

Session 12

Monitor and Evaluate Policy Advocacy

Purpose Review basic principles of monitoring and evaluation (M&E) and the use of M&E to demonstrate progress toward accomplishing advocacy goals and objectives.	
Objectives By the end of this session, participants will: <ul style="list-style-type: none">• Define methods used to track success and evaluate advocacy• Use logic models as a tool to show progress toward advocacy goals and objectives• Describe methods for evaluating advocacy• Develop indicators for their advocacy strategy Total time: ~2.5 hours	Session Preparations Materials Needed: <ul style="list-style-type: none">• Session12_Develop_ME_Plan_PowerPoint file (unhide slide 3 if reviewing M&E terms)• Handouts:<ul style="list-style-type: none">- Monitoring and Evaluation — Select Terminology (optional handout for use with M&E novices)- Sample Advocacy Activities, Interim Outcomes, Goals, and Impacts, and Their Measurement Indicators• Prepared flip chart: Logic model template• Flip chart paper and markers Set-Up: <ul style="list-style-type: none">• Small groups at tables (four to five groups/tables)

Overview of M&E for Policy Advocacy—60 minutes

1. Use the speaker notes, questions, and probes provided to encourage participant interaction during the session.

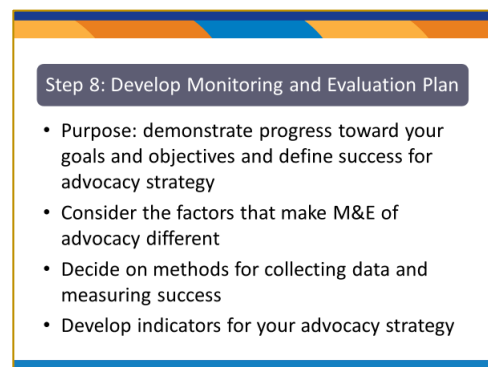
Show slide 1.

Explain: **In this session, we will discuss how to monitor your policy advocacy efforts and evaluate progress toward accomplishing your advocacy goals and objectives.**

2. Show slide 2.

Say: **Some of you may already be familiar with monitoring and evaluation (M&E) in the context of projects and programs. If so, you know that M&E helps to track a project's progress, improve performance, and achieve results.**

M&E for projects and advocacy differ, however, and in this session, we'll review some of the considerations for developing and



implementing an M&E plan for a policy advocacy strategy. In the context of advocacy, M&E helps you determine how to demonstrate progress toward reaching your advocacy strategy’s goals and objectives.

Monitoring occurs throughout the process of implementing your policy advocacy strategy, and evaluation toward the end to measure the success of your chosen policy intervention. It’s important to plan for M&E before the policy advocacy strategy is implemented; therefore, M&E is part of strategy development.

Note: Slide 3 is optional and contains content appropriate for use with M&E novices. The slide is hidden. To include this content in the session, unhide the slide and follow the instructions below.

3. Show slide 3 (optional).

Say: **Let’s start by reviewing basic M&E terms.**

Solicit definitions for several of the terms from participants.

Say: **Now let’s look at these terms as defined by USAID and UNAIDS.**

Distribute the handout Monitoring and Evaluation—Select Terminology.

Identify several terms that were not easily defined by the participants and ask a volunteer to read aloud the definitions on the handout.

4. Show slide 4.

Explain: **To start, let’s clarify/review the definitions of monitoring and evaluation as they are universally understood. The “M” in M&E refers to monitoring, which is a continuous process of routinely collecting data on specified indicators. The purpose of monitoring is to track a project’s implementation. We do this by documenting progress toward accomplishing objectives based on the targets that were set.**

Monitoring also helps a project account for the use of allocated funds. It also helps guide programmatic decisions.

Monitoring and Evaluation Basics

Common M&E Terms

• Goals	• Inputs
• Objectives	• Activities
• Indicators	• Outputs
• Targets	• Outcomes
• Data/collection methods	• Impact
• Logic model	• Performance monitoring plan (PMP)



“M” in M&E

- Monitoring is the systematic process of collecting, analyzing, and using information/data on specified project indicators to:
 - Track progress of project implementation
 - Track progress to reaching objectives
 - Account for the use of allocated funds
 - Guide management decisions
- The information is used by project staff, management, and stakeholders.

5. Show slide 5.

Say: Evaluation focuses on the outcomes and impact of the project. The outcomes are the results or effect that are caused by or attributable to the project, program, or policy. The impact is lasting, or a result of the policy change. The purpose of evaluation is to inform decisions, compare expectations against results, and examine contextual factors and causality to better understand achievements.

M&E for advocacy is slightly different than these definitions of M&E for programs. We will discuss M&E for advocacy a little later in this session.

