

## Session 6

### Set Goals and Objectives

<b>Purpose</b> Introduce goals and objectives of policy advocacy, review examples of the differences between goals and objectives, and develop appropriate goals and objectives for advocacy strategies in assigned small groups.	
<b>Objectives</b> By the end of this session, participants will: <ul style="list-style-type: none"><li>• Differentiate between goals and objectives</li><li>• Use established criteria to compare example policy advocacy goals and objectives</li><li>• Develop goals and objectives for their advocacy strategy</li></ul> <b>Total time:</b> ~1½ hours	<b>Session Preparations</b> <b>Materials Needed:</b> <ul style="list-style-type: none"><li>• Session6_GoalsAndObjectives_PowerPoint file</li><li>• Handout:<ul style="list-style-type: none"><li>- Goals and Objectives Worksheet</li></ul></li><li>• Prepared flip charts:<ul style="list-style-type: none"><li>- None</li></ul></li><li>• Flip chart paper and markers</li></ul> <b>Set-Up:</b> <ul style="list-style-type: none"><li>• Small groups at tables</li></ul>

#### Overview Step 2: Set Goals and Objectives—30 minutes

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

Show slide 1.

Explain: **During the last session we focused on step 1 in the strategy development process, defining the policy issue. We also discussed how having a clear definition of the issue is required for subsequent steps in the process. The second step in the strategy development process, setting goals and objectives, is a good example: you will need a precise statement of the problem/issue to develop specific goals and objectives to address the problem.**

**During this session we will learn to differentiate between goals and objectives; use established criteria to compare goals and objectives from several example policy advocacy strategies; and develop goals and objectives for your advocacy strategy.**



2. Show slide 2 (title only).

Ask: **Why is it important to have clear goals and objectives?** Probe for: increases likelihood for success in addressing the problem, easier to evaluate progress toward and achievement of the policy solution.

Advance the slide to reveal the answer to the question.

Say: **Defining advocacy goals and objectives is the key process by which concern for an advocacy issue is shaped into a specific course of action to bring about change.**

**Well-defined goals and objectives drive the quality of the implementation of the advocacy strategy and our ability to measure and demonstrate success.**

Why is it important to have clear goals and objectives?

- Provide clear steps to take to achieve success
- Increases the likelihood of success in addressing the problem
- Easier to evaluate progress toward achieving a policy solution

Source: *A<sup>2</sup> Analysis and Advocacy, Advocacy Training Manual, Health Policy Initiative, 2007.*

3. Show slide 3 (title and bullet 1).

Say: **The goal is a vision statement that describes the anticipated outcome that will result from the policy change.**

**The goal statement reflects what happens if the problem statement from the root cause analysis is addressed.**

Advance the slide to reveal the definition of objectives.

Say: **Objectives focus on advocacy outputs and describe *actions you want someone else to take* to help you reach the goal. Objectives do not describe the actions you will take—*your actions will be described in the advocacy activities.***

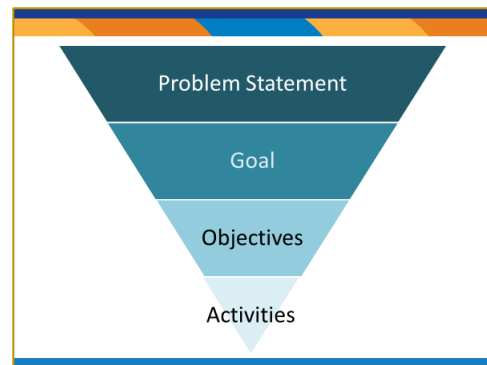
**Emphasize: Goals are broad; an objective is specific.**

Step 2: Set Goals and Objectives

- Goal: general statement of what the group hopes to achieve in the long term (3–5 years)
- Objective: short-term actions that you want someone else to take to achieve the goal

4. Show slide 4.

Say: **We start with the broad problem statement you have already identified. Now we are setting a long-term goal that addresses the problem statement and identifying short-term objectives to achieve the goal. Once that is complete, we will articulate the specific activities in a later session that we can take to achieve the objectives. As the graphic**



illustrates, we’re essentially moving from broad to specific.

To review; ask: **As we learned during the root cause analysis, what is a problem statement?**

Probe for: a problem statement outlines the issue—who, where, and what amount.

Ask: **What is a goal?** Probe for: the general statement of a vision—what we hope to achieve over the long term, potentially in collaboration with others.

Ask: **What are objectives?** Probe for: specific steps/actions others take that lead to the goal.

Ask: **What are activities?** Probe for: what we will do to help us realize our objectives and subsequently our goals.

5. Show slide 5.

Say: **Let’s look at an example of how the problem statement/issue, goal, and objectives are related.**

Ask: **What is the difference between the goal and the objective?** Probe for: The goal is broad, while the objective describes a specific action that the MOH will take to help meet the goal.

Ask: **Where is the vision stated?** Probe for: in the goal.

Ask: **Where is the desired policy change stated?** Probe for: In this case, it is stated in the objective.

*Note: Some participants may ask about the “amount” as it should be a part of the problem statement. Here, the amount is that PLHIV are denied access to care.*

Example 1

- **Problem Statement:** PLHIV in Malawi are denied access to care, treatment, and support.
- **Advocacy Goal:** Equal access to high-quality health services for all PLHIV in Malawi
- **Advocacy Objective:** To secure a commitment from the Ministry of Health (MOH) that it will adopt a policy of providing high-quality health services to all PLHIV

Source: A1 Analysis and Advocacy, Advocacy Training Manual, Health Policy Initiative, 2007.

