 1</p> <p>National government officials have improved their commitment to addressing child labour and are taking action on child labour to promote change for people in the nation affected by child labour</p> | <ul style="list-style-type: none"> <li>Improvement and increase in the number of government officials committed to promote change in relation to child labour</li> <li>Number of government officials taking action to promote change in relation to child labour</li> <li>Number of government officials demonstrating improved attitudes towards child labour</li> </ul> | <ul style="list-style-type: none"> <li>One government official committed to promote change in relation to child labour</li> </ul>   | <ul style="list-style-type: none"> <li>At least ten government officials committed to promote change in relation to child labour</li> </ul>   | <ul style="list-style-type: none"> <li>National government records showing officials' parliamentary voting commitments to addressing child labour</li> </ul>   | <ul style="list-style-type: none"> <li>National government records are freely available to the public, contain information about officials' voting commitments and include details about child labour</li> </ul>  |

The longer range, cumulative effect of programmes on what they ultimately aim to change. Impact is rarely, if ever, the result of a single programme. However, a programme may, with other programmes, contribute to impact. Impact is often felt countrywide.

The ways you will know whether the Outcomes are contributing to achievement of the Impact.

The difference a project or programme will make, ie the changes resulting from the project or programme for those affected by the issue, such as changes in knowledge, skills, attitudes, behaviour, awareness, practices, and policies.

Risks or assumptions that affect the whole project or programme.

The evidence you will use to measure the Impact Indicators.

Risks that affect Outcomes and their contribution to Impact. Assumptions that are relevant to Outcomes contributing to Impact.

The evidence you will use to measure the Outcomes level Indicators.

TOOL 31 continues on next page

| SAMPLE ADVOCACY PROGRAMME LOGFRAME  |   |   |  |   |   |
|---|---|---|--|---|---|
| Objectives  | Indicators  | Baseline  | Targets  | Evidence  | Assumptions and risks   |
| <p>Information about what will be delivered in the timeframe of the project or programme, i.e. the products, services, or events that are produced as a result of the inputs and Activities, which are necessary for the expected Outcomes to be achieved.</p> <p>Output 1.1<br/>The partner has developed relationships with, and is regularly influencing, the Members of Parliament (MPs) responsible for child labour to promote change in relation to child labour</p> | <p>The ways you will know whether the Activities are leading to delivery of the Outputs.</p> <ul style="list-style-type: none"> <li>Number of relationships between the partner and MPs responsible for child labour</li> <li>Increase in level of influence of MPs on issues of child labour</li> <li>Increase in level of support for changes on child labour from MPs</li> </ul> | <p>eg One relationship between the partner and an MP responsible for child labour being influenced by the partner</p> | <p>eg At least five relationships between the partner and MPs responsible for child labour being influenced by the partner</p> | <p>Number of meetings between the partner and MPs</p> <ul style="list-style-type: none"> <li>Agendas for the partner and MPs</li> <li>Meeting minutes</li> <li>Conversation records</li> <li>Phone call records</li> <li>Media coverage (TV, newspapers, etc)</li> </ul>                            | <p>Risks that affect Outputs and how they lead to Outcomes.<br/>Assumptions that are relevant to Outputs leading to Outcomes.</p> <ul style="list-style-type: none"> <li>Changes in MPs may mean that their priorities change</li> <li>Misunderstandings may occur between different MPs about child labour</li> <li>There may be difficulties for the partner in gaining access to MPs</li> </ul>                                  |
| <p>Output 1.2<br/>The partner has formally requested the national religious council to influence the national government's commitment to address child labour issues</p>  | <ul style="list-style-type: none"> <li>Increase in commitment to changes in child labour from the national religious council</li> <li>Increase in level of support for changes in child labour from the national government</li> </ul>  | <p>eg One leader of the national religious council is on the record as committed to addressing child labour</p>       | <p>eg At least five leaders of the national religious council are on the record as committed to addressing child labour</p>    | <p>Declarations of the national religious council</p> <ul style="list-style-type: none"> <li>Agendas for the meetings of the national religious council</li> <li>Meeting minutes</li> <li>Conversation records</li> <li>Phone call records</li> <li>Media coverage (TV, newspapers, etc)</li> </ul> | <p>The evidence you will use to measure the Outputs Indicators.</p> <ul style="list-style-type: none"> <li>The religious council may not want to prioritise child labour</li> <li>Changes in religious council members may mean priorities change</li> <li>Misunderstandings may occur between religious council members</li> <li>It is assumed that the partner can gain access to the religious council</li> </ul>                |
| <p>The step-by-step tasks and actions that will be undertaken in a project or programme, which use the inputs to produce services, products, etc.</p> <p>Activities</p> <ul style="list-style-type: none"> <li>Awareness-raising</li> <li>Development of learning materials about child labour</li> <li>Training workshops on advocacy on child labour</li> <li>Research to identify the MPs responsible for child labour</li> </ul>  | <p>Inputs (resources)</p> <ul style="list-style-type: none"> <li>Partner staff skills and time</li> <li>Money</li> <li>Learning materials</li> <li>Workshop venue</li> <li>Meeting venues</li> <li>Access to research sources of information about MPs</li> </ul>   | <p>Not applicable</p>   | <p>Not applicable</p>  | <p>Activity reports</p> <ul style="list-style-type: none"> <li>Workshop timetables</li> <li>Cash payment receipts</li> <li>Meeting minutes</li> <li>Phone call records</li> <li>Photographs</li> <li>Media coverage (TV, newspapers, etc)</li> </ul>  | <p>Risks that affect Activities and how they deliver Outputs.<br/>Assumptions that are relevant to Activities delivering Outputs.</p> <ul style="list-style-type: none"> <li>Partner staff will have sufficient skills and time</li> <li>Budget will not run out</li> <li>Meeting requests will be granted to partner staff without any hindrance</li> <li>It will be easy to access all required sources of information</li> </ul> |



## TOOL 32

## Advocacy message planning framework

For advocacy to be successful, it is important to plan and develop messages that are simple, clear and targeted. The people hearing the message must know what you are asking for, why you are asking for it, who needs to deliver it and by when. They must also easily understand what you want them to do.

It works best when your message is clear and concise. One test is 'the elevator pitch' – a test in which you need to be able to communicate your advocacy message within the time it takes to travel in an elevator from the ground floor to the fifth floor!

One way of planning and developing your advocacy message is to work through the framework below, which has been completed using an example:

|  |   |
|--|---|
| <b>The problem</b>                             | <p><b>Write a short statement outlining the problem you have identified.</b></p> <p>Example: Children with visual or hearing impairments are not allowed to be educated in the government school system. There are not enough special school places for the number of children with these disabilities.</p>   |
| <b>The effects of the problem</b>              | <p><b>Briefly summarise the effects of the problem. If there are important statistics you have found from your research which support your case, include them here.</b></p> <p>Example: Visually or hearing impaired children are poorly educated and lack the opportunity to participate fully in community life and find employment in later life. There is a stigma created which leads to social exclusion. In most communities, poverty levels are higher among families with children with disabilities.</p>  |
| <b>The causes of the problem</b>               | <p><b>Summarise the causes you have identified from the problem tree.</b></p> <p>Example: Government policy prevents inclusive education. The schools lack training to include children with disabilities in classes, and fear that they will be disruptive to other students. There is lack of funding for inclusive education.</p>  |
| <b>The key stakeholders</b>                    | <p><b>List the key stakeholders here. These groups have influence over or an interest in the issue.</b></p> <p>Examples: Children with disabilities and their families</p> <p>Government Ministry of Education</p> <p>Primary and secondary government schools</p> <p>Special schools (run by NGOs)</p> <p>Bilateral donors funding education system</p>  |
| <b>What we believe needs to change and why</b> | <p><b>This is your key message.</b></p> <p>Example: The government should allow the schools in area A to work with NGO 'B', which runs a special school for visually and hearing impaired children. This NGO will provide training and support for teachers and demonstrate how children living with disability can be included in mainstream education. The government and bilateral donors should be willing to evaluate this pilot programme after one year with a view to changing policy and expanding the programme nationally if it is successful.</p> |
| <b>Who can solve the problem</b>               | <p><b>Who are you asking to change their policy and/or practice as a result of understanding your message?</b></p> <p>The Ministry of Education plays a key role in giving permission for activities outside of current policy. With the support of NGOs and donors, we are requesting that this programme be allowed as a pilot, with a view to a change in policy and national implementation if proved successful.</p>   |