“E” in M&E

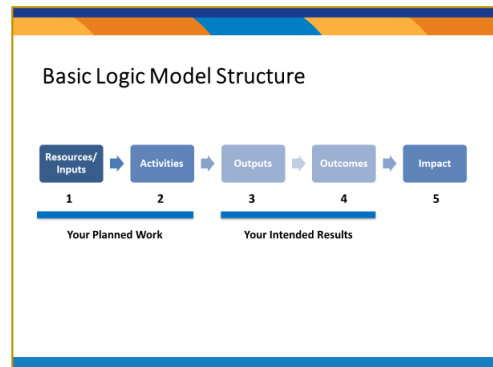
- Evaluation is the systematic collection and analysis of information about the characteristics and outcomes of programs to:
 - Make judgments, improve effectiveness, and inform decisions about current and future programming
 - Compare expected and achieved results
 - Examine contextual factors and causality to understand achievements or lack of achievement
- Involves measuring changes in knowledge, attitudes, behaviors, skills, community norms, and use of services at the program or population level

6. Show slide 6.

Say: Logic models are the basis of many M&E efforts. A logic model illustrates what a program will do and what it is expected to accomplish. It is good M&E practice to have a logic model of your program.

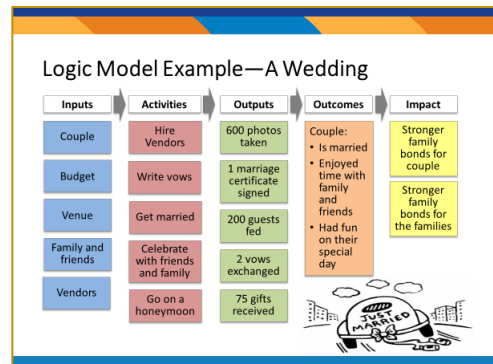
These components illustrate the connection between your planned work and your intended results.

Review the components of the logic model.



7. Show slide 7.

Say: Here is a simple example of a logic model. The “project” in this case is a wedding. Inputs are the resources that go into the program or project, like money, staff, equipment, and materials that have already been developed. In this case, it is the couple, budget, venue, family members, friends, and vendors. In this example, the activities include hiring vendors, writing vows, getting married, celebrating with friends and family, and going on a honeymoon. The outputs are the results of the activities, such as the numbers of photos taken or vows exchanged. The outcomes are the effects achieved—the couple is married and enjoys time with friends and family. The impact is the stronger, long-term family bonds.



8. Show slide 8.

Say: **To measure our inputs, activities, outputs, and outcomes, we need indicators.**

Review the information on the slide about indicators.

Say: **Let's go back to the previous slide for a moment.**

Go back to the previous slide (7).

Say: **An example of an input indicator would be number and gender of family members and friends going to the wedding.**

Ask: **What is an example of an indicator that measures output?** Probe for: number of photos taken, number of guests fed, number of gifts received

Solicit two or three ideas from the participants.

If participants lack suggestions, ask: **What would be an indicator for guests fed?** Probe for: number of meals served by caterer

Say: **Indicators can be quantitative or qualitative. Quantitative indicators can be counts, such as the number of miles driven, or calculations—such as rates, ratios, or percentages. One example might be the percentage of photos printed from the total photos taken.**

9. Show slide 9.


Say: **Indicators need to be well written and well defined. Specific indicators help standardize program data collection. Let's review the characteristics of a good indicator.**

Say: **It must be *valid*, or an accurate measure of the behavior, practice, or task that is the expected output or outcome of the activity.**

Write this indicator on a flip chart: "Number of kilometers/miles traveled by car."

Say: **For example, "Number of kilometers/miles traveled by car" is a valid measure of the activity "Drive to location Y."**

The indicator also must be **precise**—or operationally defined in clear terms.



Indicators

- M&E requires the use of indicators.
- Indicators define the data that you are collecting.

Example: number of people sensitized on GBV and GBV services

- An indicator is a variable (its value changes) that measures the components of a program or project (inputs, activities, outputs, outcomes).
- Indicators can be quantitative or qualitative.

Characteristics of Good Indicators

- **Valid:** accurate measure of a behavior, practice, or task that is the expected output or outcome of the activity
- **Precise:** operationally defined in clear terms
- **Measurable:** quantifiable using available tools and methods
- **Reliable:** consistently measurable in the same way by different observers



Ask: **How do we make this indicator more precise?** Probe for: number of kilometers/miles traveled by car from home to location Y.

Accept suggestions from one or two participants.

Go to the flip chart and revise the indicator based on the feedback received.

Say: **An indicator also needs to be measurable or quantifiable using available tools. This applies mostly to quantitative indicators; we will talk about qualitative indicators shortly.**

Ask: **In our example, what are the ways we can measure our indicator?**

Solicit responses from one or two participants.

Probe for: odometer or other way to measure mileage, if any.

Say: **It is important to document the source of the data you will be using to measure your indicators and the way you will be collecting those data. Most M&E plans do this in an indicator matrix or performance monitoring plan.**

Say: **An indicator also must be reliable—** meaning that it can be consistently measured in the same way by different people. We expect that different people would be able to capture the same number for this indicator using an odometer.

10. Show slide 10.

Say: **Other characteristics of good indicators are that they should be comparable—**or able to be measured in different contexts or time periods. Often, you will find that there are global standard indicators for donors or organizations. This is to allow comparable measurements in different situations. Indicators should also be **time-bound**—requiring completion by a certain date. For our example, we can expand the indicator to include a timeframe: Number of kilometers/miles driven roundtrip from home to destination July 1–15, 2018. Finally, good indicators must be **programmatically important**. Do not collect data on something

Characteristics of Good Indicators

(continued)

- **Comparable:** can be measured in different contexts or time periods
- **Time-bound:** requires completion by a specific date
- **Programmatically important:** Why do we want to know this? Is the information useful?



just because you can; rather, focus on the things that help inform expected results, program improvements, and management decisions.

11. Show slide 11.

Say: Now, let’s look at M&E related to advocacy.

Remember, monitoring consists of routine tracking of inputs and outputs. Let’s review monitoring in an advocacy context.

Ask: **What advocacy-related questions can monitoring answer?** Probe for: Is the advocacy strategy being executed according to plan and on budget? Are the activities still appropriate given external challenges?

Solicit suggestions from several participants. Advance the slide to reveal the sample questions.

Say: **Evaluation measures the changes that result from program activities over time.** Let’s review evaluation in an advocacy context.

Ask: **What advocacy-related questions can evaluation answer?** Probe for: Is the advocacy having the intended effect on target audiences? What are the successes and the failures?

Solicit suggestions from several participants. Advance the slide to reveal the sample questions.

Say: **Answers to these questions are more likely to be obtained if we have created good indicators for our program.**

Monitoring & Evaluation for Advocacy Work

Monitoring	Evaluation
Routine tracking of inputs and outputs	Measuring the changes resulting from program activities over time
Is the advocacy strategy being executed according to plan and on budget?	Is the advocacy having the intended effect on target audiences?
Are the activities still appropriate given external changes?	What are the successes and failures?
	What is happening that you didn't expect?

Source: Building on the Easy Wins: A Framework for Planning and Evaluating Proactive Long-Term Policy Advocacy, Health Policy Project, 2016.

12. Show slide 12.

Say: Let’s take a more in-depth look at the types of indicators suitable for M&E of advocacy. Indicators fit different stages/components of a logic model.

The **process/output** indicators are the direct results of activities; for example, the “number of new partners engaged in the coalition.”

An **interim** outcome indicator of that activity shows an effect is the “number of new partners sharing coalition-approved messages.”

A **long-term** outcome indicator is the policy change for which you have advocated: “The

Types of Indicators for M&E of Advocacy

- **Process/output indicators:** numbers/types of activities and quality determinants—what you will do and how you will do it
Example: X different organizations contacted to participate in the coalition using best practices in engagement.
- **Interim outcome indicators:** how you will know that attitudes, knowledge, and behavior of target audiences and allies have changed in the short and medium terms
Example: X new partners have shared coalition-approved messages with targets.
- **Long-term outcome indicators:** the policy change for which you have advocated
Example: The local council approved policy change X with 85 percent of our preferred policy elements.

Source: Building on the Easy Wins: A Framework for Planning and Evaluating Proactive Long-Term Policy Advocacy, Health Policy Project, 2016.

local council approved policy change X with 85 percent of our preferred policy elements.”

13. Show slide 13.

Say: Now let’s see where the indicators fit into a logic model. In this logic model, the program is aiming to increase the number of people living with HIV (PLHIV) accessing services in a particular geographic area.

Advance slide to reveal the first indicator.

An indicator to measure the activity “engage new partners in the coalition” can be the “number of partners contacted.”

Advance slide to reveal the second indicator.

The expected output of the activity is to have partners engaged in the coalition. The indicator is “number of partners engaged in the coalition.” To be precise, define “engaged” as—partners must sign a memorandum, assign a staff person to represent the organization in the coalition, and attend each meeting. To make sure everyone has the same definition, this would be documented along with the indicators.

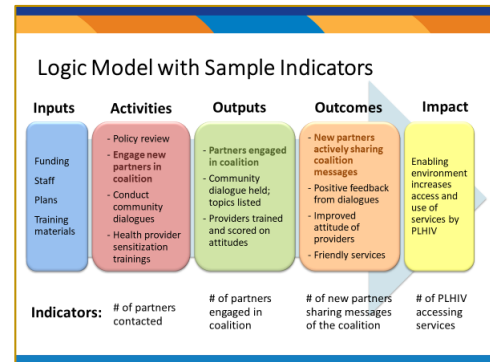
Advance slide to reveal the third indicator.

The outcome “new partners actively participating in the coalition” can be measured by “number of new partners sharing coalition-approved messages.”

Note: Some participants may ask how to measure items such as “actively participating” or “sharing messages.” These are usually defined in indicator tables so that they can be consistently measured. For example, “sharing messages” might be measured by emails sent, website views, or the number of times talking points are spoken at meetings.

Advance slide to reveal the fourth indicator.

Finally, the impact indicator “number of PLHIV accessing services” can be measured through routine monitoring. Ideally, it would be useful to have a baseline of this information to be able to show a change after the intervention.



Terms such as “services” and “accessing” would also need to be defined in the indicator matrix or reference sheets to specify the types of services and how they were accessed.

14. Show slide 14.

Say: There are distinctive features of monitoring and evaluating advocacy work.

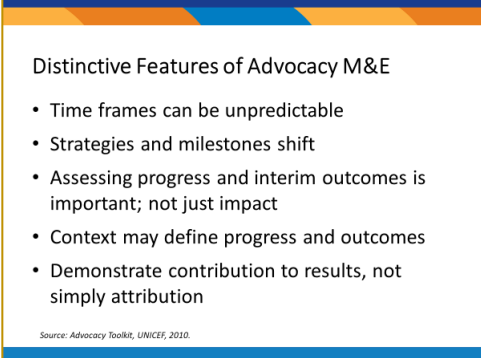
Time frames can be unpredictable since achieving an advocacy goal, particularly for policy advocacy, often takes many years.

It is important to not focus solely on the final policy “win” as a measure of success. Collecting M&E data on interim outcomes can demonstrate progress toward achieving the goal and acknowledge that the final “win” may not happen immediately.

Advocacy strategies change with the changing policy landscape. For M&E, that means adjusting indicators and expected results to ensure they remain realistic.

Context is an important consideration when identifying M&E approaches and interpreting evaluation data. For example, progress toward goals will be affected by the stakeholders’ openness to change. Another consideration is the level of influence stakeholders can have; if decision-making power is concentrated in one person or institution, this may have an effect on the amount of change that is possible.

Some advocacy activities might lead to outcomes that can be directly attributed to your work. However, most long-term advocacy successes require the effort of many stakeholders working in coordination. Therefore, when evaluating your policy advocacy for impact, it may be most feasible to focus on the *contribution* your influence has had rather than to try to demonstrate that the policy change can be attributed solely to your activities.



Distinctive Features of Advocacy M&E

- Time frames can be unpredictable
- Strategies and milestones shift
- Assessing progress and interim outcomes is important; not just impact
- Context may define progress and outcomes
- Demonstrate contribution to results, not simply attribution

Source: Advocacy Toolkit, UNICEF, 2010.

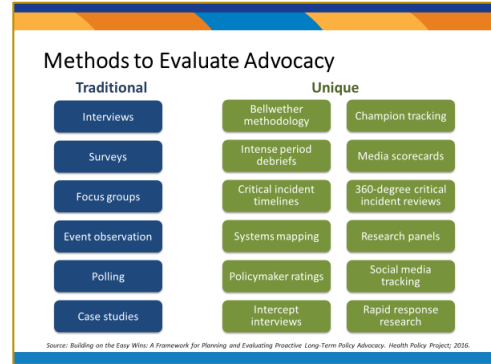
15. Show slide 15.

Say: A frequently asked question is “How can we effectively monitor and evaluate advocacy, when it is dependent on information that often is not accessible, such as the opinion of a policymaker?”

There are many methods that can be used for advocacy evaluation. Some are used in traditional M&E data collection, such as interviews, surveys, focus groups, and observations. There are unique methods as well, including those listed on this slide.

As an aside, these methods can also be used for data collection to plan for advocacy work.

Let’s review two of the unique options—policymaker ratings and event observation.

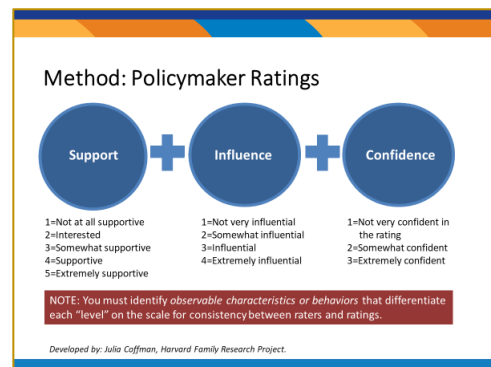


16. Show slide 16.

Say: Policymaker ratings score policymakers on a specific issue. The rating system can be used to gauge the support of a policymaker for a targeted policy change. This method can be used to evaluate the outcomes of a specific policy intervention or gather data to help craft an advocacy strategy and determine targets.

You assign policymakers a score after looking at three different characteristics—their support for your cause, their influence, and your confidence level in the rating. Your organization will need to determine a rating scale and what level of evidence would be needed to give a one vs. a three vs. a five for each of these characteristics. This is similar to the rating exercise we used in the target analysis. This information can come from what you know or directly observe about a policymaker. It’s important to consistently apply this scale across policymakers.

To demonstrate change as a result of a policy intervention, complete this rating at baseline and at end line and observe the difference. Consistency in scoring is key to demonstrating change.



When these ratings are compared over time, they can be used to document your contribution to policy change.

It is easiest to rate policymakers on a particular policy proposal like “increased budget for ARVs” rather than on a vague idea like “increased access to services for PLHIV.”

17. Show slide 17.

Say: Another method that can be used to track changes that result from a policy intervention is systems mapping. This method is best used when the goal of the intervention is a change to policy systems, such as the way SOPs are approved or the way guidelines are reviewed.

You may create a map of the system by gathering information from key informants or conducting an analysis of the relationships between parts of a system—for example, between a hospital and local clinics.

To demonstrate change, this mapping can be done before an intervention is implemented and after the intervention is completed in order to show change in the system or in the relationships among the parts of a system.

Method: Systems Mapping

- Useful when trying to track systems change
- Mapping of the parts and relationships of a system
- Can involve mapping of a system, key informant interviews, or network analysis

Adapted from: Measuring Up, A Guide for Learners. AIDS Alliance, 2010.

Review Sample Indicators—30 minutes

18. Show slide 18.

Say: Let’s consider indicators for the examples we have been developing throughout the workshop.

Read aloud the first part of the slide; stop before “Activities.”

Say: The sample indicator, “MOH resolution published by March 2020 on provision of high-quality services for all PLHIV” is an objective-level indicator reflecting the results of many project activities.

Say: Let’s look at the potential activities and related indicators.

Read aloud the second part of the slide.

Example 1

Problem Statement: PLHIV in Malawi denied access to care, treatment, and support

Advocacy Goal: Equal access to high-quality health services for all PLHIV in Malawi

Advocacy Objective: MOH commits to adopting a policy of providing high-quality health services to all PLHIV

Indicator: MOH resolution published by March 2020 on provision of high-quality services for all PLHIV

Activities

1: Analyze data on current quality of health care services for PLHIV

Indicator: Briefing paper written on the status and quality of health care services for PLHIV based on current data, and potential impact of changed policy

2: Develop briefing paper on current status of care and potential impact of changed policy

Indicator: Briefing paper written on the status and quality of health care services for PLHIV based on current data, and potential impact of changed policy

3: Present data and briefing paper to MOH technical working group at quarterly meeting

Indicator: Presentation developed and delivered to MOH during quarterly meeting

Adapted from: A2 Analysis and Advocacy, Advocacy Training Manual, Health Policy Initiative, 2007.

Say: The indicators here are specific to the achievement of the activities. Together they build to achieve the objective and overall goal.

Ask: What could be an appropriate indicator to evaluate the outcomes of achieving the goal?
 Probe for: Equity among PLHIV in accessing high-quality health care as demonstrated through surveys.

19. Show slide 19.

Say: Let's consider indicators for a second example.

Read aloud the first part of the slide; stop before "Activities."

Say: The indicator "National HIV and AIDS Policy and Operational Plan submitted to MOH for approval" measures the achievement of the advocacy objective.

Say: Let's look at the potential activities and related indicators for this example.

Read aloud the second part of the slide.

Say: These indicators are specific to the achievement of the activities. Together they build to achieve the objective and overall goal.

20. Show slide 20.

Distribute the Measurement Indicators handout.

Say: Let's look at the handout of sample indicators. These are examples of indicators used in advocacy monitoring and evaluation. Notice that there are definitions and indicators for activities, interim outcomes, goals, and impacts. It is helpful to have examples and these references as you work on developing indicators for your program.



Drafting Indicators Activity—60 minutes

21. Show slide 21.

Use the instructions on the slide to introduce the activity.

Say: **In your small groups, continue working with the same objectives and activities used in the previous sessions. Take 30 minutes to brainstorm one indicator for an objective and one indicator for two activities related to that objective and write these on flip chart paper. Your completed assignment will look similar to the two examples that we just reviewed.**

Capture your proposed indicators on a flip chart.

Circulate among the groups to answer questions and ensure that the indicators each group is considering are feasible and appropriate for their objective and activities.

Give periodic updates on the amount of time remaining.

Ask the representative from each group to present their objectives and activities and the related indicators. Allow time for each group to respond to feedback and comments from other participants.

After all of the groups have completed their presentations, ask participants:

- **How did you find the task of writing indicators?**
- **What was most difficult about this task?**

Note: Remind participants to retain their flip charts, as these will be needed later in the workshop.

Wrap-Up—5 minutes

22. Show slide 22.

Conclude the session by reviewing the learning objectives, summarizing the key concepts and definitions, and clarifying any participant questions.

Activity—Drafting Indicators

- Develop indicators for your strategies (small groups, 30 minutes):
 - 1 indicator for the objective
 - 1 indicator for at least 2 activities
 Consult your handout for guidance to ensure that indicators are suitable.
- Identify the data source and individual(s) responsible for collecting data.
- Provide justification for selecting each indicator (related to characteristics of good indicators).
- Share indicators with the large group.



Learning Objectives—Session 12

- Define methods used to track success and evaluate advocacy
- Use logic models as a tool to show progress toward advocacy goals and objectives
- Describe methods for evaluating advocacy
- Develop indicators for your advocacy strategy

Monitoring and Evaluation — Select Terminology

Activity

An action conducted as part of the advocacy strategy to achieve an objective that helps reach the overall goal.

Data

Specific quantitative and qualitative information or facts that are collected and analyzed.

Data Collection Methods

Techniques used to identify information sources, collect information, and minimize bias during an evaluation.

Goal

The higher-order objective to which a project, program, or policy is intended to contribute; a broad statement of a desired, usually longer-term, outcome of a program/intervention. Goals help guide the development of a program/intervention. Each goal has a set of related, specific objectives that, if met, will collectively permit the achievement of the stated goal.

Impact

A result or effect that is caused by or attributable to a project or program. Impact is often used to refer to higher-level effects of a program that occur in the medium or long term and can be intended or unintended and positive or negative.

Indicator

A quantitative or qualitative variable that provides a valid and reliable way to measure achievement, assess performance, or reflect changes connected to an intervention.

Single indicators are limited in their utility for understanding program effects (i.e., what is working or not working and why?). Indicator data should be collected and interpreted as part of a set of indicators. Indicator sets alone cannot determine the effectiveness of a program or collection of programs; for this, good evaluation designs are necessary. Indicator matrices are a good way to show the full set of indicators and provide any necessary definitions to allow for accurate measurements.

Alternative definition: An indicator is a variable (its value changes) that measures the key elements of a program or project (inputs, activities, outputs, outcomes).

Sources:

http://pdf.usaid.gov/pdf_docs/Pnado820.pdf

http://www.unaids.org/sites/default/files/sub_landing/files/11_ME_Glossary_FinalWorkingDraft.pdf

Inputs

The financial, human, and material resources used in a program/intervention.

Logic Model

A representation, often visual, that provides a road map showing the sequence of related events connecting the need for a planned program with the program's desired outcomes and results.

Objective

A statement of a desired program/intervention result that meets the criteria of being Specific, Measurable, Achievable, Realistic, and Time-phased (SMART).

Progress toward a goal is usually achieved through specific objectives.

Outcomes

Short-term and medium-term effect(s) of an intervention's outputs, such as change in knowledge, attitudes, beliefs, behaviors. Outcomes measure the effectiveness of the strategy and answer the question: What effect did an activity have?

Outputs

The results of program/intervention activities; the direct products or deliverables of program/intervention activities, such as the number of HIV counseling sessions completed, the number of people served, or the number of condoms distributed. Outputs measure progress in implementing the strategy and answer the question: Was the activity conducted?

Performance Monitoring Plan

A plan that explains a project's goals, objectives, indicators, and targets, and the process for collecting, tracking, and analyzing data to monitor and assess performance.

Target

The objective a program/intervention is working toward, expressed as a measurable value; the desired value for an indicator at a particular point in time.

Alternative definition: The specified result(s), often expressed by a value of an indicator(s), that a project, program, or policy is intended to achieve.

Sample Advocacy Activities, Interim Outcomes, Goals, and Impacts, and Their Measurement Indicators

Activities, interim outcomes, goals, impacts	Definition	Indicators
ACTIVITIES		
Digital or Internet-based media/social media	Using technologies such as email, websites, blogs, podcasts, text messages, Facebook or Twitter to reach a large audience and enable fast communication	<ul style="list-style-type: none"> • A new website or web pages developed • Number and frequency of electronic messages sent • Number of list subscribers
Earned media	Pitching the print, broadcast or digital media to get visibility for an issue with specific audiences	<ul style="list-style-type: none"> • Number of outreach attempts to reporters • Number of press releases developed and distributed • Number of editorial board meetings held
Media partnerships	Getting a media company to agree to promote a cause through its communications channels and programming	<ul style="list-style-type: none"> • Number and types of media partnerships developed • Number and types of distribution outlets accessed through media partnerships
Coalition and network building	Unifying advocacy voices by bringing together individuals, groups or organizations that agree on a particular issue or goal	<ul style="list-style-type: none"> • Number of coalition members • Types of constituencies represented in the coalition • Number of coalition meetings held and attendance
Grass-roots organizing and mobilization	Creating or building on a community-based groundswell of support for an issue or position, often by helping people affected by policies to advocate on their own behalf	<ul style="list-style-type: none"> • Number and geographical location of communities where organizing efforts take place • Number of community events or trainings held and attendance
Rallies and marches	Gathering a large group of people for symbolic events that arouse enthusiasm and generate visibility, particularly in the media	<ul style="list-style-type: none"> • Number of rallies or marches held and attendance • Participation of high-profile speakers or participants
Briefings/ presentations	Making an advocacy case in person through one-on-one or group meetings	<ul style="list-style-type: none"> • Number of briefings or presentations held • Types of audiences reached through briefings or presentations • Number of individuals attending briefings and presentations
Public service announcements	Placing a non-commercial advertisement to promote social causes	<ul style="list-style-type: none"> • Number of print, radio or online ads developed • Number and types of distribution outlets for ads
Polling	Surveying the public via phone or online to collect data for use in advocacy messages	<ul style="list-style-type: none"> • Polls conducted with advocacy audience(s)
Demonstration projects or pilots	Implementing a policy proposal on a small scale in one or several sites to show how it can work.	<ul style="list-style-type: none"> • Number of demonstration project or pilot sites • Funding secured for demonstration projects or pilots
Issue/policy analysis and research	Systematically investigating an issue or problem to better define it or identify possible solutions	<ul style="list-style-type: none"> • Number of research or policy analysis products developed, e.g., reports, briefs • Number and types of distribution outlets for products • Number of products distributed
Policy proposal development	Developing a specific policy solution for the issue or problem being addressed	<ul style="list-style-type: none"> • Policy guidelines or proposals developed • Number of organizations signing onto policy guidelines or proposals

Source: *Advocacy Toolkit: A guide to influencing decisions that improve children’s lives*. UNICEF; 2010 (pages 63-65).

Activities, interim outcomes, goals, impacts	Definition	Indicators
Policy maker and candidate education	Telling policymakers and candidates about an issue or position, and about its broad or impassioned support.	<ul style="list-style-type: none"> • Number of meetings or briefings held with policymakers or candidates • Number of policymakers or candidates reached • Types of policymakers or candidates reached
Relationship building with decision-makers	Interacting with policymakers or others who have authority to act on the issue.	<ul style="list-style-type: none"> • Number of meetings held with decision-makers
Litigation or Legal Advocacy	Using the judicial system to move policy by filing lawsuits, civil actions and other advocacy tactics	<ul style="list-style-type: none"> • Legal briefs written • Testimony offered
Lobbying	Attempting to influence law by communicating with a member or employee of a governing body or with a government official or individual who participates in law-making	<ul style="list-style-type: none"> • Number of meetings with policymakers or candidates • Number of policymakers or candidates reached • Types of policymakers or candidates reached
INTERIM OUTCOMES		
Organizational advocacy capacity	The ability of an organization or coalition to lead, adapt, manage and implement an advocacy strategy	<ul style="list-style-type: none"> • Increased knowledge about advocacy, mobilizing or organizing tactics • Improved media skills and contacts • Increased ability to get and use data
Partnerships or alliances	Mutually beneficial relationships with other organizations or individuals who support or participate in an advocacy strategy	<ul style="list-style-type: none"> • New or stronger organizational relationships developed • New relationships with unlikely partners • New organizations signing on as collaborators • Policy agenda alignment between collaborators • Collaborative actions taken between organizations
New advocates (including unlikely or non-traditional)	Previously unengaged individuals who take action in support of an issue or position	<ul style="list-style-type: none"> • New advocates recruited • New constituencies represented among advocates • New advocate actions to support issue
New champions	High-profile individuals who adopt an issue and publicly advocate for it	<ul style="list-style-type: none"> • New champions or stakeholders recruited • New constituencies represented among champions • Champion actions, e.g., speaking out or signing on, to support the issue or position
Organizational/ issue visibility or recognition	Identification of an organization or campaign as a credible source on an issue	<ul style="list-style-type: none"> • Number of requests for advocate products or information, including downloads or page views of online material • Number and types of invitations for advocates to speak as experts
Awareness	Audience recognition that a problem exists or familiarity with a policy proposal	<ul style="list-style-type: none"> • Percentage of audience members with knowledge of an issue • Online activity for portions of website with advocacy-related information
Salience	The importance a target audience assigns an issue or policy proposal	<ul style="list-style-type: none"> • Percentage of audience members saying issue is important to them
Attitudes or beliefs	Target audiences' thoughts, feelings or judgements about an issue or policy proposal	<ul style="list-style-type: none"> • Percentage of audience members with favourable attitudes towards the issue or interest
Public will	Willingness of a (non-policymaker) target audience to act in support of an issue or policy proposal	<ul style="list-style-type: none"> • Percentage of audience members willing to take action on behalf of a specific issue • Attendance at advocacy events, e.g., public forums, marches, rallies
Political will	Willingness of policymakers to act in support of an issue or policy proposal.	<ul style="list-style-type: none"> • Number of citations of advocate products or ideas in policy deliberations/policies • Number of government officials who publicly support the advocacy effort • Number of issue mentions in policymaker speeches • Number and party representation of policy sponsors and co-sponsors • Number of votes for or against specific policies

Activities, interim outcomes, goals, impacts	Definition	Indicators
Constituency or support-base growth	Increase in the number of individuals who can be counted on for sustained advocacy or action on an issue	<ul style="list-style-type: none"> • Website activity for portions of website with advocacy-related information • Number of fans, group members or followers on social media websites
Media coverage	Quantity and/or quality of coverage generated in print, broadcast or electronic media	<ul style="list-style-type: none"> • Number of media citations of advocate research or products • Number of stories successfully placed in the media • Number of advocate or trained spokesperson citations in the media
Issue reframing	Changes in how an issue is presented, discussed or perceived	<ul style="list-style-type: none"> • Number of media articles reflecting preferred issue framing
GOALS		
Policy development	Creating a new policy proposal or policy guidelines	<ul style="list-style-type: none"> • New proposals or guiding principles developed
Placement on the policy agenda	Appearance of an issue or policy proposal on the list of issues that policymakers give serious attention	<ul style="list-style-type: none"> • Policies formally introduced
Policy adoption	Successful passing of a policy proposal through an ordinance, ballot measure, legislation or legal agreement	<ul style="list-style-type: none"> • Policies formally established
Policy blocking	Successful opposition to a policy proposal	<ul style="list-style-type: none"> • Policies formally blocked
Policy implementation	Proper implementation of a policy, along with the funding, resources or quality assurance to ensure it	<ul style="list-style-type: none"> • Policies implemented or administered in accordance with requirements
Policy M&E	Tracking a policy to ensure it is implemented properly and achieves its intended impacts	<ul style="list-style-type: none"> • Funding established to formally monitor or evaluate policies
Policy maintenance	Preventing cuts or other negative changes to a policy	<ul style="list-style-type: none"> • Funding levels sustained for policies or programmes • Eligibility levels maintained for policies or programmes
New donors	New public or private funders or individuals who contribute funds or other resources for a cause	<ul style="list-style-type: none"> • Number of first-time donors • New donors offering financial versus in-kind support • Average dollars given by new donors
More or diversified funding	Amount of dollars raised and variety of funding sources generated	<ul style="list-style-type: none"> • Number of overall donors • Types of donors (individual, philanthropic, corporate) • Dollars donated to support advocacy efforts • Revenue earned to support advocacy efforts
IMPACTS (FOR CHILDREN AND WOMEN)		
Improved services and systems	Programmes and services that are higher quality and more accessible, affordable, comprehensive or coordinated	<ul style="list-style-type: none"> • Indicators depend on the specific policy goal; the following are examples: • More programmes offered • Easier access to programmes or services • Higher-quality services • More affordable services
Positive social and Physical conditions	Better circumstances and surroundings for people, communities or society in general	<ul style="list-style-type: none"> • Indicators depend on the specific policy goal. For example, Indicators might focus on: • Decreased child mortality • Primary school attendance and enrolment • Access to safe drinking water and sanitation • Fewer children involved in child labour