6. Show slide 6 (title and statements).

Say: **Let’s look at another example. In this example, the problem statement, goal, and objective are shown on the slide but are not in order. Look carefully at the three statements.**

Ask: **Which do you think is the problem statement, and why?** Probe for: The problem statement describes the *issue* (lack of HIV services), the *who* (the general population), the *where* (nationally), and the *amount* (limited).

Advance the slide to reveal the answer.

Example 2

<b>Advocacy Objective:</b>	National AIDS Council will draft and submit a National HIV and AIDS Policy and Operational Plan for approval within one year.
<b>Problem Statement:</b>	Lack of government commitment (policy and resources) to the national HIV and AIDS program is limiting HIV services for the general population.
<b>Advocacy Goal:</b>	Adoption of national HIV and AIDS policy and allocation of appropriate resources for its implementation.

Source: A1 Analysis and Advocacy, Advocacy Training Manual, Health Policy Initiative, 2007.

Ask: **Which do you think is the goal, and why?**  
 Probe for: The goal describes what we hope to *achieve over the long term*—which in this example is adoption of a national HIV and AIDS policy and allocation of the resources needed for its implementation.

Ask: **What is the difference between the goal and the objective?** Probe for: The goal is broad, while the objective is specific and describes a specific action that you want someone else, in this case the National AIDS Council, to take to help meet the goal.

Advance the slide to reveal the answer.

Ask: **Where is the desired policy change stated?**  
 Probe for: in this case, in both the goal and the objective.

Say: **Notice that the policy change can be stated in either the goal or objectives or both. It is correct to have the policy change at either level.**

Ask: **In addition to the policy change, what else is included in the objective to ensure the goal is met?** Probe for: an operational plan.

7. Show slide 7 (title and diagram).

Say: **The objectives need to be specific and answer the questions who, what, and when.**

Advance the slide to reveal WHO, WHAT, and WHEN.

**WHO** describes the policy actor or decision-maker with the power to convert the advocacy objective into action—these include individuals, such as the minister of health, or groups, such as the Parliamentary Finance Committee.

**WHAT** describes the policy action or decision, essentially the action required to achieve the objective; for example, adopt a certain policy or allocate funds to support a specific program or initiative.

**WHEN** describes the timeframe in which the objective will be achieved. Advocacy objectives should be achievable within one to two years.



8. Show slide 8 (title and example).

Say: **Let’s evaluate this sample objective and decide how we might we improve it.**

Ask: **Does it specify *what* the policy action is?**

Probe for: yes—create a task force to compile and review national health budget data.

Ask: **Does it specify *who* should take that action?** Probe for: no—it does not specify who will compile the task force.

Ask: **Does it specify *when* the action should take place?** Probe for: no—there is no timeframe specified.

Take specific suggestions from several participants about how the objective could be improved.

Advance the slide to reveal an example of an improved objective. Highlight how the improvements meet the criteria.

**Assessing an Objective**

**Example:** Create a government task force to compile and review national health budget data.

- **What** is the policy action?
- **Who** should take that action?
- **When** should the action take place?

**Improved:** The Director of the HIV/AIDS Department of the MOH will form a task force to compile and review national health budget data by the end of 2013.

Source: PATH Stronger Health Advocates, Greater Health Impacts, 2013.

**Small Group Activity—60 minutes**

9. Show slide 9.

Ask the participants to work at tables in their assigned small groups.

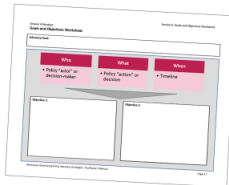
Distribute to each table/small group copies of the handout, Goals and Objectives Worksheet, for each participant, a blank sheet of flip chart paper, and markers.

Introduce the activity using the instructions on the slide. Say: **Now it is your turn to continue working in your groups to write a goal building on the identified policy solution from the previous session. Your goal should be a broad vision, describing what you want to see in three to five years. After you write your goal, write two specific objectives with WHO, WHAT, and WHEN included. Remember the objectives describe actions you want others to take to reach the goal. Prepare a flip chart showing your goal and objectives to share with the large group. Plan to spend about 30 minutes in your assigned groups.**

**As you write your goal and objectives, remember to keep track of “additional**

**Activity—Write Goal and Objectives**

1. Use the worksheet to write a goal (vision) and two objectives (actions someone else does to meet the goal); 30 minutes to prepare
2. Use a flip chart to share with the large group (presentation 5 minutes/group)




information to collect” on the flip chart you started earlier. Also, you may find that there are more than two objectives your group wants to consider. These can be documented and developed later as necessary. However, to keep this exercise manageable during the workshop, focus on two objectives only.

Allow the groups about 30 minutes to work on their goal and two objectives. Give periodic updates about the amount of time remaining.

Circulate among the groups to answer questions, encourage the participants to reach decisions, and remind them to keep track of the “additional information to collect.”

Ask each group’s spokesperson to post their flip chart with their goal and objectives where all participants can see it and take about five minutes to present.

After each presentation, ask the large group to assess:

- Was their goal broad, long term, and visionary? How could the goal be improved?
- Were their objectives specific; did they describe who, what, and when? How could the objectives be improved?

*[Note: For participants/groups with ample knowledge of the context, also ask: Are the objectives achievable and relevant/realistic?]*

Thank the spokespersons and the participants for sharing their analysis.

*Note: Remind participants to retain their flip charts; these will be needed later to draft the advocacy strategy.*

### Wrap Up—5 minutes

10. Show slide 10.

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

#### Learning Objectives—Session 6

- Differentiate between goals and objectives
- Use established criteria to compare example policy advocacy goals and objectives
- Develop goals and objectives for your advocacy strategy

## Goals and Objectives Worksheet

Advocacy Goal:

### Who

- Policy "actor" or decision-maker

### What

- Policy "action" or decision

### When

- Timeline

Objective 1:

Objective 2: