

## Advocacy Matters:

Helping children change their world

An International Save the Children Alliance guide to advocacy

# Participant's manual



Save the Children

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The International Save the Children Alliance is the world's leading independent children's rights organisation, with members in 27 countries and operational programmes in more than 100. We fight for children's rights and deliver lasting improvements to children's lives worldwide.

### **Vision**

Save the Children works for a world:

- that respects and values each child
- that listens to children and learns
- where all children have hope and opportunity

### **Mission**

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

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Participant's Manual

## **Advocacy Matters:**

# Helping children change their world

An International Save the Children Alliance guide to advocacy

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*Dear Colleagues,*

*On behalf of the International Save the Children Alliance we are pleased to introduce the first Alliance advocacy guide – **Advocacy Matters: Helping children change their world.** An International Save the Children Alliance guide to advocacy.*

*Advocacy has played a key role in the history of Save the Children. Our founder, Eglantyne Jebb, established Save the Children in 1919 in order to assist children impacted by the allied blockade of supplies to Europe. She went on to lobby the government to end the blockade in 1919 and to draft the Declaration of the Rights of the Child in 1923 – forming the basis of the current UN Convention on the Rights of the Child.*

*One of the most important strengths of Save the Children lies in our ability to work together to move forward the Alliance Strategy and to incorporate advocacy into our work for children. The cooperation exhibited on this project demonstrates the power of joint collaboration. **Advocacy Matters** is an excellent resource for improving our skills in advocacy and communication. Please use it and share this information with your colleagues and partners.*

*This guide represents the collective wealth and experience in advocacy, communication and capacity building from within six of our Alliance members, as well as the wisdom and knowledge of outside experts. Many hours have been spent reviewing and documenting existing advocacy materials and discussing language and terminology in order to identify the best materials and tools for sustainable and universal use throughout Save the Children.*

*We are very pleased with this demonstration of Alliance cooperation and hope that you will find the enclosed materials of great value as we move forward together to make real and lasting change in the lives of children around the world.*

*Sincerely,*

*Charles MacCormack, President and Chief Executive Officer,  
Save the Children US*

*Jasmine Whitbread, Chief Executive,  
Save the Children UK*

*Gro Braekken, Chief Executive Officer,  
Save the Children Norway*

*Mimi Jakobsen, Chief Executive Officer,  
Save the Children Denmark*

*Charlotte Petri Gornitzka, Secretary General,  
Save the Children Sweden*

*David Morley, President and Chief Executive Officer,  
Save the Children Canada*

# Overview of the International Save the Children Alliance guide to advocacy

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## What is this guide?

This guide is for Save the Children staff and partners who are involved in advocacy. You can use it to help you run an advocacy workshop, or as a general advocacy resource. The training material consists of a mixture of practical exercises and theory so that participants learn about advocacy in a way that is relevant to their specific needs and context, and they will come out of the workshop with a draft of an advocacy strategy.

The guide consists of two complementary manuals: the Facilitator's Manual and the Participant's Manual that are designed to be used together.

- **The Facilitator's Manual** is aimed at anyone who is designing or facilitating an advocacy workshop, including people who do not necessarily have much experience either as trainers or as advocates. Part One contains information on how to design, plan and run a workshop, with some tips on methodologies. Part Two contains individual session plans with detailed instructions on how to conduct each session.
- **The Participant's Manual** contains background material on each topic, case stories, and references to further resources. It is intended to be a resource guide for both facilitators and participants. The Participant's Manual can also be used on its own as a general advocacy resource.

## Objectives:

Participants in this training will:

- gain a deeper understanding, and develop a working definition, of experience and evidence-based advocacy as it applies to children's needs and rights,
- understand the basic elements of advocacy, its role in Save the Children, and how it is integrated into programme work to achieve real and lasting results for children,
- learn a set of steps to plan for strategic advocacy and begin to develop an advocacy plan related to your work,
- strengthen personal relationships with fellow advocates, learning from each other's experience, and working towards building a community of advocacy practitioners,
- develop a plan to share this workshop's learning with colleagues, allies and constituents.

## Who is it for?

The guide is designed as a resource for Save the Children staff and their colleagues from other organisations. The main target audiences are:

- programme staff members who include advocacy in their work,
- programme staff members who will provide advocacy training to colleagues and partners as part of their work,
- senior staff members who will demonstrate sufficient familiarity with advocacy to model for others in the organisation,
- staff members who are learning about advocacy as part of staff development,
- people in critical functional areas such as advocacy, communications, fundraising, research.

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The following icons mark certain kinds of information in the text of this guide:

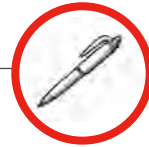
**Example:**

This icon marks key examples to help illustrate the concepts we are describing.



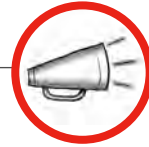
**Exercise:**

This icon marks something you can do to practice a new theory or skill, or apply it to your situation.



**Case Story:**

This icon marks actual case stories of advocacy in practice.



**Tips and Guidelines:**

This icon marks key tips, guidelines, standards, or checklists.



## A Foreword from Sarah Roma, Coordinator of the International Save the Children Alliance advocacy guide steering group

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All members of the International Save the Children Alliance conduct advocacy as part of our programme work towards the same ends of creating lasting change for children, but we all have slightly different approaches or emphases, depending on our internal policies and processes, and the different contexts in which we work. As the Alliance starts to work together more closely, we need to make it easier to collaborate by creating joint tools and guides such as this one. The impetus for this project came about when we started doing joint-Alliance advocacy workshops and realised that we have many different advocacy manuals and frameworks across our member agencies. While these are an incredible resource for the Alliance as a whole, the differences between them can also cause confusion.

As a result, a group of advocacy representatives from six International Save the Children Alliance members in Canada, Denmark, Norway, Sweden, the UK and the US, with the support of two experienced practitioners, started this project with the intent of developing an integrated set of advocacy tools and resources for all Alliance staff, drawing from the strong foundation of experience and materials already developed by individual Alliance members. We hope this helps to increase understanding and ease of working together, and to minimise confusion among colleagues who have to collaborate on advocacy plans across various frameworks and definitions. In addition, we hope that this guide provides a more comprehensive resource and step-by-step facilitator's manual for those newer to advocacy to conduct advocacy workshops wherever you may be located.

Although we have tried to produce a guide that can be used by all Alliance members in all the different contexts in which we work, various parts will still be more relevant to one member than another. But we hope that the structure of the material will help everyone recognise the value of different approaches, and in doing so, will provide an opportunity to increase learning and sharing between all Alliance members.

Conducting advocacy always necessitates adapting approaches to fit different contexts, so this guide is just a starting point. We hope that you will use and adapt it and also share your feedback with us so we can continue to evolve and strengthen these materials. As you use this guide, please share with us what you have found useful, what you would like to improve and any other feedback by emailing [campaigns@savethechildren.org.uk](mailto:campaigns@savethechildren.org.uk). We hope that this guide will help to build a strong and supportive community of advocates in the International Save the Children Alliance, working for real and lasting changes for children.

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## Module I

### Welcome to advocacy

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1.1 You can do it

1.2 Advocacy in Save the Children



## Introduction

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Building on Eglantyne Jebb's vision, advocacy has always been at the heart of what Save the Children does. Our commitment to this vision, and our long history and experience of working with children and their communities give us the legitimacy to carry out advocacy. We understand the problems they face, and we know how to tackle some of those problems. We use this evidence base to engage the political will and access the funding needed for policies and programmes that will help bring about long lasting positive change for children.

Our programmes throughout the world have often included advocacy in one form or another, and many of these activities have been successful in bringing about change for children. But we know that in order to make our advocacy as effective as possible, it needs to be planned and carried out strategically, as an integral part of our programmes.

People who work to meet children's needs and protect their rights should be prepared as children's advocates whatever the issues: education, health, nutrition, protection or any other unmet need. We want to show that to be an effective advocate requires commitment and belief, some modest skills and informed knowledge. You do not need lawyers, policy analysts or other kinds of expertise. But you do need an open-minded attitude.

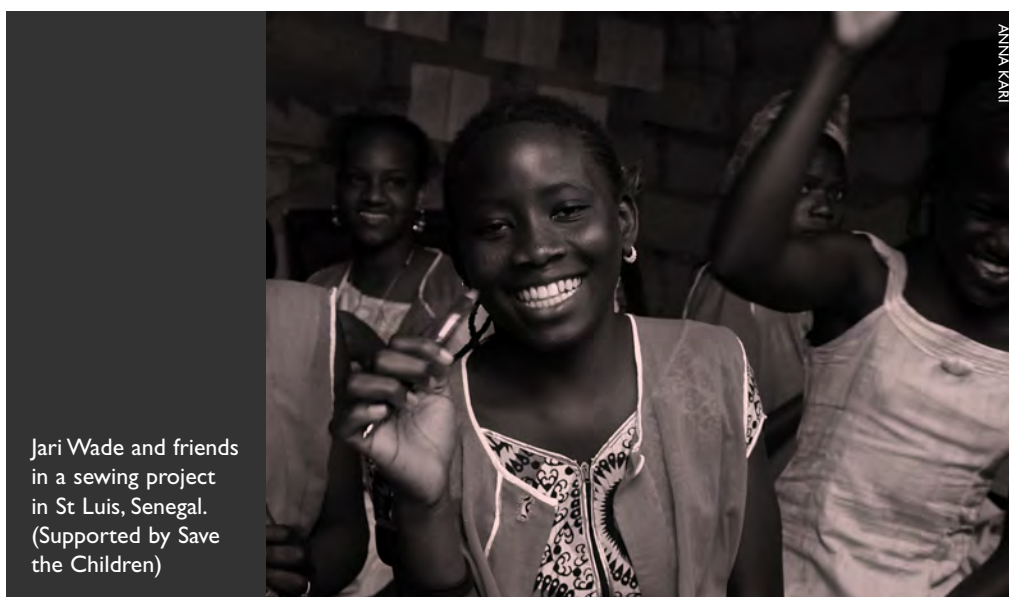
We respect the experience of the people who do advocacy work. For others, newer to its practices, advocacy is likely to be a new and daunting experience. Advocates will face issues that have been neglected for far too long. The newness will bring a fresh energy to overcome any past reluctance.

We hope that our work will demystify advocacy, by creating toolboxes that people can use in their daily efforts to improve the lives of children and tell stories that inspire children's advocates. The most important act is to get started on any part of this guide. Workshops on one topic can advance your understanding of advocacy. Do not look for rigid definitions. Create your own from your experience. Value that experience.

The case stories cover a range of advocacy work already taking place so that we, as advocates, can learn from each other. That is how we create a sustained community of advocacy practitioners.

We have provided a framework for thinking about advocacy and applying its components. The authors of this manual are people who practise advocacy and are always learning new perspectives and techniques. It is that sense of adventure that makes it possible to take on matters that appear to be beyond anyone's reach and in the end lead to a surprisingly good result – not always, but more times as a result of the hard and effective work done by people like yourselves.

Advocacy goals can be achieved through a combination of different approaches, including working closely with decision-makers, lobbying, or raising public awareness of an issue. It is not necessarily confrontational. But there will be times when we have to be prepared to challenge the status quo, and to present our case forcefully with institutions or political forces that resist the fulfilment of children's rights. A strategic plan helps us to consider different approaches to advocacy very carefully so that we can choose the best approach to achieve our goals.



Jari Wade and friends  
in a sewing project  
in St Louis, Senegal.  
(Supported by Save  
the Children)

## 1.1 You can do it

Advocacy is speaking out for children and empowering them to speak out for themselves<sup>1</sup>. Many Save the Children staff undertake advocacy every day in their work by speaking up for children whenever the opportunity arises. The important thing is to move beyond these ad hoc opportunities to a strategic and well-planned approach.

Advocacy aims to change policies and legislation so they will have a positive effect on children's lives. It also aims to change the way decision-making happens to make it more inclusive. This involves building children's skills and confidence so they can be effective advocates, creating opportunities for civil society groups to take part in decision-making, and addressing society's norms and attitudes relating to children. Advocacy is also, crucially, about making sure that policies designed to benefit children are put into practice.

There are many definitions of advocacy, and many ways of doing advocacy. The International Save the Children Alliance has agreed on the following definition:

**Advocacy is a set of organised activities designed to influence the policies and actions of others to achieve positive changes for children's lives based on the experience and knowledge of working directly with children, their families and communities.**

Advocacy should not be something 'added on' to what you do; instead, it should be built into your programme of practical support to children.

**Advocacy is a positive action offering credible alternatives:** it is not only against something; it must also offer positive alternatives.

**Advocacy is about policy and change for children:** it is directed at those who have the power to influence children's lives. The goal is institutional change. Children's issues must be framed in political language.

**Advocacy requires clear goals and measurable objectives:** this sounds simple, but it can be the difficult part.

**Advocacy is a long-term process rather than a one-off event:** you need specific objectives in the short term as well as wider goals in the long term.

**Advocacy is not an end in itself:** it is the means to an end – that of improving children's lives. Getting an issue on the agenda is not enough. It is important to follow it through.

**Advocacy starts in the field:** the voices and priorities of the people you want to help should inform your advocacy. It is based on evidence from your programmes.

<sup>1</sup>. Adapted from: Save the Children Denmark, *Child Rights Advocacy Guideline*, 2006,

**Advocacy has risks:** it takes place in the public policy arena, and there may be some risks involved. You need to consider the possible risks, how likely they are, and decide how to manage them.

**Advocacy depends on alliances:** it is built on alliances with others, including civil society organisations, people with influence over decision-makers, private companies and the public. The larger your support base, the greater the chances you will achieve your advocacy goal.

### Advocacy and related concepts

Advocacy is often confused with other approaches that share common elements. To achieve a clearer understanding of what advocacy is, it is helpful to clarify what advocacy is not. Using this chart, compare and contrast advocacy with related concepts.

Concept/Advocacy	Target audience	Objective	How do you measure success?
Behavior Change and Communication (BCC); Information, Education, Communication (IEC)	Individuals and segments of a community (men, women, youth)	Raise awareness, increase understanding, and change and reinforce behavior	Change in knowledge or skills (behaviour change) Increased awareness and understanding
Public Relations	Consumers; Donors; General public and stakeholders	Improve the organisation's brand and increase program coverage and credibility	Improved public perception Increased donations Increased programme coverage Perceptions of donors and stakeholders
Community Mobilisation	Community members and leaders	Build a community's capacity to rank needs and take action	Issue-specific process and outcome indicators Quality of participation
Advocacy	Public institutions and policymakers	Change policies, programs, and resource allocation	Change in policies (policies developed, changed, implemented), changes in programs, or resource allocation

**WORKSHEET**

**I.2 Advocacy Related Concepts**

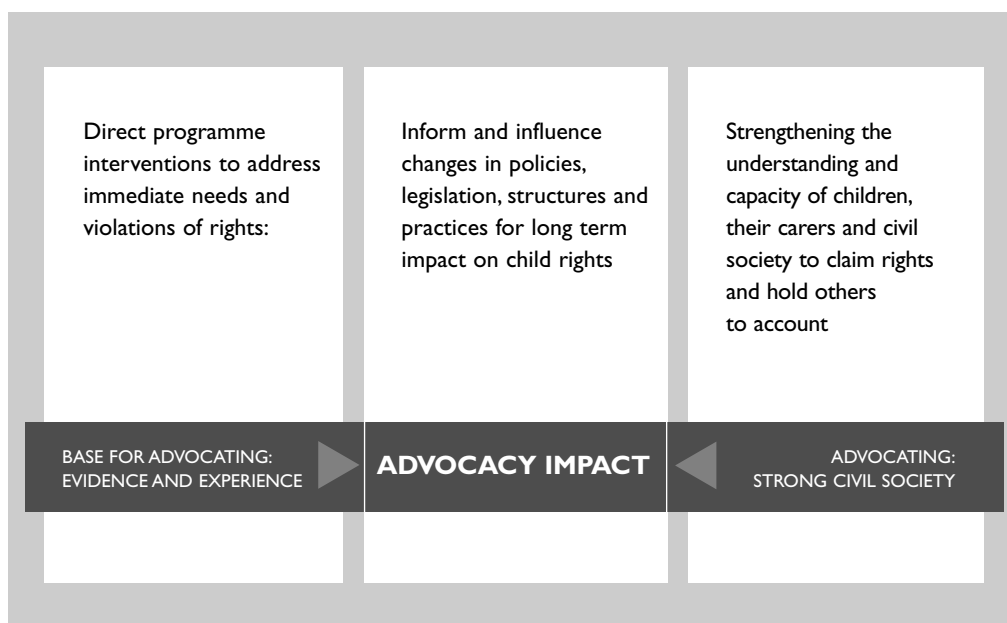
<b>Concept</b>	<b>Target audience</b>	<b>Objective</b>	<b>How do you measure success?</b>
Behavior Change and Communication, (BCC); Information, Education, Communication (IEC)			
Public Relations			
Community Mobilisation			
Advocacy			

## I.2 Advocacy in Save the Children

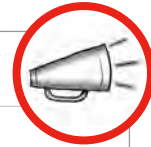
Advocacy complements the work we do through direct interventions and helps to increase its impact and make it more sustainable. The two case stories on the next page show that by using our programme experience and influencing people with the power to make decisions that bring about changes in children's lives we can reach many more children than through direct interventions alone.

The Three Pillars model of children's rights programming (CRP), below, is widely used by members of the International Save the Children Alliance to show how to design a programme that will bring positive change for children. It shows how evidence and experience, drawn from direct activities (the first pillar), inform and influence changes in policy, legislation and structures (the central pillar). This process is most effectively undertaken by a strong and mobilised civil society that actively includes children and young people (the third pillar).

The balance of work under each pillar varies from programme to programme, and between different Save the Children organisations. For example, you may not be involved directly in programme implementation, but work with partner organisations. You may have very little involvement in strengthening civil society, but work closely with local decision-makers.



## Using programme experience to influence policy



### **Health of newborn babies in Bangladesh**

Save the Children worked on direct interventions to improve the health of newborns in Bangladesh. In order to bring about more sustainable improvements, we successfully advocated for a comprehensive national policy that incorporates newborn health indicators into the health information systems, and allocates eleven per cent of the national training budget to the health of newborns. Save the Children country offices from Bolivia to Mali have achieved similar successes, using programme experience to provide evidence of problems and solutions.

### **Adolescent and reproductive health in the Philippines**

Using our programme experience, Save the Children, in partnership with a network of health service providers, advocated for adolescent reproductive health to be made a priority in the Philippines. As a result, the Department of Health of the National Capital Region has prioritised adolescent reproductive health; one of the City Health Offices has allocated funds to expand Save the Children's interventions; and the Adolescent-Friendly Reproductive Health Services Group – a partnership of government, service providers and NGOs committed to improving adolescent reproductive health – has been formalised.



## **Linking national and international advocacy**

Your programme interventions at a local level are designed to improve children's lives in practical ways. You can use this experience, through advocacy, to influence national policies and practice in order to bring about change in the lives of even more children. You may also use tangible, national-level learning to influence change at an international level, at the same time as using international experience and connections to support national-level advocacy.

Your country programme may already be involved in some kind of advocacy but you may not have a clear advocacy strategy. An advocacy strategy sets out the policies and actions that need to be changed, who has the power to make those changes, and how you can influence those decision-makers.

## **Planning advocacy in programmes**

Ideally, advocacy should be an integral part of your programme, planned from the start, not something that is added on later. Your programme planning process should identify your goals and objectives and how you will achieve them. This is likely to be through a combination of direct interventions, advocacy, and strengthening civil society (as shown in the three pillars, above). Some Alliance members now have planning frameworks that include drawing up an advocacy strategy.

But if these planning processes are not yet integrated, and you are beginning to build advocacy into an existing programme, the following questions might help you develop practical links between your direct interventions and advocacy.

### **Evidence**

How can your programme experience be used to provide evidence for advocacy? What does it tell you about the problems, and what does it tell you about possible solutions?

### **Relationships**

What relationships have you developed through programme work that can be used for advocacy (for example, with possible targets, influentials, allies, networks, groups of children/carers)? A relationship means that you, as an advocate, get a response when you ask for a meeting, make a phone call, or send an email. It also means you must be prepared to respond. Reciprocity, responsiveness and responsibility are important in relationships that are public.

### **Legitimacy**

How does your programme work provide legitimacy for advocacy (for example, direct experience of problems and/or solutions, sustained work with children)?

### **Sustainability**

How can your programme's effectiveness be made more sustainable through advocacy? How does it deal with the underlying causes of the problems you are addressing through your programme?

## Eglantyne Jebb: Save the Children's founder and inspiration for advocacy



Born in 1876, Eglantyne Jebb was always passionate about social reform. Her sister, Dorothy Buxton, once said of her: "The desire to do something useful left her no peace." She first experienced the devastation of war when working for the Balkan relief fund in 1912, and during the First World War she was outraged by the suffering inflicted on innocent civilians, especially children, by the allied blockade of supplies to Europe. She and her sister helped to lobby the government to end the blockade in 1919 and to push for the establishment of the League of Nations.

In 1919, Eglantyne launched the Save the Children Fund to raise money to send food to help children in the suffering countries in Europe, and people gave generously. By 1922, Save the Children had become one of the UK's biggest charities, with a reputation for professionalism, delivering help quickly and at low cost. It also ran very effective advertising campaigns.

Eglantyne was a passionate internationalist and in 1920 she set up the Save the Children International Union, a co-operative body of child welfare agencies to distribute funds and act as a centre for research and development in children's welfare. Its aim was to help children in every country, without racial, sectarian or political bias.

Tall, thin and white-haired, Eglantyne was nicknamed 'the White Flame' by a colleague. Many admired the willpower and vision that kept her going. Sadly she became unwell in 1928, and died in Geneva on 17 December, aged only 52.

Eglantyne Jebb was a remarkable woman by any standards. Courageous, determined and with a vision of an organisation dedicated to defending the rights of the world's children in every continent, she was years ahead of her time. For years after her death, those who knew her worked to keep the flame alive within the organisation. And even today, Save the Children is still working to turn her vision into a reality.

## From the Declaration to the UN Convention on the Rights of the Child

Eglantyne Jebb knew that to have maximum impact Save the Children had to move beyond relief work. Her response was typically bold and visionary – to create a platform for the rights and welfare of children around the world. Her unique vision was a simple statement of rights that would have a claim on everybody dealing with children, not just the wealthy or the powerful. And so, although advocacy is sometimes presented as a new or recent activity, Save the Children was actually set up as an advocacy organisation.

The Declaration of the Rights of the Child was adopted and promoted by the International Save the Children Union in 1923. Within a year it had been adopted by the League of Nations in Geneva.

Some 65 years later, the Declaration became the basis of the United Nations Convention on the Rights of the Child (UNCRC). Adopted in 1989, the UNCRC is now the most important advocacy tool for children's rights.

### Using the UNCRC reporting mechanism

The UNCRC provides formal legitimacy for those advocating for children's rights. The UNCRC has a monitoring mechanism and the UNCRC Committee in Geneva invites "competent bodies," including NGOs and child-focused organisations, to provide advice and draft alternative reports regarding the implementation of the UNCRC (according to article 45).

The drafting of alternative reports to the Committee is an important opportunity for coalitions of children's rights organisations to advocate. The Committee's concluding recommendations represent key opportunities for follow-up.

The NGO group in the UNCRC in Geneva supports local NGOs in this work and has developed manuals on reporting and networking for children's rights. As the organisation responsible for the UNCRC in the first place, Save the Children has a particular role in this and has just published a guide to UNCRC reporting.<sup>1</sup>

### Applying a child rights approach to advocacy in different sectors

It is possible and valuable for you to apply a child rights approach<sup>2</sup> to advocacy on any local or international issues that affect children, such as education, health, protection or livelihoods.

The UNCRC provides NGOs with an approach to advocacy through child rights programming. This is based on a **child rights situation analysis** which will identify the **root causes** of children's rights violations in the areas where you work, and the **duty-bearers** who are responsible for changing the situation. Advocacy is the means by which we hold duty-bearers **accountable**.

Child Rights Situation Analysis provides a solid starting point for identifying key issues for programmes and advocacy. The analysis must be based on **the principles** of the UNCRC, ie, the best interests of the child, survival and development, non-discrimination, and the participation of children.

1. Save the Children UK, *Reporting to the UN Committee on the Rights of the Child*, 2007

2. International Save the Children Alliance, *Getting it Right! A practitioners guide to Child Rights Programming*, 2007

**Module 2**  
**Child participation in advocacy**

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## Introduction

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Children have a unique voice – they talk about issues clearly and simply. They also cut through technical jargon and are not interested in politics. They just want things to change. Decision-makers do not usually come into contact with children so when they do, they often find it refreshing, and they take notice of what children say.

Girls and boys in many different situations around the world have organised themselves to take collective actions and to promote and support their rights. They have succeeded in making their parents, local communities, media, local and national governments, and the international community aware of their concerns, priorities and solutions.

Children can participate in advocacy in different ways. They can be involved in advocacy that is led by adults on issues concerning children, or they can be empowered to be advocates themselves. Organisations that work on issues affecting children need to move from talking for children to giving children opportunities to speak and empowering them to speak for themselves and their peers. Save the Children is enabling children and young people to have a voice in the issues that affect them and their peer group worldwide.

All the different stages in developing an advocacy strategy covered in this manual can be adapted for use with children and young people where appropriate. You may need to modify the language where necessary. Use the agreed practice standards (see page 28) as your guide, to ensure that children and young people's participation in your advocacy work is safe, meaningful and ethical.

**Child-centered advocacy** is where children are involved in the advocacy strategy in such a way that their interests are central and their voices are clearly heard. Advocacy activities should be based on needs as expressed by children, and not as perceived by adults.

**Child-led advocacy** is where children carry out the advocacy on issues that are of major interest to them, and Save the Children or other adults support them to carry out the advocacy.

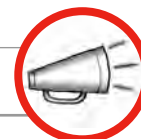
Some of the benefits of child-led advocacy are:

- It will bring ideas from children's reality and adults will be able to see the problem and the solutions from children's perspectives.
- Children and young people will have ownership of the solutions.
- Children will be visible and there will be an acceptance of children as social actors and active citizens.
  - ~ Children will learn new skills and gain self-confidence.
  - ~ When children act it often generates more commitment from adults.

Child-led advocacy does not mean that children and young people are left to themselves. As adults, we do not want to overburden children and young people or put them at risk. To involve and support children and young people as advocates we need to give them relevant information, including knowledge on policies and laws. We should provide this information in a child-friendly format, that recognises diversity (gender, age, ethnic groups, disability) and takes into consideration the children's ages, languages, abilities, etc.

We also need to learn from children themselves about the best way to support them. How do children prefer to advocate? What can we learn from children's experiences of advocacy? How do children get together to advocate? Some children may choose art, theatre or any other medium for their advocacy. Others may be involved in campaigns.

## Nigeria: child participation in policy development



The committee established by the government to develop the National Plan of Action for Orphans and Vulnerable Children affected by HIV and AIDS accepted our recommendation (after a good deal of lobbying) to include children in a series of regional workshops that had been organised to formulate the plan.

We successfully overcame the adults' initial opposition to make sure that children's participation was central to the plan. We demonstrated even to the most sceptical people that children's participation works, and the process of involving children is now accepted.

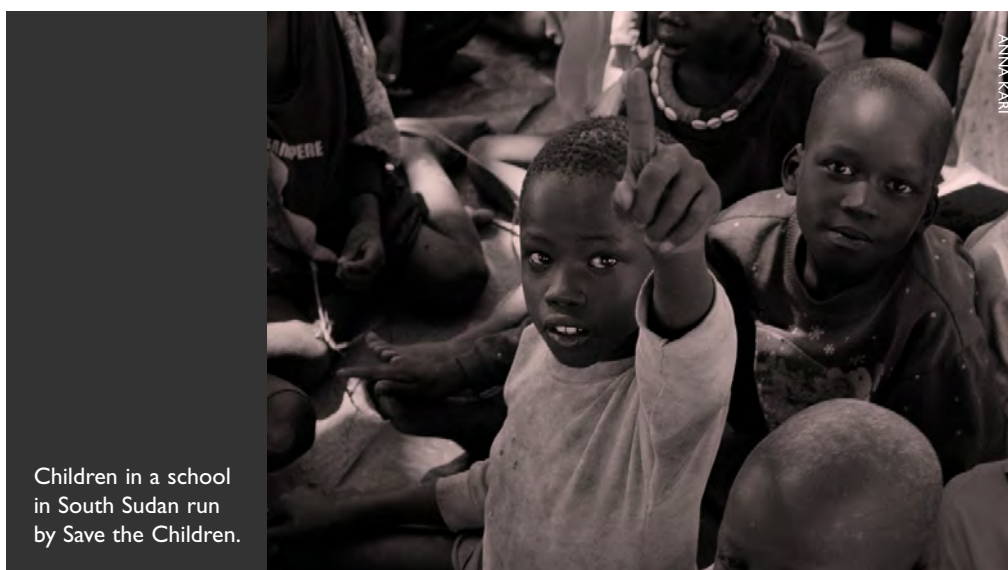
### What we learned

Children's participation demonstrates to adults that children, given the right environment, preparation and support, have very different views about vulnerability and are able to express their views well. Their input affected the development of the plan.

## Involving children – how to get started

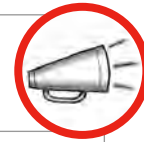
- View children as your key stakeholders, social actors and allies. They will provide you with a unique perspective on children's rights and issues that affect them.
- Determine your starting point according to your context, circumstances and resources. This will influence how many children, and which groups, to involve.
- Build on and strengthen what you already have (children's clubs, parliaments, etc).
- Use your existing advocacy work as a platform or opportunity to increase children's participation.
- Create acceptance of children's involvement in advocacy efforts. Keep reminding others of the benefits of children's participation in advocacy. Examples of good practice will help you.
- Work with adults and decision-makers in the community to build partnerships between children and adults. Identify who already supports children's rights, and work to persuade others of the paramount importance of children's rights.
- Create a space for regular reflection, consolidation and celebration, and mechanisms for children to monitor and evaluate the process and the impact of your advocacy work.
- Focus on ethical practice, inclusion and non-discrimination, accountability and follow-up.

*It is never too late to start involving children...*



Children in a school in South Sudan run by Save the Children.

## Children lead campaign against corporal punishment in schools in India



### Background

Following the Special UN Session on Children in 2001, Save the Children collaborated with UNICEF and other NGOs on consultation with children in the Indian State of Orissa. These consultations identified physical and humiliating punishment as the most prevalent form of violence against children, so action on corporal punishment was incorporated in Save the Children's programme plans in India.

### Process

At the macro level, we involved children in planning an advocacy strategy. They analysed existing policies and systems to identify opportunities for change, and formed alliances with other agencies and networks in Orissa.

At the local level, we supported partner NGOs to address the issue, and talked to children about how physical and humiliating punishment affected their lives. Model schools were developed, with a better teacher-student ratio, improved access and bilingual teaching. Children were even involved in setting indicators. We raised the awareness of parents, teachers, government officials and the media through wall writings, letters, theatre, meetings and workshops. We helped a group of children make a film about corporal punishment which was shown in the community to raise the issue with adults.

We also created a platform for children to talk directly to duty-bearers, organising a state-level discussion on the current education system with Members of the Legislative Assembly. This was the first such discussion on the issue of education between children and people's representatives. 35 assembly members from ruling and opposition parties met 22 children (10 boys and 12 girls) representing both urban and tribal areas. They also discussed recommendations and a ban on corporal punishment, proposing positive discipline in schools and institutions instead.

### What we achieved

Assembly members at first tried to evade the subject, though later they raised the issue in the State Legislative Assembly. The children presented their views successfully in the meeting and afterwards the media played a key role in generating public opinion. Finally, in August 2004, the Chief Minister of Orissa issued a Government Order banning corporal punishment in schools. Save the Children is now working towards implementation of the Government Order.

### What we learned

Advocacy is more effective when carried out at different levels – working directly with schools and communities, influencing politicians and empowering children to advocate on their own behalf.

*“The teacher asks us to pull off branches from the bush outside. Then they give us a beating with them... They force us to beat other children too. If we beat them softly, we are beaten and told, ‘Beat like this’. Boys are forced to beat girls and girls to beat boys.”* A boy from Andhra Pradesh



## Planning how to involve children at different stages of advocacy

Use the following matrix to plan how to involve children at different stages of the advocacy strategy: planning, implementation, monitoring and evaluation.

The matrix shows degrees of participation as a spectrum ranging from “being informed” to “leading the advocacy.” Different degrees of participation will be appropriate at different stages of the advocacy process. The International Save the Children Alliance Practice Standards are applied to decide if and when to involve children. It is important to consider their best interests at all times and to consider all possible consequences of their participation, particularly if they are involved in public advocacy.

	<b>Children are informed:</b>	<b>Children are consulted:</b>	<b>Children provide inputs:</b>	<b>Children are equal partners:</b>	<b>Children play a leading role:</b>
Planning	They are informed about advocacy plans	Their views are incorporated into advocacy plans	They help to collect information	They have significant influence on decisions at planning stage, e.g. determining when, where and how advocacy activities should take place	They determine advocacy issues and have substantial and shaping influence at planning stage
Implementation	They are informed about progress of implementation	Their views are incorporated, for example, in advocacy materials	They take part in implementation; for example, they produce materials, attend meetings, etc.	They have a partnership role in advocacy – including decision-making responsibility	They lead the advocacy activities, with support from adults
Monitoring	They are informed about how the advocacy is working	They are asked for their opinions on how the advocacy is working	They help to collect information on the progress of the advocacy	They have influence on how monitoring is done	They substantially shape the monitoring process, with support from adults
Evaluation	They are informed about the impact of advocacy	They are asked for their views on the effects and impact of the project on their lives and how it could be improved	They help to collect information about effectiveness of the advocacy	They are involved in analysis and conclusions about effectiveness	They substantially shape the whole evaluation process

## Young people advocating at the UN Ad Hoc Committee on the Convention for Disability Rights



Save the Children wanted to ensure that the Committee had a clear understanding of why children with disabilities have greater needs than adults with disabilities, and to ensure that specific children's issues were included in the Convention.

Save the Children country programmes selected some children who were affected by disability and were happy to speak out. These young people were fully briefed on the Convention and their role in it. They came together beforehand to prepare their 10-minute address to the plenary session and to design their workshop. This activity was facilitated by advocacy experts and policy staff. The young people also visited the UN before their session to see where they would be speaking, and what the place was like.

### Challenges encountered

One of the government delegations objected to what the young people were going to say so we delayed the session and negotiated with the government to ensure that the young people's voices could be heard uncensored.

Translation – we had three different languages and so needed to make sure that everyone could fully participate and understand.

We had to negotiate the time and space at the UN to ensure that the children could be seen. Adults translate for children so if you could not see them you would not know they were children.

### What we achieved

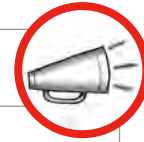
Children's issues were placed at the heart of the Convention and the delegations understood the specific needs of children. Save the Children was seen as a champion of child participation. The general public was informed of the issues through the media. In the UK there was a follow-up meeting with the Minister for Disability. Young people felt they were listened to and they could express their views freely.

### What we learned

Wide consultation increases credibility: the six young people who attended from Bangladesh had collected views from other young people in the country and so felt they represented a much wider group.



## Sierra Leone: children as campaigners



In Sierra Leone we have carried out three successful initiatives: “Make Child Poverty History”, “Lessons For Life”, and “Sphere Standards.” Children were at the centre of all three campaigns. They designed their own activities, ranging from theatre, singing, discussion, and drawing competitions. Children had the opportunity to speak up in front of adults and community leaders. Messages from the children and other local partners were taken to the office of Tony Blair, then British Prime Minister. He, in turn, wrote back to acknowledge the efforts made by all and to highlight some positive steps being taken to address poverty.

Children’s clubs supported by Save the Children dominated the airwaves broadcasting from two radio stations on the International Day of Children’s Broadcasting, creating a heady afternoon of media saturation. The young people themselves designed the content, format and even jingle for the two-hour shows, addressing a range of serious issues through drama and stories.

### What we learned

Global campaigns can be localised and inspire great interest if key stakeholders, including children, are identified and involved from the planning stage right through to the implementation. To do this well, we have to be knowledgeable about the campaign and able to explain or demonstrate its relevance to the local community.

Children’s voices can be heard, and will resonate, in various forms of cultural expression – theatre, singing, discussion and art, for example. By localising advocacy, it becomes something real to people. They feel part of it.



ANNA KARI

Blessing, 12 who has been helped by a domestic workers centre in Togo. (Supported by Save the Children)

## Practical tips to promote active, meaningful and ethical participation in advocacy



### When involving children and young people in advocacy do:

- Make adults aware of child participation in advocacy and the importance of implementing it. Perceive children as partners and agents of change – speaking for themselves!
- Get a commitment from everyone involved – children and adults – to respect each other's views and work together for a positive outcome.
- Recognise the stage of development and maturity of the children involved and use methods and approaches that work best for them.
- Be sensitive and responsive to the context in which children live.
- Provide meeting places and activities that encourage the children's involvement.
- Promote and ensure a safe environment for advocacy where child protection standards are met. Create supportive networks and atmosphere.
- Establish and nurture partnerships with child-focused organisations that will continuously support child-led activities/initiatives/projects.
- Believe in children's capacity and potential – their agenda should drive the process. Know when and how to intervene to support them, while at the same time encouraging children's growth and development.
- Allow the necessary time for children to work together and come up with their own solutions.
- Advise children of the reasons for participation and the possible consequences of different alternatives. Make sure they only participate if they want to. Consult children and young people on how they would like to be involved and supported.
- Equip children with the information and skills they need to carry out advocacy. Provide relevant information in a child-friendly way. Build their capacity on the issues and techniques of advocacy.

### When involving children and young people in advocacy initiatives don't:

- Involve the children and young people as tokens only.
- Speak on behalf of the children and young people without their consent.
- Try to change or influence their contributions.

## Save the Children's principles and practice standards for child participation<sup>1</sup>



When planning and supporting children and young people's participation in advocacy, use these seven practice standards as your guide:

### **An ethical approach: transparency, honesty and accountability**

Adult organisations and workers are committed to ethical participatory practice and to the primacy of children's best interests.

### **Children's participation is relevant and voluntary**

Children participate in processes and address issues that affect them – either directly or indirectly – and can choose whether to participate or not.

### **A child-friendly, enabling environment**

Children experience a safe, welcoming and encouraging environment for their participation.

### **Equality of opportunity**

Children's participation challenges and does not reinforce existing patterns of discrimination and exclusion. It encourages those groups of children who typically suffer discrimination and who are often excluded from activities to be involved in participatory processes.

### **Staff are effective and confident**

Adult staff and managers involved in supporting/facilitating children's participation are trained and supported to do their jobs to a high standard.

### **Participation promotes the safety and protection of children**

Child protection policies and procedures form an essential part of participatory work with children.

### **Ensuring follow-up and evaluation**

Respect for children's involvement is indicated by a commitment to provide feedback and/or follow-up and to evaluate the quality and impact of children's participation.

## UK: young people make their views on UK poverty heard by government ministers



150 young people interested in the issue of poverty were invited to be in the audience at a UK Poverty event held in Save the Children UK's head office in London in February 2007. The objective was to convey young people's ideas and concerns on UK poverty to government ministers and the general public.

Some young people were trained as facilitators, and they engaged the audience with issues of poverty in the UK and ran activities to help children understand the situation. Some young people spoke about how poverty has affected them.

Two government ministers and two Members of Parliament (MPs) were invited, as well as print, television and radio, to hear the young people's views.

### Challenges encountered

One of the ministers pulled out the day before the event. The young people were upset that he was unable to come but sent their messages to him anyway through Save the Children, and a small group arranged a follow-up meeting with him later.

Child protection regulations meant that we had to ensure the safety of the 150 young people involved, carry out risk assessments, and ensure that all adults involved were used to working with young people. Permission for photos and interviews for the media coverage had to be obtained from parents.

The young people facilitated the discussion and this helped keep them in control. The ministers and MPs were given limited time to speak and the young people had red, yellow and green cards to show their agreement, ask for clarification and show disagreement.

### What we achieved

Politicians of all main parties demonstrably heard young people's concern and passion for the issue, including the Secretary of State, who was challenged on youth-relevant policies around access to education and services. The children enjoyed the event.

### What we learned

We found that we can run youth-focused events from our office and it inspires Save the Children office staff who normally have very little direct involvement with children.



Ellen discusses child poverty with David Laws MP, in the UK Poverty event.

## 2A Action required to ensure child participation

Questions	Answer	Action to take, and who will lead on this
How will children influence your advocacy plans?		
How can children be involved throughout the advocacy cycle?		
How will you ensure children's participation in advocacy is safe, meaningful and ethical?		
What capacity-building work needs to be done to ensure that target groups and other stakeholders value children's participation?		
What resources are needed to provide creative ways for children to communicate their key messages; for example, using the media, or theatre for development?		

WORKSHEET

**2B Planning how to involve children at different stages of the advocacy strategy**

	Keep children informed	Consult children	Children provide inputs	Children as equal partners	Children play a leading role
Planning					
Implementation					
Monitoring					
Evaluation					



## Module 3

### Being strategic in advocacy

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- 3.1 Stages in the advocacy cycle
- 3.2 Selecting an advocacy issue
- 3.3 What makes good evidence for advocacy
- 3.4 Setting advocacy goals and objectives
- 3.5 Assessing your advocacy capacity
- 3.6 Assessing the risks of advocacy
- 3.7 Advocacy in emergencies



## Introduction

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Although Save the Children has been involved in advocacy for many years, it has often been done in an ad hoc manner, without careful strategic planning. This training guide is designed to help you plan your advocacy work properly, to ensure you have the greatest possible influence, and that you can focus your time, energy and resources to the greatest effect.

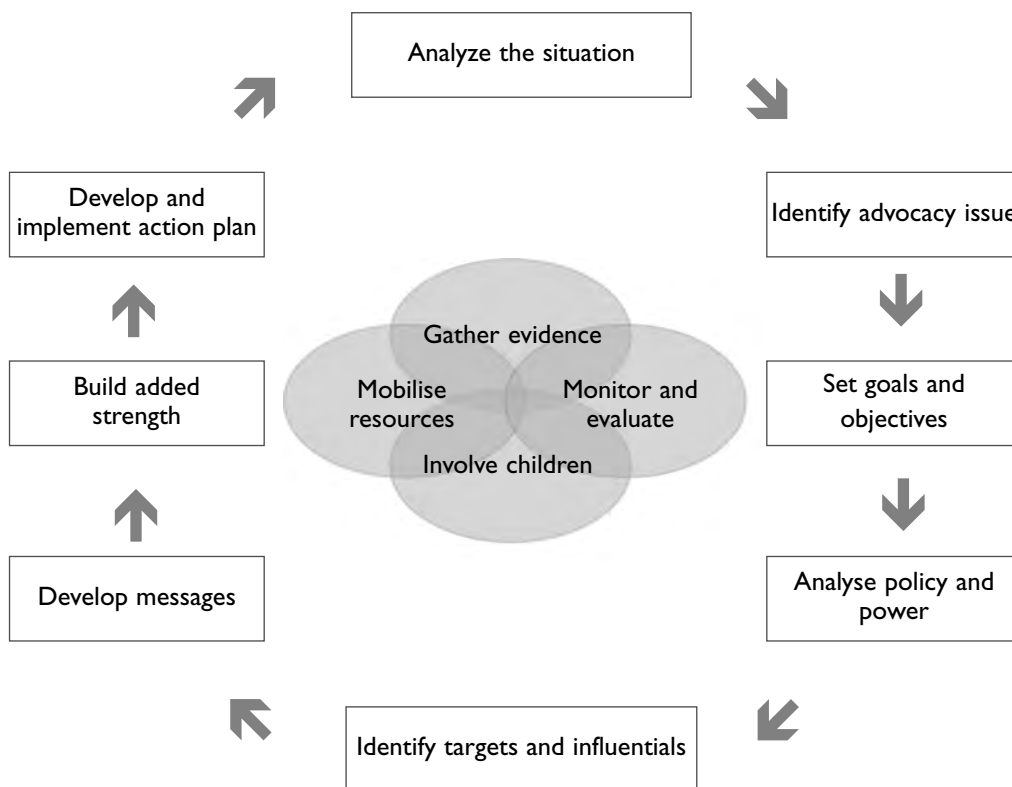
There are a number of well-established stages in advocacy planning. These provide a framework for analysing why you need to engage in advocacy, what your advocacy is about, what you are trying to achieve, and how you should do it. This framework will make you really think about whom you should be influencing, what you want them to do, and how to make them do it. It will help you consider different options, and will prompt you to get the information you need. We will take you through each stage in more depth.

You do not have to go through the stages in strict order, and you will need to constantly revisit them as you plan and implement your strategy. For example, setting goals and objectives, clarifying exactly what change you want to bring about, is often the hardest part of the advocacy planning process. You will probably have to revisit this stage again and again as you analyse your advocacy targets, your messages, and your action plan. You also need to keep analysing the advocacy environment and collecting evidence as you go through the planning process and this may lead you to keep modifying your plan.

As discussed in module 2, children can participate in advocacy in different ways. They can be involved in advocacy that is led by adults on issues concerning children (child-centred), or they can be enabled and empowered to be advocates themselves (child-led). This means you should involve them in the advocacy planning process, and consider how best to do this.

### 3.1 Stages in the advocacy cycle

Experience shows that advocacy is very rarely an ordered, linear process. Some of the most successful advocacy organisations operate in a chaotic environment, seizing opportunities as they arise. The ability to seize opportunities, however, does not reduce the importance of a sound process and careful planning. Looking at advocacy in a systematic way will help you to plan an effective advocacy strategy. While it may not always feel like it, advocacy is a systematic process with distinct steps and activities. Although these steps may not always occur in exactly the same order, it is important to consider and plan for each step as a critical and integral piece of the advocacy effort. This advocacy cycle provides a framework to plan your advocacy strategy. The rest of this manual will take you more in depth into each step of this cycle.



You need to answer the following questions to plan your advocacy:



### **What is going wrong?**

- Provide strong, unambiguous evidence.
- What evidence do we have and what more do we need to find out?
- Analyse the situation.
- Look at children's problems and rights violations.
- Look at the underlying causes.
- Think how to address the causes.
- Who is responsible for respecting, fulfilling and protecting children's rights?
- Where can the system be changed – and where is it resistant to change?

✓ *Identify the advocacy issue*

### **What must change?**

- Be very clear about what must stop, what must change or what alternative solution should be adopted, who should do it and by when.

✓ *Set clear advocacy goals and objectives*

### **Who has the power to make the change?**

- Be clear that they can actually make the change. What is their capacity?
- Do they have formal or informal power?

✓ *Identify advocacy targets and influentials*

### **Who are our allies and opponents?**

- Be clear about who we work with and who we have to convince.
- Who is neutral or undecided? How can they become supporters?
- Do we need to mobilise the public to support us?
- Can we work with the private sector?

✓ *Build added strength*

### **How are we going to win?**

- What are the best tactics and approaches to influence those targets?
- What do they need to hear, and who do they need to hear it from?
- How can you make sure they get your message and act on it?
- Produce a clear and effective plan of action.

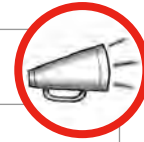
✓ *Develop messages, and develop and implement an action plan*

### **How will you know if the change has happened?**

- See how the plan is working and decide what to keep, and what to change or stop using.

✓ *Monitor and evaluate*

## Advocating on HIV and AIDS without adequate planning



*This story, contributed by an experienced advocate, illustrates a very common situation.*

In 2005, Save the Children successfully advocated for the UK government to strongly endorse the needs of orphans and other vulnerable children in its HIV and AIDS strategy. Following on from this success, we sought to influence the European Commission (EC) to the same ends. Taking the key ‘asks’ that had been so successful in the UK context, we headed to Brussels. We decided our key target was the Head of the Human and Social Development Unit at the Directorate-General for Development, because she was the ultimate decision-maker. We also assumed that members of her team would be influential. We explored potential opportunities within the Commission and the European Parliament to raise awareness of the issue, prioritising times when we knew our key decision-maker would be in attendance. We met with the influential, concluded that he was supportive and proceeded to set ourselves up to lobby the main decision-maker. However, she resisted being influenced and we opted – with the encouragement of our influential – to take up the issue in more public forums. Ultimately, the relationship with the key target was compromised and took many months to repair. Although we made some headway, we never achieved our advocacy objectives.

### What we learned

#### **Good planning is crucial**

We proceeded without gaining enough information on our targets and their influential. We made assumptions about their relative level of influence based on their position, but did not consider personalities.

#### **Understand what is achievable within the policy change**

We kept the same goals that worked at country level, but these proved not appropriate to the EC. We did not spend enough time understanding the policy process and therefore did not appreciate what was achievable.

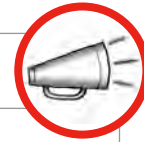
#### **Choose tactics appropriate for the target**

Public pressure did not influence our target; rather, it solidified her position, and she was not to be influenced.

#### **Take enough time to understand political environment**

There was tension between our target and UNICEF, which affected everyone raising children’s issues.

## Planning advocacy step by step in Norway



### Background

Save the Children had long known about the problems faced by children who had been sexually abused in Norway. Some even suffered further abuse when they sought help from the authorities. According to the UN Convention on the Rights of the Child (UNCRC), children have the right to protection against all kinds of sexual abuse, and the right to appropriate help and treatment. In 2002 it seemed that children were neither getting the right kind of help nor was it easily accessible to them. We decided to improve this situation.

### Change objective

Our objective was to set up a Children's House and encourage more child-friendly approaches by the legal and social authorities dealing with children who had been sexually abused.

### Strategy

- Gather evidence of the problem. We followed court cases to improve our understanding of how child abuse cases are handled by the legal system.
- Find a possible solution. We identified the Children's House in Iceland as a good model for what we wanted to establish in Norway. So in 2003 we visited the Children's House in Iceland to learn how it was established, the resource implications and its results, with a view to setting up a similar initiative in Norway. Later on, during the advocacy process, we took key partners and decision-makers to Iceland to learn about the Children's House.
- Identify partners for advocacy. We told our existing allies, including other NGOs, professionals and researchers, of our plans. From 2004 to 2006 we used all possible opportunities to raise the issue of the Children's House and make it known. We extended our network in the process.
- Identify advocacy targets and influentials. We took part in a variety of meetings with politicians and decision-makers.
- Raise public awareness through the media in all possible situations, and within Save the Children Norway. We worked with the media, writing articles for newspapers and professional journals, and being interviewed on television and in newspapers. We developed materials for our members so they could carry out advocacy locally.
- Record all activities in the process in a lobby log.

### What we achieved

In May 2004 a group of Members of Parliament (MPs) suggested in parliament that new guidelines were urgently needed for questioning and protecting children who had been sexually abused. What they suggested was almost identical to the Children's House. The Ministry of Justice set up a task group, and an external reference group that we were invited to participate in. The task group presented its report in the spring of 2006, recommending that a Children's House be set up in Norway from June 2007. Funds have been allocated for this purpose in the national budget.

### What we learned

- We had a clear change objective.
- Our plan was long-term but also flexible.
- Strategic partnerships were crucial.
- Writing a lobby log was very useful.
- It was necessary to allocate financial and staff resources.

### 3.1A Steps in planning advocacy (the advocacy cycle)

Concept	Which parts of this have you already completed?	What is still left to do?	When will you do it?	Who is responsible?
Analyse the situation				
Identify advocacy issue				
Set goals and objectives				
Analyse policy and power				
Identify targets and influencers				
Develop messages				
Build added strength				
Develop and implement action plan				
Mobilise resources				
Gather evidence				
Monitor and evaluate				
Involve children				

## 3.2 Selecting an advocacy issue

Advocacy begins with an issue or problem that the organisation agrees to support in order to promote a policy change. The issue should meet agreed-upon criteria and support the overall mission. As mentioned in the previous section the advocacy should be based on evidence from, and integrated into your programme work.

A situation analysis forms the foundation for any programme or advocacy plan. It provides the analysis of the problem that you are trying to address, and looks at the ways in which it can be solved. There are different ways of carrying out a situation analysis, but many Save the Children organisations use child rights as a framework.

### Child Rights Situation Analysis

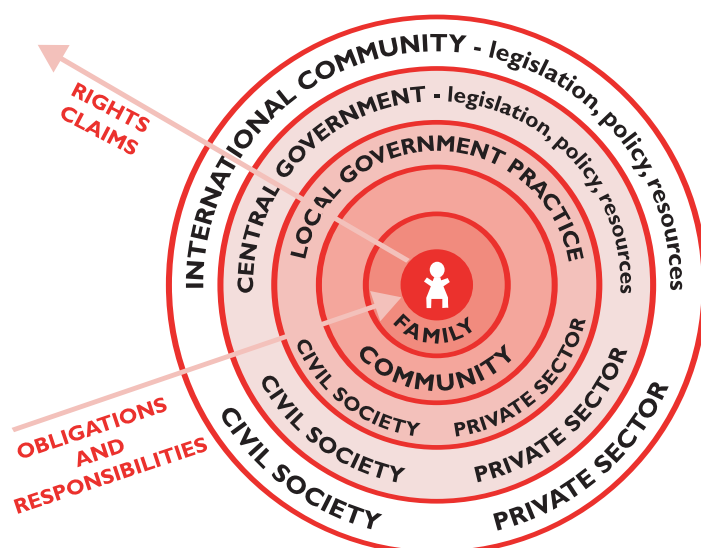
The child rights situation analysis (CRSA) helps to prioritise areas you need to address in your programmes and advocacy by going through the following steps:

- Identifying what rights are not realised for which children (researching, mapping, making visible).
- Identifying why they are not realised – immediate and root causes.
- Identifying who/which institution bears responsibility. What are they and other actors currently doing? Identify specific officials and the office they hold.
- Identifying the constraints and obstacles to meeting responsibilities (capacity, legislative, resources, attitude?). What might help or hinder the further realisation of children's rights?
- Identifying how best to change – what strengths can be reinforced, what more needs to be done, or done differently, and with whom?





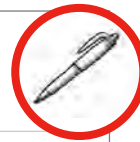
The diagram below shows the child at the centre of circles of responsibilities. The closest circle consists of family, then community, and so on. Each of these circles has obligations and responsibilities towards children and their well-being. In child rights terminology, these groups are all duty-bearers and their obligation is to respect, protect and fulfil children's rights. This analysis will help you identify key decision-makers at different levels who can be held accountable. It will also help you clarify the levels of advocacy that will be needed to make a real impact on children's lives.



An overall country programme plan can be developed based on your CRSA, including direct interventions and service delivery, strengthening systems and mechanisms to deliver better services, and advocacy to change policy and practice.

## Exercise 3.2A

### Checklist of questions to prioritise issues for advocacy:



Sometimes your situation analysis will identify several issues you could address through advocacy. Or you may identify advocacy problems in the course of your direct interventions so you have to narrow the focus. The questions below<sup>3</sup> will help you prioritise the issues to focus on:

- What is the issue's relevance to your organisation's mission and strategies?
- What is its relevance to your programme work?
- Is documentation and research available? Do you have evidence about this problem or possible solutions from your direct interventions?
- Do you have a clear position and a positive alternative, or a clear policy solution?
- Is there a chance for success in improving children's lives?
- What is the relative importance for children and potential impact on key groups of children affected?
- What is your assessment of the sensitivity and risk factors associated with this issue?
- What is the possibility of strategic alliances, including with other members of the International Save the Children Alliance?
- What strategic opportunities are there to address this issue?
- Do you have adequate resources and staff?
- What is the potential for increasing the role of children in civil society?

### 3.2 Choosing an advocacy issue checklist

Issue/Problem area	Comment	Does it meet the criteria? (yes/no)
How relevant is it to Save the Children's mission and strategies?		
How relevant is it to your programme work?		
Is documentation and research available? (Do you have evidence from your direct intervention work?)		
Do you have a clear position and a positive alternative?		
Is there a chance for success?		
How important is the solution to children?		
How many children will benefit from the solution?		
What groups of children will be affected?		
What are the risk factors to people and/or to your programmes?		
Can you build strategic alliances, including with other members of the Save the Children Alliance?		
What strategic opportunities are there for influencing?		
Do you have adequate resources and staff?		
What potential is there for increasing the role of children in civil society?		

**Exercise 3.2B****Problem tree analysis**

One way to understand your issue and problem more fully is to create a visual representation of your problem, its root causes and its consequences in a problem tree.

**1. Draw a problem tree showing causes and effects of the problem**

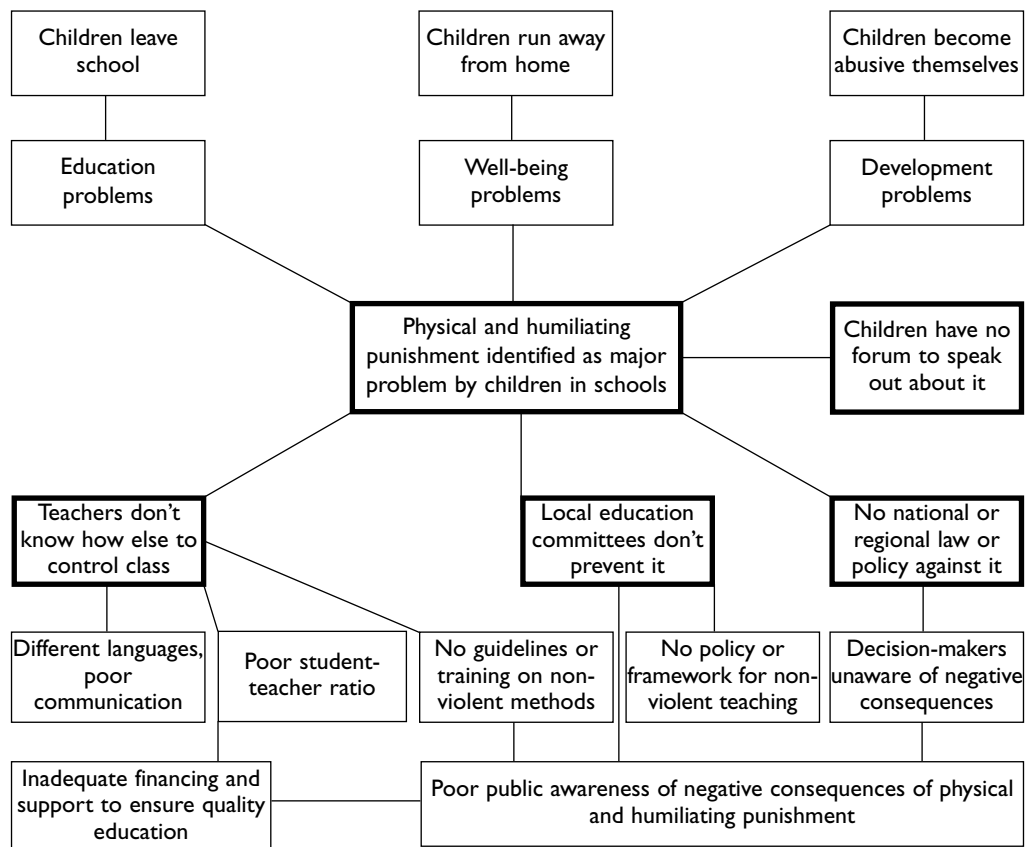
- Identify the central problem – for example, physical and humiliating punishment (PHP) in schools.
- Brainstorm to produce a list of its causes and consequences. People often find it difficult to distinguish between problems and causes. One way to help make the link is to keep asking “why”. For example: “Corporal punishment is a big problem for children.” Why? “Because teachers commonly use it to control the class.” Why? “Because they don’t know how else to control the class.” Why? Etc.
- Rank the list of causes and consequences in terms of importance.
- Identify the most direct causes of the problem. As shown in the example on the next page, one direct cause of PHP is that it is accepted as normal practice among teachers. Then identify which factors combine to lead to that cause.
- Arrange causes and effects into a problem tree, with causes as the ‘roots’ and effects as the ‘branches’. Discuss the links between them. Some causal links will be clear, and may go in one direction only, whereas others may be more complex.
- It will become clear to you which of the causes can be addressed through direct work with children and carers, and which can be addressed through advocacy.

**2. Use the problem tree to help set your goals and objectives**

Turn the problem tree into a solution tree by turning each problem into an issue to address and then change. For example, if “widespread ignorance of harmful consequences of corporal punishment” is a cause, then the solution box would read “widespread understanding of harmful consequences of corporal punishment”.

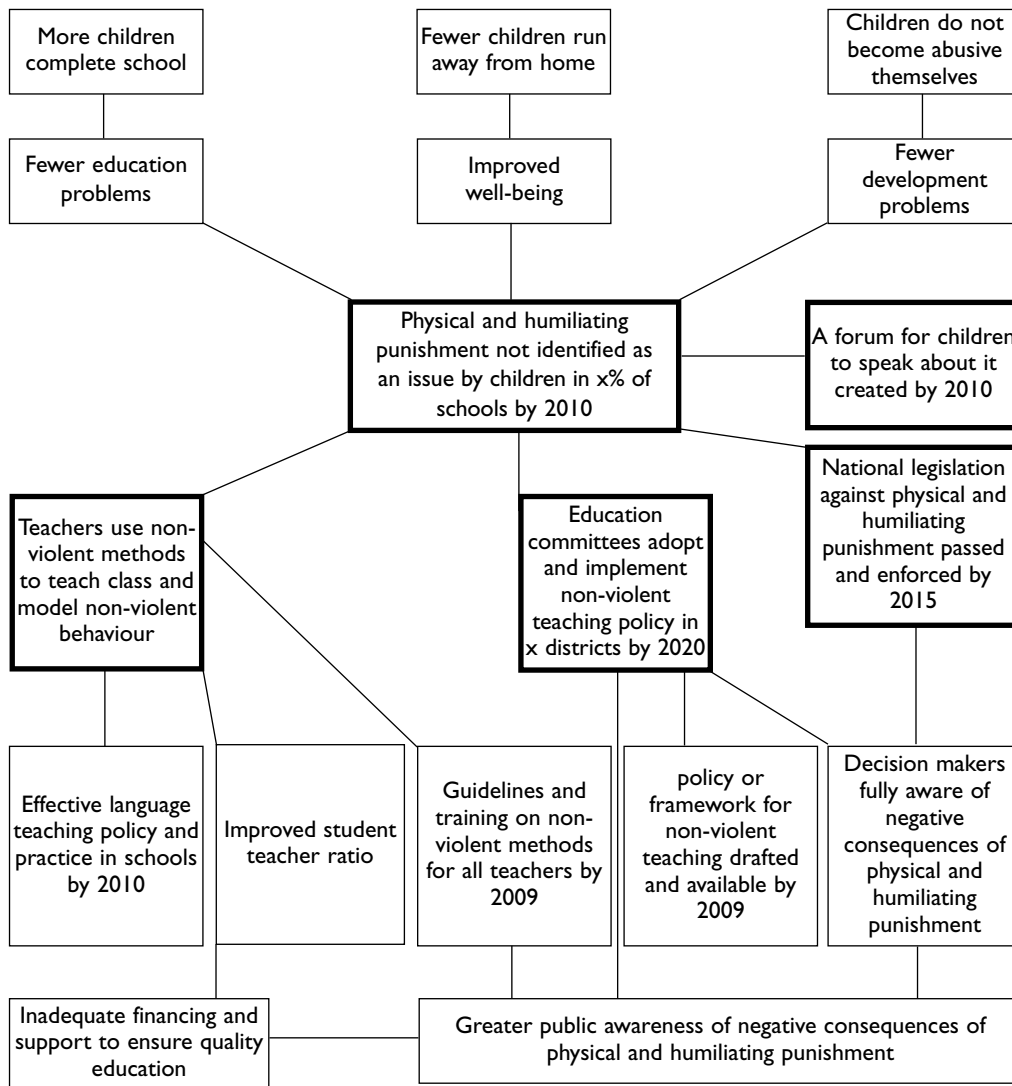
Do the same with consequences, so an effect that says “children drop out of school” would read “reduce school drop-out rate”. This helps identify your objectives and indicators, though not all the objectives may be relevant to the project.