TOOL 33

### Activity planning worksheet

This tool can be useful for recording the details of all the different Activities that will be necessary as part of an advocacy plan, which may not be appropriate to record in the logframe summary. It has been completed on the basis of a worked example for one particular Output of a partner programme.

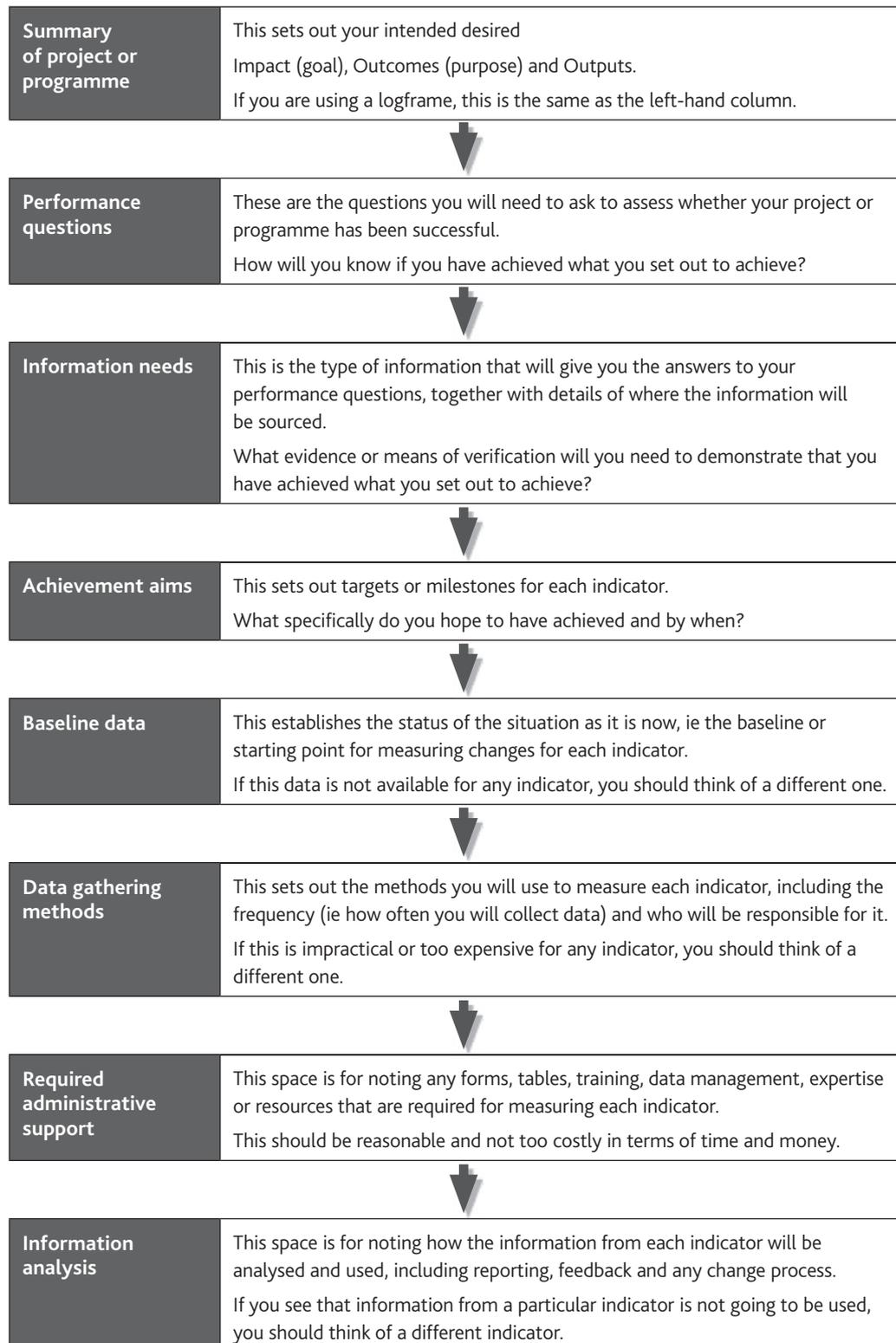
| Impact (goal)   | People in the slums lead healthy lives                 |   |                     |  |                          |                    |   |
|---|--|---|---------------------|--|--------------------------|--------------------|---|
| Outcomes (purpose)  | To ensure provision of basic services in 30 slums      |   |                     |  |                          |                    |   |
| Output 3  | Women empowered and able to tackle problems themselves |   |                     |  |                          |                    |   |
| Activities  | Start / end dates                                      | Staff involved  | Hours of staff time | Materials / budget line item   | Costs                    | Person responsible | Assumptions, risks or constraints   |
| 3.1 Initiate and mobilise women's action groups to address health issues and other problems in slums<br>Collect information on health issues to present to women<br>Initial meetings to promote idea<br>Find local activists or champions<br>Agree on meeting locations and dates/times etc | 6 Jan –<br>2 Mar                                       | Project manager<br>Research assistant<br>Community mobilisers |                     |  |                          | Project manager    | Health data may not be specific enough<br>May not find suitable locations for meetings      |
| 3.2 Train women in problem solving, advocacy activities and organisational skills<br>Find suitable location<br>Hire external trainer and train ten community mobilisers to train women's groups<br>Train 60 groups, one hour per week<br>Follow-up support after training etc               | 4 Feb –<br>31 May                                      | Community mobilisers<br>External trainer                      |                     | Fees for trainer<br>Training room rent<br>12 days' food for training | \$1200<br>\$200<br>\$300 | Project manager    | Women have time to meet and are allowed to meet by their husbands and other influential men |
| 3.3 Empower women's groups to advocate to slumlords and local authorities by themselves<br>Accompany women to meetings for first few times<br>Debrief after meetings<br>Discuss alternative methods for advocacy<br>Network groups with allies etc  | 6 May –<br>29 Jun                                      | Community mobilisers  |                     | Transportation   | \$250                    | Project manager    | Slumlords willing to meet with third party present  |
| 3.4 Speak to those in the slums who feel threatened by women organising themselves<br>Identify who feels threatened and analyse best approach<br>Take action on agreed approach etc   | 21 Jan –<br>31 May<br>or as necessary                  | Project manager   |                     |  |                          | Project manager    | May be threat of violence and personal risk to project manager and women                    |



## TOOL 34

## Advocacy indicators flowchart

This flowchart can be helpful in setting advocacy indicators for the first time. It requires clarity about the starting point (ie the baseline) for measuring changes. It also sets out how the indicators will be measured, who will be responsible for measuring them and the methods that will be used to analyse and report any changes.



## SECTION F1 Training exercises



### EXERCISE 35 Deciding whether to advocate

**Aim** To recognise when advocacy is (or is not) an appropriate course of action in response to an identified issue

**TYPE** This exercise can be done by individuals, not just as group work. Please note: it assumes that Stages 1 and 2 of the Advocacy Cycle have already been completed.

**TIPS** It works best when people from the same organisation work together, or when working with one organisation at a time

**METHODS** Individual reflection, small group work, plenary discussion

**HANDOUT** TOOL 29: Advocacy planning checklist

- STEPS**
1. Invite participants to work alone or in small groups, using TOOL 29: Advocacy planning checklist to identify answers to each of the questions listed. Ask them to flag up questions that are not yet possible to answer.
  2. Facilitate plenary feedback and lead a discussion, asking 'When is advocacy appropriate as an approach to an identified issue? Which questions is it essential to answer before going ahead with planning, and which ones could be left out, and why?'



### EXERCISE 36 Planning for impact

**Aim** To understand the importance of having the end in mind when planning, and learning how to plan for advocacy impact

**TYPE** Group exercise. Please note: this exercise assumes that a problem tree / solution tree exercise has been done in Stage 1 of the Advocacy Cycle, and builds on that.

**TIPS** Sufficient time needs to be allowed if it is to be done properly

**METHODS** Small group work, presentation, plenary discussion

**HANDOUTS** TOOL 18: Problem tree / solution tree  
 TOOL 30: Advocacy logic model or TOOL 31: Advocacy logframe (or both, if appropriate)  
 TOOL 33: Activity planning worksheet

- STEPS**
1. Invite participants to reflect on the issue that has been identified and to look at the problem tree / solution tree that they have completed earlier.
  2. Ask them to envision what the situation would be like if the problem at the centre of the problem tree no longer existed, and if the solution at the centre of the solution tree was realised. Encourage discussion. Allow time for people to ask questions. Explain the importance of knowing what we are trying to achieve before we start our advocacy work. The desired impact is the trunk of the solution tree (ie the trunk of the problem tree no longer existing).
  3. If participants need help, share examples of Impact (goals), eg 'Children live healthy lives and are adequately served by health care facilities', 'Women are fairly represented in decision-making processes', 'Public life is free of corruption', etc.

4. Make a decision as to whether to use **TOOL 30: Advocacy logic model** or **TOOL 31: Advocacy logframe** or both. If using both, divide the group in half, and give one half **TOOL 30** and the other half **TOOL 31**. If using just one of the tools, give out copies to the whole group.
5. Ask participants to try to reach a consensus about the agreed Impact (goal) and insert it in the appropriate place in either **TOOL 30: Advocacy logic model** or **TOOL 31: Advocacy logframe**.
6. In small groups, try to do the same for the Outcomes (purpose) and the Outputs, using the roots and branches of the problem tree and solution tree.
7. Then do the same using **TOOL 33: Activity planning worksheet**.
8. Draw everyone together in plenary and discuss what was easy and why, and what was difficult and why.



### EXERCISE 37 Preparing advocacy messages

**Aim** To understand how to plan, develop and present clear advocacy messages

**TYPE** This exercise works best in group settings, so that communication skills can be practised

**TIPS** Sufficient time needs to be allowed to use **TOOL 32: Advocacy message planning framework** properly

**METHODS** Small group work, presentation, plenary discussion

**HANDOUT** **TOOL 32: Advocacy message planning framework**

**PREPARATION** Find appropriate newspaper and other media articles and advertisements.

- STEPS**
1. Encourage participants to look at a selection of newspaper and other media articles and advertisements, and to discuss what makes them persuasive and influential.
  2. Facilitate a discussion about what makes them change their minds and buy a product or service.
  3. Now get them to apply these principles to the problem and solution that have been identified: how can these be communicated in a way that is persuasive? What will make people change their minds about the issue and agree with our suggestions? Emphasise the importance of planning and developing an advocacy message that is clear and simple.
  4. Facilitate discussion about contextually appropriate ways of messaging.
  5. Hand out **TOOL 32: Advocacy message planning framework**. Ask participants to work in pairs or groups of three to plan and develop advocacy messages, using **TOOL 32** as their reference guide.
  6. If there is time, ask people to practise presenting their advocacy messages to each other.
  7. Draw everyone together and facilitate a discussion about the importance of planning when developing advocacy messages.

- ALTERNATIVE STEPS**
1. Instead of Steps 1–4 above, ask participants to answer three simple questions about the change they want to achieve:
    - What do you want people to know?
    - What do you want them to feel?
    - What do you want them to do?
  2. Explain that messages based on *know-feel-do* can ensure we are not only educating people (know) but also motivating them (feel and do).
  3. Complete Steps 5–7 as above.



## EXERCISE 38 Elevator pitch

- Aim** To practise making advocacy messages clear and concise
- TYPE** Group exercise. Please note: this exercise assumes that Sections E1 and E2 have already been covered.
- TIPS** Look again at the newspaper headlines created in EXERCISE 23: Imagine the newspaper headline
- METHODS** Individual reflection, buzz groups, role play, plenary discussion
- HANDOUT** TOOL 32: Advocacy message planning framework
- STEPS**
1. Ask participants to reflect on the issue that has been identified and on the research and analysis that they have done. If they have done this in small groups, they should remain in their small groups. Otherwise, it can be done individually.
  2. Hand out TOOL 32: Advocacy message planning framework.
  3. Ask participants to prepare an advocacy message that would pass the elevator pitch test – a test in which they need to be able to communicate their advocacy message within the time it takes to travel in an elevator from the ground floor to the fifth floor – based on the information they have available.
  4. Allow time for them to do this, and then invite two people to be in a role play. One person should communicate his or her message and the other person should listen. They can stand at the front or in the middle of the room, pretending they are in an elevator. Assign a timekeeper to make sure that the person doing the elevator pitch has no more than 30 seconds to get his or her message across. Invite the other groups to observe. When one person has finished, swap the roles over so the other person has a chance to try an elevator pitch too.
  5. At the end of the role play, invite feedback and facilitate a discussion.
  6. Repeat with buzz groups if there is enough time. Ensure that each person has only 30 seconds to share his or her message.
  7. Highlight the importance of making an advocacy message clear and concise.



## EXERCISE 39 Challenges in setting advocacy indicators

- Aim** To understand some of the challenges in assessing advocacy impact, and how to overcome them
- TYPE** Group exercise
- TIPS** The alternative version requires some advance preparation
- METHODS** Pairs work, ranking, plenary discussion
- MATERIALS** Sticky notes or blank cards
- STEPS**  
(VERSION 1)
1. Invite participants to work in pairs.
  2. Each pair needs to think of three of the challenges that arise when assessing advocacy impact, with each challenge being written on a separate sticky note or blank card.

3. Invite the pairs to put their sticky notes or cards on the wall. Use the Facilitator's notes to highlight any that have been forgotten or overlooked.
4. Everyone needs to rank the sticky notes or cards, using a mark or a sticker, to indicate prioritisation of the challenges from most relevant to least relevant.
5. In plenary, discuss how the challenges could be overcome. Use the Facilitator's notes for guidance.

ADVANCE  
PREPARATION  
(VERSION 2)

Ahead of the exercise, use the Facilitator's notes to prepare some statements, for which the answer is either true or false. For example:

'Setting advocacy indicators is straightforward.' Answer: False

'It is difficult to attribute advocacy success from work done in a coalition.' Answer: True

'It is not important to assess the process of advocacy, only the end result.' Answer: False

STEPS  
(VERSION 2)

1. Divide the group into two, roughly down the middle. Ask the people in each half to think of a team name.
2. Read out the statements you have prepared one at a time, asking each half in turn to answer them.
3. Celebrate the winning side and then discuss, in plenary, how the challenges could be overcome, using the Facilitator's notes for guidance.

## EXERCISE 40 Developing advocacy indicators and means of measurement

**Aim** To be able to create advocacy indicators and means of measurement, as part of an advocacy plan

**TYPE** Group exercise. Please note: this exercise only works as part of the wider development of an advocacy plan, in which the Impact (goal), Outcomes (purpose) and Outputs have already been determined.

**METHODS** Small group work, presentation, plenary discussion

**HANDOUTS** TOOL 31: Advocacy logframe  
TOOL 34: Advocacy indicators flowchart

- STEPS**
1. Divide people into three groups.
  2. Allocate one group to consider the advocacy plan's Impact (goal), the second group the Outcomes (purpose) and the third group the Outputs.
  3. Hand out TOOL 34: Advocacy indicators flowchart to each group.
  4. Invite each group to complete a pro forma version of TOOL 34: Advocacy indicators flowchart, answering the questions and developing appropriate indicators and means of measurement for each section, for the part of the plan that they have been allocated. Use TOOL 31: Advocacy logframe and TOOL 34: Advocacy indicators flowchart to help.
  5. Invite each group to present their findings in plenary.
  6. Facilitate a plenary discussion about areas of agreement and disagreement, and the things that were easy and difficult, and why.