## Sample problem tree on physical and humiliating punishment in schools



*NOTE: This is just an example. There would clearly be other causes and effects and more links between causes.*

Sample solution tree on physical and humiliating punishment in schools



NOTE: The thick lined boxes could be developed into advocacy objectives (see 3.4)

### 3.3 What makes good evidence for advocacy

Advocacy depends on evidence – about the causes of the problem you are addressing and the viability of your proposed solution.

A reputation for good research is also important in providing legitimacy – so that policy-makers take what you have to say seriously. But evidence is never enough on its own. It must be complemented by sound political analysis and relationships. It's what you do with the evidence that matters.



#### **Gathering evidence: an ongoing activity:**

As we saw in the advocacy cycle, gathering data and evidence supports many of the stages of the advocacy process. We must gather data and evidence continually throughout the process—not only to identify the problem, and select the issue and develop objectives, but also to craft messages, expand support, and monitor and evaluate progress. We introduce the topic of evidence for advocacy here, but will need to continue gathering data and evidence throughout our advocacy cycle.

#### **Do you have enough evidence to support advocacy?**

When considering potential issues for advocacy, ask:

- Is the issue rooted in your experience or your partners' experience? Do we have enough experience / information?
- What is the nature of the evidence? Is it reliable?
- Is more research needed to provide more evidence?

#### **Has Save the Children or our partners carried out credible research to:**

- identify problems, the nature and scale of the issue, and different perspectives on the problem, in particular children's perspective?
- communicate the issue in a way that will influence key decision-makers?
- establish a baseline to demonstrate effectiveness of your interventions?

#### **Has your programme been evaluated to:**

- identify potential solutions to the problems identified, demonstrating their costs and effectiveness?
- analyse lessons from programme experience that are relevant to key decision-makers?

## Checklist for research to influence policy<sup>4</sup>



- MUST be rigorous and of high quality (check with peer group/professional institution where relevant)
- Findings and conclusions must be agreed by key stakeholders (e.g. where carried out with different partners)
- Should be challenging to current assumptions, offering a new perspective
- Implications for action should be clear
- Should be relevant to its audience
- Should be timely
- Should be clearly expressed and well-promoted
- May involve the subjects of the research speaking for themselves
- The research process should interact with policy-makers
- Remember, research and evidence on its own don't persuade, it's what you do with it that matters!



4. From S Laws, *Research for Development: A practical guide*, Save the Children/Sage, 2003.



## Using evidence to advocate for minority basic education in China



The aim of our education work in Yunnan was to improve the delivery of state education – in terms of both quality and access – for children from minority ethnic communities. Save the Children set up the Yunnan Minority Basic Education Project and worked very closely with the Provincial Education Department. After a year and a half they had developed the project proposal, set up administrative structures to support the project, and started to carry out project activities.

Throughout the project, we worked very closely with local education authorities, developing the project proposal, carrying out pilot projects, evaluating their success and then expanding to other districts. The local government partners' ownership of the projects, and the high quality of their work, has led to the decision to expand the project. Education officials could see the benefits of the new educational approaches the project developed, and this convinced them to change their practice. They have also shared their experience with others in the Ministry of Education and the approach is now being expanded to seven other provinces.

The project activities started as pilots in three counties, and were implemented by local government partners, with Save the Children support. They were evaluated by the government partners, and based on the evidence of success they expanded the project first to other townships and then to another 50 counties in Yunnan. The Director General of the Minority Nationalities Education Department in China's central Ministry of Education heard about the project through internal channels and was impressed by its success and improved educational results. He wanted to apply the lessons more widely and Save the Children is now working closely with the Ministry to expand the project to seven other provinces with large minority populations.

### What we achieved

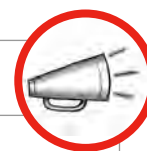
With a very modest total budget the project is achieving significant change in the way that minority children are taught in schools across minority areas of Yunnan, in the way that training is delivered to teachers, in the way that schools relate to communities, and in delivering better educational results. It will now extend its reach to other parts of China. All of the project's achievements are built on the quality of the activities and the local government ownership of the project.

### What we learned

Advocacy should be totally integrated into project activities. We need to do just three things in China: work with government partners to develop a high quality proposal that reflects our values; provide technical assistance to partners to conduct tangible, high quality project activities; ensure the project funds are not misused.

Evidence of success is a great way to make government officials apply their successful experience into their daily work, and they know better than us how to incorporate successful experience into government policy and practice. So the key strategies should be firstly for government partners to themselves carry out project activities and secondly, for those activities to be of high quality.

## Scaling up a successful intervention in Nepal



Save the Children piloted a community-based approach to Early Childhood Development in three districts of Nepal in 1997. We realised that our successful experience could be replicated nationwide if the government were to adopt a national policy. Starting in 2000, we organised various national and regional workshops on early childhood development in partnership with the Ministry of Education. These brought together key stakeholders to discuss challenges, policy gaps and best practice, and make recommendations to the Ministry.

### What we achieved

Based on these recommendations, in 2001 the Ministry of Education created an action plan to formulate a national policy, a national Early Childhood Development (ECD) council/task force, and an ECD strategy. As part of the national task force, Save the Children helped to form the national ECD strategy (which has now been launched), national programme implementation guidelines (approved in 2005), and ECD curriculum for higher secondary schools. The ECD policy has been included in the Education For All (EFA) national policy, and Save the Children has been given funding to implement the EFA.

## Evidence alone is not enough: influencing nutrition policy in Bangladesh



In 2003 Save the Children produced a study, *Thin on the Ground*, which questioned the effectiveness of supplementary feeding in the national nutrition programme in Bangladesh. The report, along with other evidence, was used as the basis of our message to policy-makers that supplementary feeding alone does not work. Our evidence disputed the causal analysis underlying the design of the Bangladesh national nutrition programme. It also challenged the accepted nutrition policy of many international organisations and donors. This was very controversial and our evidence was closely scrutinised.

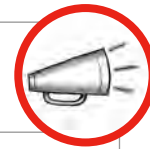
### What we achieved

Our advocacy was successful in that the effectiveness of supplementary feeding is now being questioned by all involved. Planners and policy-makers are suggesting re-designing the nutrition programme to address the issue. Food security and basic services are now emphasised more by decision-makers in their presentations and discussions about malnutrition.

### What we learned

Our experience of advocacy on the nutrition programme shows that evidence alone is not enough to bring about change. Relationships with key decision-makers and allies are very important, so when someone new takes up a post you have to start again. Advocates need a sound understanding of the issue in order to argue the case clearly. It is not enough to just read out the message – especially when your message is controversial. When you challenge one widely accepted approach you need to present positive alternatives, based on good evidence. You need to be well prepared and have done your homework to anticipate any problems before raising your voice in public. You need to be persistent to sustain the effort, pursue the relevant authorities and continue the dialogue. It is also good to document the process and share lessons with decision-makers.

## Ethiopian children provide evidence of the problems in their lives



In Ethiopia, a group of poor children from the Young Lives project, supported by Save the Children, were given cameras. They took photographs of aspects of their lives, with a commentary for each picture. They explained why they had taken each picture, and what it meant to them. For example, they took photos of their homes, their schools, the fields where they work and the places where they play. They explained how poverty, lack of education and lack of healthcare affects their lives. Some of these photos were exhibited in Addis Ababa, and many people were invited along, including politicians and decision-makers. They were deeply impressed by the quality of the children's photos and by their analysis of their lives.

### What we learned

In this case, the photos were not used specifically for advocacy, but did raise public and political awareness of the issues that were highlighted. This approach could also be very effective if it were to be part of an advocacy plan with a clear advocacy goal.



Photograph taken by child participant, Young Lives, Ethiopia 2005.

**WORKSHEET**

**3.3 Evidence base**

Map out what evidence you think you will need to build a robust case that will influence your targets for each of your objectives:

<b>Objective</b>	<b>Evidence needed for whom</b>	<b>Evidence available</b>	<b>Gaps to address</b>	<b>Who is responsible for taking forward</b>

### 3.4 Setting advocacy goals and objectives

#### What do I want to change?

For advocacy planning you need to consider goals and objectives.

An **advocacy goal** describes the change you want to see. It is the long-term result of your advocacy effort and your vision of change. The advocacy goal can be general.

**For example:** All children in Ethiopia realise their right to quality primary education

An **advocacy objective** is the specific change that you can bring about that contributes to reaching your goal. It is specific and measurable and defines what you will accomplish, where, when, and with whom. Generally, the time frame for an advocacy objective will be 1-3 years, and the objective should focus on a specific action that an institution can take.

Advocacy strategies usually have a number of different objectives that all contribute to achieving the goal and overall vision.

**For example:** The budget allocation per child enrolled in primary education increases from 12 Ethiopian birr to a level that is adequate to deliver quality education, at least 20 Ethiopian birr; by 2009

When you are setting your goals and objectives, ask yourself:

- What are we trying to achieve?
- What is stopping us?
- What are we going to do about it?

#### SMART Objectives

Your objectives should be **SMART** – **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **R**esourced, and **T**ime-bound. They should also be change-oriented rather than activity-oriented. They should describe the change you intend to bring about, not what you intend to do. The change should be quantified and the objective should state who will do it and when.

**For example,** consider the difference between these two objectives:

#### Original objective

Improve health service in rural areas in order to reduce child mortality

#### SMART objective

By 2011, 50 per cent of children in five locations in the country will be covered by high-quality essential health services (where the constituents of essential health services are defined, and where agreed benchmarks are consistently used to assess quality).



## Tips to help you be SMART, as well as change-oriented and child-focused<sup>5</sup>:

### Specific

- Watch out for jargon or rhetoric. Words like 'sensitise' and 'empower' are vague. Say what you mean in the clearest terms possible.
- Watch out for words that can be interpreted in a variety of ways, for example: reproductive health, accountability, transparency, etc. If you use them, say what you mean.

### Measurable

- Be as exact as possible about who, what, where, when and how. For example, an objective might state, "educate children about their rights." Whenever possible, estimate the number of children you are helping, what they will be able to do as a result, and the geographic range of your effort.
- Where you have very large numbers (for example, 50 million children neglected) use manageable numbers as well, such as a school, province or jurisdiction. This makes it easier to grasp for both advocates and decision-makers. It makes it real.
- Objectives that refer to a state of mind and a process, like 'empower', are almost impossible to measure because they are subjective. However, process objectives are appropriate for advocacy, particularly when the process is the desired outcome. For example, "bring together grassroots women in small groups to voice their concerns and define their common priorities". In many places that in itself is a major accomplishment. 'Group formation' or 'strengthening' can be a good indicator for process words like 'empowerment'. So, when you use words that refer to a state of mind you should ask yourself: "What does an empowered person do?" "Sensitise for what?" Use the answers to formulate your objective more clearly.

### Achievable

- The clearer you are about who, what, where, when and how, the more achievable your objective will be. Process goals like empowerment and awareness-raising are long term and elusive. Imagine signposts along the way of what an empowered or an aware person does and make those your objectives.

### Realistic and resourced

- Changing attitudes and behaviour is a long-term endeavour. Try to be realistic when you decide how many people you plan to influence.
- Realistic objectives should be achievable in the planned time frame and reflect the limits of your funding and staff.

5. Adapted from L VeneKlasen and J Miller, *A New Weave of Power, People & Politics*, Just Associates, 2002.

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**Time bound**

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

**Change-oriented**

- Your objective should be worded in terms of what you hope to achieve, not what you intend to do. Consider what change you want to bring about.
- For example, “Decision-makers x, y and z will clearly demonstrate their awareness of the implications of children’s rights by supporting calls to increase the funding for primary education for boys and girls” is change-oriented, while “to raise awareness of decision-makers about children’s rights” is activity-oriented.

**Child-focused**

Wherever possible your objective should make it clear that your focus is on children.

## 3.5 Assessing your advocacy capacity

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Advocacy is more than just another tool in the programming toolbox. It requires an extra dimension to your work. It has implications for and requires various capacities both at an individual and at an organisational level.

Involvement in advocacy has a number of implications for different levels of your organisation.

- Advocacy must be embedded in your organisation's vision and mission.
- It requires top-level management support.
- It must be anchored in your organisation, not just the responsibility of a few individuals.
- There must be adequate capacity in terms of knowledge, human and financial resources.
- It requires the capacity to build personal and institutional relationships and work with networks and alliances.
- There must be courage and awareness of risks.

Here is a list of the capacities needed by the individuals in your organisation and the organisation as a whole to carry out and sustain advocacy work. You can use this list to rate your capacity on a scale of 1 to 4 (with 4 the highest score, representing the ideal situation) on a spider diagram (see example on next page). This will show you what capacity you have for advocacy work at the moment and which areas you need to strengthen. You can then make plans for building your capacity, with target levels to achieve in an agreed space of time.

### **Individual Capacities**

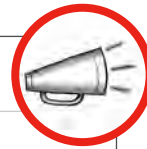
- Ability to carry out policy analysis and research
- Ability to develop long-term strategic vision of change
- Ability to communicate messages and influence policies
- Ability to create and support networks and partnerships
- Ability to carry out, monitor and evaluate advocacy

### **Organisational Capacities**

- Ability to ensure sustainable advocacy work
- Ability to plan and manage advocacy
- Ability to respond to changing policy environment
- Ability to involve stakeholders in all stages of advocacy
- Ability to mobilise members of public



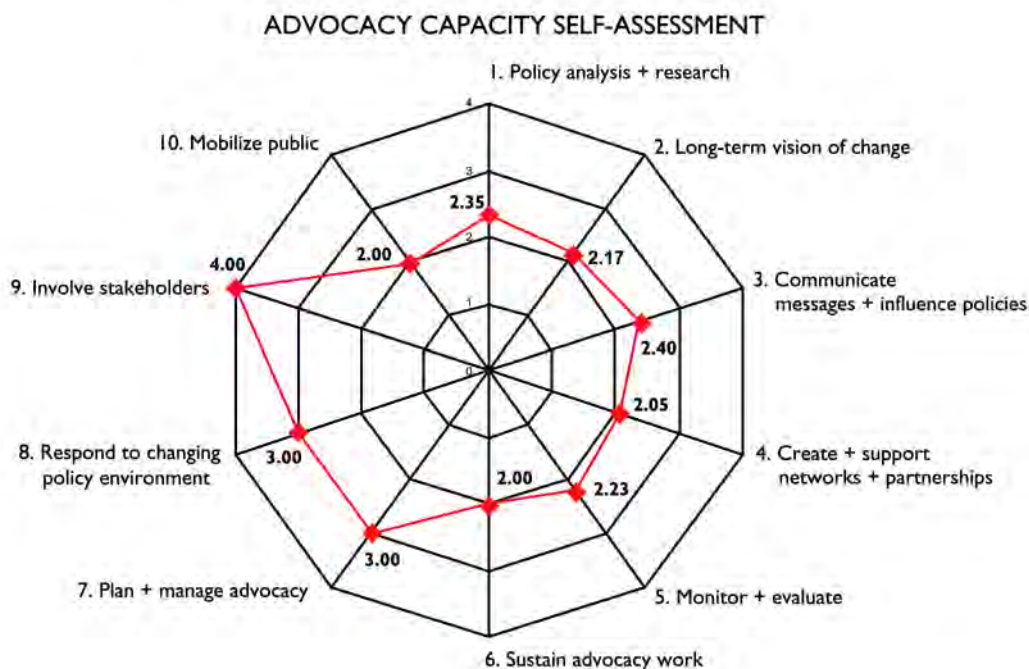
## Advocacy capacity assessment in Save the Children UK



Between November 2006 and June 2007, six Save the Children UK country programmes assessed their advocacy capacity using the 10 capacity areas listed above. Their scores, on a scale of 0–4, were captured in spider diagrams. The greatest strengths were found in the capacities of individuals. This shows that past emphasis on staff training has paid off. On the other hand, the assessment showed that individual skills were not always channelled into creating organisational synergies. As a result, sustaining advocacy and integrating it into overall programme work scored less well.

In terms of more externally oriented capacities, several country programmes rated themselves highest for networking and communicating, while the lowest scores were recorded in mobilising the public and involving stakeholders.

The country programme whose spider diagram is featured here was weakest in terms of sustaining advocacy and mobilising the public, while its capacity was strongest in the area of involving stakeholders and communication. The programme has used this assessment to plan how to increase its advocacy capacity to strengthen the weaker areas.



## Advocacy leadership to advance children's needs and rights



*Some thoughts from David Cohen, based on years of experience:*

Advocacy leadership is about leadership. It is not about leaders. The process of leadership needs to be understood to build effective and sustained advocacy.

Advocacy leadership centres on challenging the status quo, challenging those who resist change, or who resist taking action to improve children's lives.

Advocacy leadership is a process. People exercise leadership by co-operating and collaborating with others in ways that bring out their talents. Nobody can do everything, or perform most functions with passion and excellence. But people who do step up and take one or two steps and actions that make a difference are to be respected.

People involved in leading advocacy thrive in settings of high participation. They are child-centred and people-centred. They value sharing and co-operation and are comfortable with a high degree of transparency. They recognise that advocacy puts them in a public role even if they are not public people most of the time.

They convene and facilitate; they reach out to diverse individuals and groups; they bridge differences.

They generate ideas but even more so they listen to others. They collaborate and in that process step back to enable others to step up. They are generous with credit for others.

They are problem-solvers who build trust, and find people who can communicate well. They draw upon people who inspire, who are visionaries, who capture historic memory and have a feel for the culture that one works in – song, dance, art, poetry, stories.

They help make things happen by interpreting different environments to others, thereby building respect for others. They connect these different worlds and help their own world cohere.

They come with a deep set of beliefs but are focused on advancing efforts by getting results. They are the opposite of command and control and instead work to persuade and promote others to take on responsibilities. By their example they enable others to step up to leadership and assume more responsibilities than they expected to.

No one person can have all these essential qualities. People cannot even have most of these qualities. That is why the leadership process is about building teams with depth and acceptance of each other. It values the abiding respect of relationships.

That is what advocacy leadership is about.

**3.5 Assessing your advocacy capacities**

<b>Capacity to:</b>	<b>Comment</b>	<b>Rating (1-4)</b>
1. Carry out policy analysis and research		
2. Develop long-term strategic vision of change		
3. Communicate messages and influence policies		
4. Create and support networks and partnerships		
5. Carry out, monitor and evaluate advocacy		
6. Ensure sustainable advocacy work (human resources)		
7. Plan and manage advocacy		
8. Respond to changing policy environment		
9. Involve stakeholders in all stages of advocacy		
10. Mobilise members of public		

## 3.6 Assessing the risks of advocacy

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While it is possible to engage in advocacy without risks if you are working in collaboration with people to influence what they do, sometimes it is necessary to take a strong stand on an issue and this may involve some risk. It is always hard to decide whether it is more important to speak out strongly and risk being jailed or kicked out of the country, or to stay silent and risk losing legitimacy by not standing up for your members and constituents. Such decisions must be made collaboratively, in ways that keep members and constituents on board. In everything we plan to do, we must consider the impact our action will have on all the stakeholders to make sure we do not expose them to any unnecessary risk.

Potential risks might arise from:

### **Choice of tactics**

Especially campaigning tactics involving the public (actions, events) may lead to:

- damage to reputation
- damage to relationships (with stakeholders, partners or government)
- undermining organisation's legitimacy
- physical harm/injury
- financial loss arising from the above (litigation, insurance)

### **Involving children in advocacy/campaigning may result in:**

- protection issues
- appearance of manipulation
- appearance of tokenism

### **Working in coalitions/partnerships may involve:**

- loss of distinctive identity
- quality control
- high-risk partners (e.g. corporates or government-operated NGO or agency)
- party-political affiliations, etc

**Decision to speak out or not speak out on sensitive/politicised issues may damage:**

- reputation/credibility
- ability to function in country
- relationships (with stakeholders, partners, government, etc)
- cause physical risk to individuals (partners, children, etc)

This list is not exhaustive – there may be other risks depending on the political and social context.



**Here's how you should assess the level of risk:**

- Identify possible risks arising from proposed action (or lack of action).
- Assess the potential benefit of the proposed action.
- Identify who could be harmed.
- Assess level of risk.
- Consider measures you can take to mitigate the risks.
- Assess the level of risk remaining after mitigating measures have been taken.
- Decide if the benefit outweighs the risk.

The risk assessment matrix (see Worksheet 3.6) can be adapted to your specific circumstances to help analyse the risks.

*Note of caution on risks: a matrix will never provide a clear-cut answer about risks. Good leadership and collaboration are essential to make the careful judgement required to balance all the relevant factors.*

## Risk management matrix



The following framework gives some examples of risks and ways of mitigating them.

<b>Risk to:</b>	<b>Nature of risk (for example)</b>	<b>Contingency plan (for example)</b>
Personnel and partners	May be targeted or subject to violence as a result of speaking out	Put in place protection/security measures
Save the Children programmes	May be constrained or even closed	Ensure programme staff and partners are aware of reasons for advocacy and consulted on decisions /messages as appropriate
Relationship with government	May be strained May be broken off May cause potential ally to lose face	Use lobbying and negotiation first. Make sure targets know why you have taken action Ensure power-analysis is accurate
Relationship with others, e.g. other NGOs, professional bodies	Cause allies to lose face if advocacy criticises work of other organisations  Offend allies if research with others is published without consultation	Ensure evidence and quality of research is sound  Ensure allies know what you are doing and why and are involved in developing advocacy messages
Children involved in advocacy	May be exposed to abuse as a result of speaking out on contentious issues	Don't use real names Provide ongoing support Ensure best interests of the child are central  Do not involve children in advocacy where risks are too great
Reputation of Save the Children	Professional reputation can suffer if research is not sound  Association with certain partners can damage relations with others  Legitimacy can be undermined if you take money from certain sources	Ensure good quality research Check the reputation of allies and/or coalition members Scrutinise sources of money

## Risks of gathering evidence for advocacy to protect children in Colombia



Despite many efforts to stop violations against them, children living in zones of armed conflict in Colombia still face constant threat of violence, and hundreds die. One reason for the failure of advocacy work is the lack of reliable and verifiable data on which to base preventive measures. Obtaining this data is extremely risky.

The UN Security Council Resolution 1612 on Monitoring and Reporting Mechanisms on Children and Armed Conflict was recently passed to address this lack of data. The resolution calls for the collection and provision of “timely, objective, accurate and reliable information on six violations of applicable international law,” among them, the “killing and maiming of children.”

In 2003, Save the Children began work on a peace-building project in Colombia. Its research goal was to collect reliable and verifiable primary data on the security risks faced by children in Colombia’s zone of armed conflict.

Working with local partners and youth key informants, we developed and piloted a new participatory methodology to generate information on violations. We intended to corroborate its results with official records on the killing of children. However, we quickly learned that people who violate children in situations of armed conflict have every incentive to make all evidence of their abuse disappear as quickly and permanently as possible. This makes gathering data in conflict zones highly dangerous and even life-threatening. There was a dilemma: we had to guarantee confidentiality and security to youth informants and our partners in order to generate information to hold offending governments to account for violations. On the other hand, the data could not be considered verifiable without disclosure.

To get around this problem we asked partners to sign non-disclosure and confidentiality agreements, and warned government officials that the material could not be distributed without a guarantee of protection. In 2006 we wrote up the study findings, but when we began to compile a list of potential targets for the report, including UNICEF, it was difficult to obtain guarantees of confidentiality and security. We also found that partners were not strictly adhering to the confidentiality agreements they had signed.

### **What we achieved**

We have collected verifiable and reliable information on some of the violations that Colombian children have experienced in zones of armed conflict. However, because of the risk of disclosure we have not been able to use the information to lobby for action in the public domain. Furthermore, while some of the intended targets did receive the information, they could not use it for immediate and preventive action.





### How we used the experience

We are lobbying for changes to UN Resolution 1612 to include clear guidelines and codes of conduct to protect those involved in gathering evidence on violations of children living in zones of conflict, and to explore the legal consequences for reporting agencies.

The resolution should be linked to conventions that ban the sale of small arms to illegal armed groups in order to halt armed violence, as most children are killed with small arms that have come from other countries.

We have a better understanding of how to engage with governments on their responsibility to protect children. Our experience in gathering verifiable and reliable information has helped us to argue for the enactment of conventions designed to protect children.

We have also used the findings of the study to design more targeted projects to protect children living in zones of conflict not just in Colombia, but also in Haiti.

### What we learned

Gathering data can have dangerous consequences, which have to be taken into account. Partners and people in the area where you work can help predict these consequences and find solutions.



RIVKAVAN DEIK/SAVE THE CHILDREN

A youth worker in Colombia being trained by Save the Children to help young people avoid recruitment into illegal armed groups.



**3.6 Risk assessment matrix**

<b>Risk:</b>	<b>Examples</b>	<b>Level of risk</b> High/medium/low	<b>Potential benefit</b> High/medium/low	<b>Mitigating measures</b>	<b>Remaining risk</b> High/medium/low
<b>Organisation</b>					
<b>Individuals</b>					

## 3.7 Advocacy in emergencies

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Advocacy in emergencies is essentially the same as in other situations. This section highlights some of the specific considerations that need to be borne in mind.

Save the Children will always be a voice for children in emergencies, working to ensure that responses are appropriate to children's needs and rights, and that they respect humanitarian principles.

In emergencies, we advocate towards national government, bilateral donors and international institutions to keep children high on the international agenda so that promises made are kept and properly resourced.

### Overall aims for advocacy in emergencies are:

- To increase government programmatic and funding support for the protection of children in conflict and disasters. Donors must be prepared to commit long-term funding for emergency response to address post-conflict priorities and reintegration.
- To ensure humanitarian access to children in need.
- To make education and child protection an integral part of every humanitarian response by the international community.
- To engage in the humanitarian reform process so that it works better for children (including improving predictability, quality, accountability of UN organisations and NGOs, and ensuring the independence of humanitarian aid).
- To ensure that children's voices and expressed needs inform the humanitarian response.
- To increase governments' delivery of their obligations under the UNCRC in emergencies, as well as UN Security Council resolutions and other instruments of international humanitarian law and refugee law.

The main principles of developing an advocacy strategy are the same whether you are operating in an emergency or non-emergency situation. But there are some special considerations for the former:

### I. Analyse and understand the problem

You may not have time for a thorough situation analysis, depending on whether it is a rapid onset emergency or a chronic crisis. You will get some of the information you need from emergency assessment, early warning analysis and contingency planning. In any case you will need to devote some staff time and resources to analyse the root causes for the crisis for children, and the role of different actors (local, national, international) in addressing the core issues.

## 2. Identify the issues you want to change

Identify the issues for advocacy in an emergency in the same way you would for long-term advocacy work. Here are two examples of advocacy issues in emergencies:



*Humanitarian aid is not reaching children* because government X insists on new and arduous restrictions. Advocacy might take place with the government concerned, if Save the Children has effective political relationships. You might also lobby the UN Office for the Coordination of Humanitarian Affairs (OCHA) and the UN system's Resident Coordinator and/or the Humanitarian Coordinator to press the government about humanitarian space and access, or undertake advocacy with important donor governments to press the government to lift these measures.

*Refugee children in country Y* are not allowed to go to school. Advocacy should look at the root causes of this problem – is it due to legal restrictions for registering for school? Is it because the children do not have birth certificates? Is it because the schools do not have proper funding? Your advocacy might focus on supporting local schools that serve poorer host community children as well as refugees; or you might focus on legal protection and registration; or press donors to support education activities for out-of-school children to prevent them from having to resort to prostitution, for example.

## 3. Set your objectives

Follow the same principles as any other type of advocacy (see 3.4).

## 4. Assess your capacity and possible risk

In situations of conflict, when security/political issues are intrinsically linked to humanitarian response, your advocacy positions are likely to be highly sensitive. You should carefully consider the potential risk in the light of humanitarian principles. This is why advocacy should be led by those who work directly with children and their communities, who really understand the complexity of the situation.

## 5. Map and understand policy and power, look for opportunities to engage

The principles of policy and power analysis are the same as for non-emergency advocacy. Opportunities to engage in policy change in emergencies might include, for example, donor conferences, anniversaries, peace talks, deal-breaking UN conferences, media opportunities, the inter-agency planning and appeal process, humanitarian coordination and sectoral/cluster working groups.

## 6. Advocacy targets in emergency situations include:

- National governments or de facto authorities in affected countries. These will need to be specified, ie, national or local, what department, etc.
- International bilateral donors
- UN agencies and structures (UNICEF, UNHCR, clusters, etc) at field and international level and their co-ordination mechanism, in particular, the cluster leads (whether UN agencies or NGOs) if established, the UN Country Team and Humanitarian Coordinator (if present)
- Governments present on the UN Security Council
- Regional governments or groupings (European Union (EU), African Union (AU), Southern African Development Community (SADC))
- Foreign offices involved in political negotiations

## 7. Develop your message

The message needs to answer the question: What do we want to see done to ensure that children are protected and their rights respected in this particular emergency?

There are different phases of an emergency, and we should be ready to adapt the messages accordingly as the situation evolves.

### Key advocacy messages

Take the following messages as your starting point and tailor them to your needs, based on your analysis of the root causes of the crisis for children, and the role of different actors (local, national, international) in addressing these issues.

#### *Sample messages*

- Children bear the brunt of any humanitarian crisis. Humanitarian assistance must assess and meet the needs of children. The international community must focus on the **protection of children in every emergency**.
- **Education should be part of every emergency response** to protect children and provide them with the building blocks of an economic survival strategy.
- **International humanitarian law** and human rights law are of critical importance in all conflicts and emergencies. All parties must ensure that civilians, particularly children, are protected from the worst aspects of war; violence, deprivation and displacement.
- Every child has a right to humanitarian assistance; the international community and warring parties must guarantee **humanitarian access**.
- Donors must increase **funding for sectors key to child survival and development**, such as protection, health, sanitation and education.

## 8. Consider the possible consequences of advocacy in emergencies

Emergency work must always be based on humanitarian principles, so you should carefully consider the following:

- **Could your advocacy work have a negative impact on the people you are trying to help?**  
Advocacy should not cause more harm to the people we help, to the victims of a disaster, or to the community as a whole (the 'do no harm' principle).
- **Could your advocacy work affect your access to those in need?** Weigh up the benefits of speaking out against the risk of having only limited access or even being forced to close down a programme (humanitarian access).
- **Could your advocacy in any way compromise your ability to act independently** of all groups involved in the crisis, be they government, rebel groups, donors or other groups with power?
- **Does your advocacy work respect the principle of impartiality** (ie, not supporting one side more than the other)?
- **Could your advocacy work affect your perceived independence and impartiality** (ie, could it lead others to perceive that you are not acting independently or impartially)?

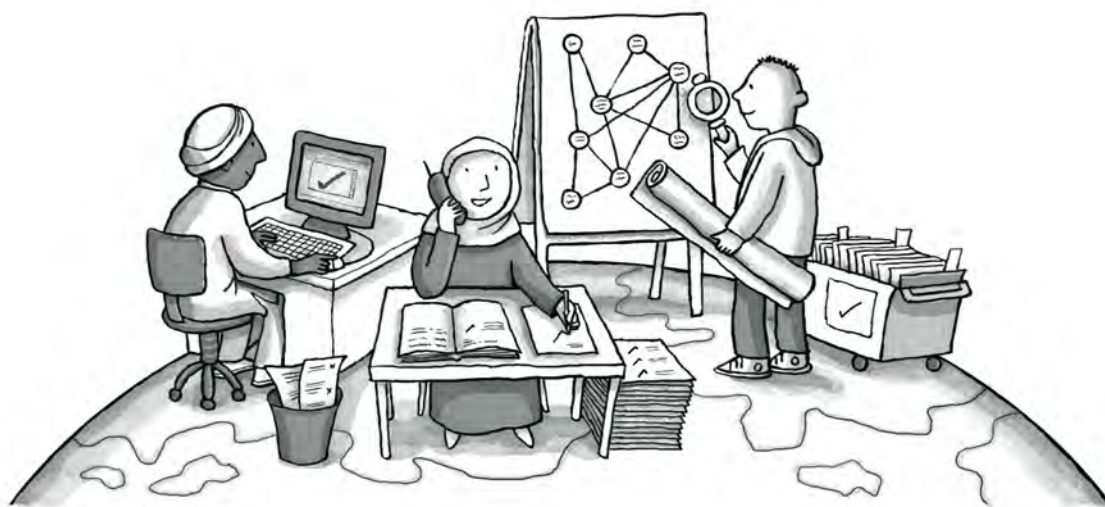
## Module 4

# Understanding the policy environment

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4.1 Analysing policy and power

4.2 Identifying opportunities for advocacy



# 4 Module

## Introduction

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Taking a strategic view of advocacy means thinking ahead about what needs to be changed, and how to exert influence on those with power to make the change.

To do this you need to know how decisions about policy are made, and who has power over those decisions. You need to identify opportunities for influencing the policy decisions; support civil society to exert influence as effectively as possible; and make sure that the changes are implemented and enforced.

This module explains how to analyse policy processes and power relations, recognising that there are different kinds of power operating in a dynamic and complex environment. This kind of power analysis will help you to see your work in advocacy as a long-term process, identifying when and where you might be able to intervene.

The second part of the module looks at different kinds of advocacy opportunities – particular events which you could use to strengthen your position, create alliances, raise awareness, or get your message across. Mapping out possible advocacy opportunities in relation to the decision-making process will help you develop your overall advocacy strategy.

## 4.1 Analysing policy and power

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### Political analysis, policy analysis and power analysis

You need to start with a good understanding of the political realities surrounding your advocacy issue, then you can build on this by learning as you go. Policy-making takes place in a dynamic web of interacting forces. Politics, policy and power dynamics are often unpredictable. Positive opportunities for advocacy occur; so do negative surprises.

You need to identify the various factors that could affect the relevant policy decisions to help you develop appropriate advocacy strategies.

#### Key elements of policy analysis:

**Policy issues:** Policy issues may include the absence of policy, an inadequate policy or the improper enforcement of policy.

**Key actors:** Who is the main institution or person responsible? Who else has influence on the matter? Identify key actors and institutions that make decisions about policies; they may be politicians, administrators, school committees, religious leaders, etc. Identify those who can influence the policy-makers.

**The policy environment:** How is your issue perceived by the people who hold power? Is it a priority or a neglected area? Is there a wide and public discussion on the subject or is it clouded in social taboos? Understand formal and informal policy-making processes and the social and political contexts.

**Identify options for policy change and entry points:** You will need to analyse the political system (formal and informal) the policy-making process and its internal power dynamics. Are there any upcoming opportunities, such as key events, symbolic celebrations, or strategic alliances that add to your influence and power? Do any of these events pose a threat to your agenda?

**Budget analysis:** Budgets are the most powerful policy produced by governments; they reveal the true priorities. Budget analysis can challenge corruption and imbalances in resource allocation, including at local level. Many NGOs are presently developing their skills regarding policy and budget analysis.<sup>7</sup>

7. See Trocaire, *Monitoring government policies: A toolkit for civil society organisations in Africa*, Trocaire, CAFOD and Christian Aid, 2007



## Advocacy and power

Defining and analysing power is an integral part of advocacy. Inadequate power analysis may lead to missed opportunities, poor strategic choices or risks. Power is dynamic and ever-changing, as many actors are constantly competing for power and space, including you!

Remember – political power does not always operate in visible ways.<sup>1</sup>

Visible power	Formal rules, structures, authorities, institutions and procedures, e.g. elections, laws and budgets
Hidden power	Certain powerful people control the agenda. These dynamics exclude less powerful groups
Invisible power	This level of power shapes values and norms, and thereby also people's beliefs and attitudes. Such power perpetuates patterns of domination and inferiority. This level is the most difficult to deal with, because social values are sensitive and personal

These different kinds of power usually operate simultaneously, and different strategies are required for tackling different sorts of power.

### Example



#### Early marriage in rural Ethiopia

Power	Situation
Visible power	Legislation is in place – but not enforced due to inadequate capacity among social authorities
Hidden power	Social affairs have low priority in the power hierarchy in government
Invisible power	Social norms and expectations force parents to follow the tradition

#### Power base of Save the Children

Power relations are always unequal, but there are many situations in which those with seemingly less power can overcome those with more. In general, Save the Children's power derives from our:

- vision, commitment and values
- reputation and evidence gained from years of experience working with children and their communities
- legitimacy and credibility based on involving children
- rights-based approach
- experience and knowledge of our staff
- large constituency of supporters
- key relationships with policy-makers.

<sup>1</sup> Adapted from Save the Children Denmark, *Child Rights Advocacy, Operational Guidelines*, 2006. See also L Veneklasen and J Miller, *A New Wave of Power, People and Politics*, 2002

## Understanding the policy process and decision-making

A critical element in the success of any advocacy effort is a thorough understanding of the opportunities that exist for influencing the policy process. To advance the organisation's policy advocacy agenda, it is important to understand how policy decisions are made and the political climate in which they take place.

### Stages of decision-making

There are five basic stages of decision-making in policy processes. The exact methods, procedures and techniques vary widely among institutions, but these stages are present in some form in all decision-making processes.

1. Agenda setting
2. Formulation of policy
3. Enactment of policy
4. Implementation and enforcement
5. Monitoring and evaluation

Policy decision-making can be through formal, informal and/or alternative processes<sup>8</sup>:

### Formal process

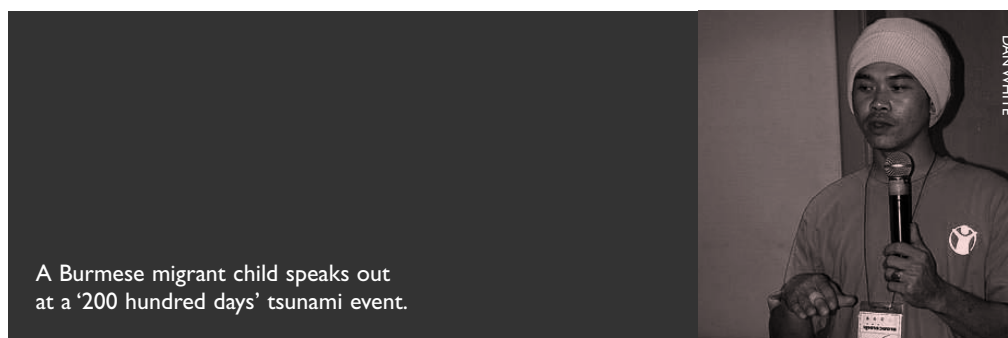
The formal decision-making process is the official procedure as stated by law or by documented organisational policy. For example, in some organisations, regulations may state that policy changes have to be voted on by the board of directors, or officially approved by the president.

### Informal process

Activities and procedures in the decision-making process that occur concurrently with the formal process, but are not required by law or organisational policy. For example, an organisation's president may informally discuss the proposed policy change with each board member before the board meets to vote on it.

### Alternative process

A process to influence decision-making that exists wholly outside the official process. For example, if the president of an organisation feels that a decision by the board of directors is not warranted for a minor policy change, he or she can discuss the change with key staff, make a decision and implement the change without official action.



A Burmese migrant child speaks out at a '200 hundred days' tsunami event.

8. Adapted from R. Sharma, *An Introduction to Advocacy: training guide* AED, SARA Project, 1995.

## Exercise 4.1

### Mapping the decision-making process in two steps

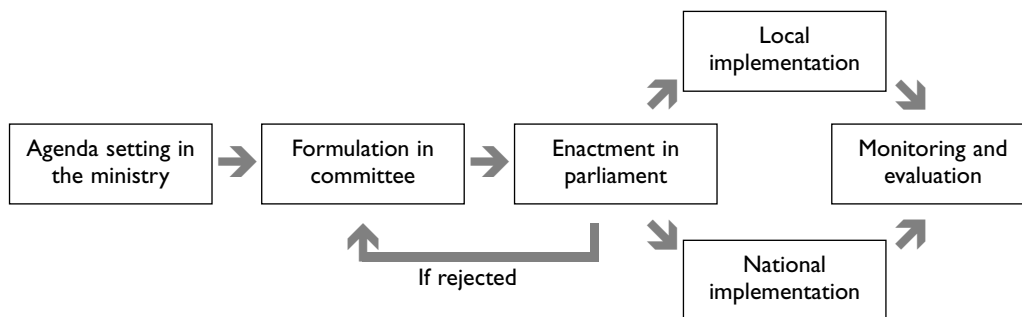


The first step in understanding the policy process is to delineate the steps and develop a visual map to illustrate how policy decisions are made in your country.

#### 1. Analyse the process

- What organisation or policy making body will make the decision you are trying to influence?
- What is the formal decision-making process for this institution? What are the steps in the formal process? When will each step take place? (These may not be exactly the same as the five stages set out above).

Draw this as a diagram – here is an example:



- What are the informal workings or behind-the-scenes actions for the decision-making process?

Mark these on your diagram in another colour.

- Who is/are the key decision-makers at each stage? Focus on individuals. Who really has the power to make the final decisions that will bring about change? Is it the relevant minister? Or the most senior official in the department? Or does the president or some other minister really hold power over this issue?

Write the name of those with power on stickers, and put them on the diagram at the stage at which they have most power. Use colours to show what kind of power each person has, formal or hidden. Indicate where invisible norms and attitudes have most influence.

You can also use different colours to show what people have power at the different levels of decision-making; for example, implementing the policy at national or local level.

- Which stages in the process can Save the Children influence? How can you influence these stages?

Highlight those stages in the process where you can intervene.

Remember, you need to add support at each decision-making stage. It involves finding ways to overcome opposition or inertia as well.

## 2. Plan your interventions in the process

The following table shows how the information you gained from your analysis can be used to plan your advocacy activities. This example is from the first stage of the decision-making process. You can develop similar tables for the other stages you have identified in your analysis.<sup>9</sup>

### Example



<b>Stage 1: Agenda setting</b>	
Institution/organisation: Ministry of Health	
Formal process	The Nutrition and Child Health Offices in the Ministry of Health generate a proposal for a national salt fortification programme. One or two people from these offices are assigned the task of developing the proposal fully.
Informal process	Informal discussions among the Child Health Office, Nutrition Office, Ministry of Food and Agriculture, salt producers, children's organisations and health organisations take place. Elements of the policy are proposed and discussed.
Decision-makers involved	Directors of the Nutrition and Child Health Offices in the Ministry of Health.
Approximate date of action	January and February. Offices in the Ministry of Health are most open to new ideas at the start of the fiscal year.
How can we influence the process at this stage?	<ul style="list-style-type: none"> <li>• Meet with child health and nutrition officials to introduce our proposal and to gain their interest, support and enthusiasm.</li> <li>• Be helpful to these offices with other issues they are working on, when appropriate. Become knowledgeable about issues the key decision-makers are interested in.</li> <li>• Meet with groups that might support the programme, such as salt producers, child health and health organisations, to enlist their support.</li> <li>• Work closely with the person or people tasked with developing the proposal. Offer assistance, ask to see drafts of the programme and give comments.</li> </ul>

9. For more detail see R Sharma, *An Introduction to Advocacy: training guide*, AED, SARA, 1995.

## Budget analysis

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Budget analysis is becoming an increasingly effective advocacy tool for NGOs. It uses information from government budgets to provide evidence of spending priorities, and to show trends over time.

You first need to get a hold of relevant budget information/documents and population figures. Then you can make some calculations, which give you figures to analyse. The analysis can show if the area you are monitoring (for example, children's right to education) is provided with enough resources, and/or is given priority in comparison with other areas. You can also find out if resources are fairly allocated, spent well, and spent on the right things.

Here are a few basic formulas that can help you understand the real figures behind budgets:

### a) Priority

Use this to calculate the share of government expenditure on your focus area (e.g. education) for each year:

$$\frac{\text{Expenditure on education}}{\text{Total expenditure}} \times 100$$

### b) Real expenditures

Use this to calculate the real amount spent on your focus area (e.g. education):

$$\frac{\text{Nominal expenditure on education}}{\text{Deflator}}$$

### c) Growth in real expenditures

Use this to calculate the real growth in expenditure in your focus area (e.g. education) over time:

$$\frac{\text{Amount year 2} - \text{Amount year 1}}{\text{Amount year 1}} \times 100$$

### d) Equity

Use this to calculate the per capita expenditures in geographical areas – such as cities/provinces/regions, on your focus area (e.g. education):

$$\frac{\text{Education expenditure in the city/province/region}}{\text{Total population of the city/province/region}}$$

**4.1 Mapping the policy process**

<b>Phases</b>	<b>Decision-makers and influentials involved</b>	<b>Formal decision-making process</b>	<b>Informal decision-making process</b>	<b>Approximate date of action</b>	<b>How can we influence the process at this stage</b>
Agenda setting					
Formulation and enactment					
Implementation and enforcement					
Monitoring and evaluation					

## 4.2 Identifying opportunities for advocacy

You can use any social or political event that ties in with your chosen issue during the decision-making period as an advocacy opportunity.

Advocacy opportunities could include:

- A lobbying visit to a decision-maker
- Conferences
- Workshops
- World AIDS Day events, International Children's Day events
- Consultations on major policy reviews – for example, the Poverty Reduction Strategy Paper (PRSP)
- A celebrity visit
- The UNCRC reporting process – for example, drafting alternative reports

Attending events requires time and resources. It is important to choose events carefully, on the basis that they provide some or all of the following:

- **potential for change:** it should be at a stage of the decision-making process that could influence its outcome in some way
- **potential for influencing decision-makers:** decision-makers will either be there, or have a vested interest in the outcome of the event
- **potential for networking:** with potential allies, with journalists, in order to form or strengthen relationships and get your message across
- **opportunity for meeting decision-makers or influential people:** to form relationships, or deliver your message
- **media attention:** so that you can raise public awareness of the issue and raise the profile of Save the Children in relation to it
- **a focus on children:** with an opportunity to involve children if appropriate
- **an agenda that is not too crowded:** so the issue is not overshadowed by other concerns

In order to take advantage of an advocacy opportunity, you must have:

- a clear idea of what you intend to achieve by attending or organising the event and how it will help achieve your advocacy objective
- adequate time to plan, to make the best use of all available resources
- a clear advocacy message
- the right supporting materials to help deliver the message effectively: reports with executive summary, posters, etc.

## International instruments and reporting processes

These can be very useful advocacy opportunities. For example, the periodic reporting process to the Committee on the Rights of the Child can highlight the imbalance between state obligations on paper and implementation on the ground. It provides a framework for analysing national policy and practice, creating linkages, raising awareness, capacity building for local NGOs, facilitating child participation, and more.

This sort of work can be very effective, but it requires a lot of resources and preparation and can be time-consuming.<sup>10</sup> It is best done by working in partnership or through coalitions.

### Exercise 4.2

#### Identifying advocacy opportunities



- Stick two sheets of flip chart paper together, and draw a timeline or calendar, starting from now, with your objective at the end.
- Map out the key stages in the decision-making process (from your policy mapping exercises earlier on) and mark these on the timeline. Highlight opportunities for civil society to take part in this process.
- Discuss social or political events that are likely to impact on the decision-making process. Mark these events in sequence on your timeline, in a different colour. This gives a simple picture of the external environment in which your advocacy will unfold.
- Identify which key decision-makers will be most important at different stages of the timeline. You will be able to add more to this timeline as you look further at advocacy targets and influentials, and the best approaches to influencing them.
- Summarise the outcomes of this exercise in Worksheet 4.2

<sup>10</sup> See also Module 1, p. 8 and Save the Children UK, *Reporting to the UN Committee on the Rights of the Child: Starter pack for country programmes*, Save the Children, 2007



## Save the Children and partners use a regional ministerial initiative in Myanmar



As part of a joint advocacy initiative with the International Labour Organisation (ILO) called Voices of Children, we organised the Myanmar National Children's Forum. It was part of the regional cross-border anti-trafficking project. It aimed to provide children – all of whom have had direct experience of trafficking – with an opportunity to share their experiences and views on trafficking problems and solutions, and to feed these views into the Coordinated Mekong Ministerial Initiative against Trafficking, known as COMMIT.

Through participatory activities such as drama, artwork and games, we encouraged the children to express their perspectives on trafficking and develop their agenda of action against it. Government bodies and relevant organisations (UN agencies, international NGOs) were invited to the forum for a discussion session with the children.

The forum was the first experience of children directly participating in advocacy in Myanmar. It created space for them, giving them a highly visible platform to voice their concerns and recommendations for action. It was made possible because of the COMMIT process, the ministerial consultation that took place in Myanmar, and the willingness demonstrated by governments in the region to combat trafficking.

Each national forum was asked to send child delegates to the regional children's forum on human trafficking. Myanmar could not send delegates because of the government's strained relationship with the ILO, around the issue of forced labour. The children at the Myanmar forum did, however, send their recommendations in the form of a letter to the delegates from other national forums. These were incorporated in the statement prepared by the child delegates and presented by Save the Children to the ministerial consultation.

The advocacy initiative Voices for Children will now need to follow the process, to ensure that the region's governments, including Myanmar, demonstrate their commitment to protecting children from trafficking.

### What we learned

- Governments were more receptive as the advocacy was directed at Mekong governments in general, rather than at specific governments. This helped to reduce sensitivity around the issue.
- We and our partners recognised COMMIT as an opportunity and planned our advocacy to take advantage of it.
- It is possible to do advocacy in a sensitive political situation like Myanmar if we can find windows of opportunity and ways to work around constraints and obstacles



Sandar Aung, reunited with her family in Myanmar after returning from work in Thailand.

## 4.2 Opportunities planner

Date	Event/opportunity to influence	Target	Possible advocacy activity	Who will take it forward

## Module 5

### Advocacy targets

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5.1 Identifying key targets and influentials

5.2 Influencing your targets



# 5

## Module

## Introduction

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In the previous module you looked at the decision-making process, and who has power at different stages of that process. Now you need to decide where to focus your advocacy efforts, and identify targets – people who can make the decisions to bring about the changes you want. You need to find out how willing they are to make the change, and the best way to influence them. This often involves identifying their “influentials” – those people or institutions that influence the decision-makers.

You need to find out where real power and influence lies. Some of this may be obvious, but some of it may be hidden. For example, one person's job description may state that they have responsibility for certain policy decisions, but the actual power over those decisions may lie somewhere else, such as with the Ministry of Finance. Your target's capacity to make the change you want will also depend on their political support, and their resources.

You also need to find out about people's willingness to make the change you want. This will depend on a lot of different factors, including what they know about your advocacy issue, and what they believe about it. It will also depend on their interest in the issue, which could be personal or political. For example, they may have had personal experience of the consequences of not being able to pay for healthcare. Or they may simply recognise it as a key issue with the electorate that they must act on if they wish to keep their position at the next election.

When you know more about your target's interest and willingness to change, you can decide how best to approach them. You may be able to work with them in a co-operative way, you may need to persuade them, or you may need to challenge them openly.

This module goes through some of the questions you need to explore to work out **who** to target with your advocacy, and **how** to go about it.

## 5.1 Identifying key targets and influentials

### Targets:

#### The key individuals who are in a position to bring about the change you want

The key targets for advocacy are the so-called duty-bearers – those bodies or individuals that represent *institutionalized* power which gives them the responsibility to ensure children's rights are protected and the authority to make positive changes for children. The target is the person (or group of people) with the power to respond to your demand and move the political process in relation to your issue.

The state bears primary responsibility for fulfilling children's rights, according to the UN Convention on the Rights of the Child (UNCRC), and there is a hierarchy of state duty-bearers from the national to local levels, including the political and administrative system. You need to specify which department, and which level of government you are trying to influence.

Many other groups in society are duty-bearers, including international bodies, donors, private businesses, NGOs, community organisations, etc. Duty-bearers can be formal organisations (such as local councils or school committees) and informal institutions (such as religious leaders or community-based groups).

Advocacy concerning *policies and implementation* will normally be focused on governmental bodies and administrative bodies. Advocacy concerning practices that are harmful for children (e.g. female circumcision or early marriage) will often be directed at informal leaders (e.g. religious leaders, school committees). Individual parents are not normally the focus of advocacy attention – however, groups of parents, e.g. a school committee, can be a focus of advocacy actions.

### Influentials:

#### Those with some influence over your target, who can use this influence for or against your case

The targets are surrounded by people who can exert influence on them: their colleagues and superiors in the office hierarchy, others who can influence them because of their social or economic power such as the media or donors, as well as people close to them in their private life. They can use this influence for or against your case and are therefore an important factor in your advocacy: if they are on your side they can help further your cause. If they do not share your cause you will need to consider how to win them over or neutralize their influence.

### Stakeholders:

#### Everybody who can affect or who will be affected by the change you seek

In addition to the key targets and influentials there are many other people who can have an affect on the issue you are advocating for, or who will be affected by the change you seek: children and partner organisations are among the key stakeholders.

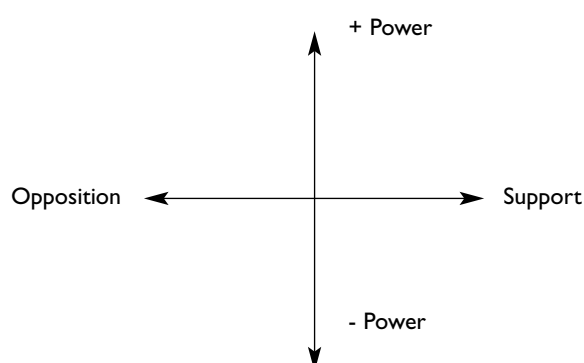
Depending on their attitude to the change you are seeking, your targets and their influentials as well as other stakeholders, can be seen as your **allies** or **opponents**.

## Exercise 5.1 Stakeholder mapping exercise



This exercise will help you map all the relevant stakeholders and the links, power dynamics and relationships between them. Start with your targets and then include other stakeholders (both allies and opponents).

- On a flip chart draw two axes (see below) showing support/opposition for the change you seek, and their power.
- As a group, brainstorm possible key advocacy targets and place each name on one post-it or card (this should be done for each change objective).
- Then place your targets according to your perception of their support or opposition to your advocacy objectives, and their power to make a change.
- Those with the most power are your main targets and should be prioritised.
- The hardest targets to influence will be those with the most power who oppose the change.
- Then do the same, but use different colour pens, to identify possible influentials – allies (those who support your advocacy objectives) as well as opponents.



### Some tips



- Go beyond those that you already work with.
- Think about where the power really lies.
- Targets must be the main decision-makers who can bring about change.
- Be as specific as possible (think individuals and departments rather than whole ministries or organisations).

## 5.1 Targets and influentials

<b>For each objective</b>				
<b>Target</b> Main decision-makers, individuals not organisations	<b>Influentials</b> Those who can influence the decision-makers and the likely form of their influence	<b>Power of target</b> to bring about change High/Medium/Low	<b>Will of target</b> to make change happen Strong/Medium/Weak	<b>Interest of target in relation to advocacy and what you want them to do to bring about changes</b>

## 5.2 Influencing your targets

Having identified your targets and influentials you need to decide how to influence them. Their beliefs, attitudes and interests may be similar to yours and in that case, influencing them will be easier but they may be very different or even opposed to yours and then it will be much harder to influence them. It is, therefore, very important to get as much information on your targets' interests and attitudes, from all available sources:

- Personal experience
- Experience of other people and colleagues
- Websites and internet search engines such as Google
- Newspapers and other media

The next step is to choose the most effective ways of influencing a particular target. Based on what has worked best in the past, you can decide which of the following styles (or a combination) to adopt:

**Co-operative (as an insider)** – for example, working with the government to find solutions. This approach will enable you to develop relationships with your targets and gain their trust and allow you direct access and you will get to know your targets' positions and understand the processes they are involved in. However, you may have to compromise your values, exclude key stakeholders and risk lending legitimacy to your target, and being misrepresented.

**Confrontational (as a complete outsider)** – forcing an issue onto the agenda through mass mobilisation, media campaigns, etc. This approach can give you higher profile and greater freedom of action. On the other hand, it can be counter-productive if your target feels driven into a corner – you can damage future relationships, lose funding and risk being marginalized and perceived as radical. You should consider using this approach very carefully.

**Persuasive (as a critical insider)** – presenting evidence in the hope of getting your targets to recognise the merits of your arguments. By avoiding some of the pitfalls of the two previous styles, this approach can provide more opportunities for working with others and is often seen as more open minded and less aggressive. However, you can be perceived as "sitting on the fence".



Brooke, 17, with Hilary Benn, Secretary of State for International Development during Save the Children's 'Young People Speak Out on Healthcare' event in May 2007.



## Exercise 5.2

### What do they know and care about?



- Choose one of your change objectives.
- List your targets and influentials.
- Chart everything you know about them that might be relevant to the process of influencing their support for your issue. Consider:
  - ~ What are their interests – professional and private?
  - ~ How are power relationships changing?
  - ~ What are the nuances in the interests and relationships?

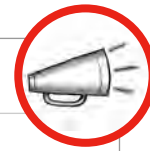
### Example

**Change objective:** to amend national education policy so that officials developing the national curriculum are required to seek children's views.



Targets and influentials	What does the audience know about the issue?	What does the audience believe? What is his/her attitude?	What does the audience care about (even if it is unrelated to your issue)
The Minister of Education	Has not heard much about children's participation in decision-making that affects them.	Not an important issue. Decision-making is an adult's role. Children are not capable of making informed choices.	Re-election. World Bank support.
Media	As above	Not on their agenda.	Circulation rates – ie, stories that sell. Breaking high-profile stories.
Teachers' trade unions	Have had presentations about children's participation in decision-making from NGOs.	Split in the ranks between those that think children should be consulted about the curriculum, and those that don't.	Whether the curriculum results in a greater workload and more stress for staff. Whether their position as experts on children's education will be weakened.

## Using different tactics for different targets in Nepal



Since 2002, Save the Children has used a range of approaches to ban physical and humiliating punishment in schools in Nepal.

### **Service delivery: good practice**

Save the Children has been working with the Ministry of Education and 20 local partners to promote child-friendly schools in their programme areas in Nepal. The emphasis is on improving the physical environment and teacher-training methods, and promoting non-violent forms of discipline. By 2006, 1,500 child-friendly schools had been established under this programme.

### **Practical guidelines**

Save the Children supported the National Centre for Education and Development to develop a 'non-violent teaching' teacher-training manual. This was used as an advocacy tool with the Ministry, partners and teachers.

### **Raising awareness**

The issue was successfully raised with the government through district- and national-level workshops, accompanied by fervent media advocacy. The Secretary of the Ministry of Education and other high-level government officials were invited to these workshops. After relentless lobbying, the Ministry gave a commitment to ban physical punishment in schools. Save the Children is now supporting the Ministry to develop an Education Directive to support the ban.

### **Children's involvement**

A school self-assessment tool was introduced in children's clubs supported by Save the Children, and was used by teachers, parents and students to review their schools. In all the reviews, children highlighted physical and humiliating punishment as an important issue. Children then lobbied in their communities, targeting teachers and village education committees to prohibit corporal punishment in schools. Today 100 schools are declared stick-free schools in their programme areas.

### **Work with allies**

A local partner organisation, the Center for Victims of Torture, played an important role in the advocacy process. They work on mental health issues, and provide psychosocial support to both parents and children. Their experience, backed up by case studies, showed that corporal punishment leads to increased cases of trafficking and child labour, and damages children's mental health. Based on this evidence they filed a case in the Supreme Court. At the same time they lobbied judges and other judicial authorities to remove the clause in the Nepalese Constitution that justified physical and humiliating punishment. Save the Children and other organisations supported them throughout the process.

### **What we achieved**

As a result of these initiatives, in January 2005, the Supreme Court of Nepal declared that parents, other family members and teachers no longer have a defence for "minor beating" of a child under the Children's Act 1992. The court issued a directive order to the Office of the Prime Minister and the Council of Ministers, asking them "to pursue appropriate and effective measures to prevent physical punishment as well as other cruel, inhuman or degrading treatment or punishment or abuse being imposed or inflicted on or likely to be imposed or inflicted on children."

WORKSHEET

**5.2 What do they know and care about?**

Audience, i.e., targets and influencers	What does the audience know about the issue?	What does the audience believe? What is their attitude?	What does the audience care about (even if it is unrelated to your issue)?

## Module 6

### Making the case

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- 6.1 Developing messages
- 6.2 Lobbying
- 6.3 Working with the media



# 6

## Module

## Introduction

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You should, by this stage, have a clear idea of your policy environment. You should also know exactly what changes you want to see, and who is able to bring those changes about. You will know what evidence you already have to support your advocacy, and what additional evidence you will need to gather. You will also have thought about the best way to approach and influence the people who can make the relevant decisions. You now need to know how to make your case to your targets and influentials, to persuade them to act.

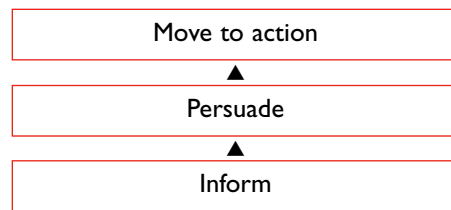
First, you need to formulate your core message – exactly what you need to say about your advocacy issue. You then need to decide how to communicate this as clearly and persuasively as possible. The next step is delivering the message. Lobbying is often used in advocacy, where you present your case directly to the decision-maker or a key influential. Lobbying can be an extremely effective way of getting your message across, but needs to be well thought out in advance to make the best possible use of the opportunity.

Advocacy also often involves using the media to get your message to a wider audience. The final session in this module looks at how best to use the media to get your message across, both by taking the initiative to approach the media, and by taking advantage of media interest to advance your objectives.

## 6.1 Developing messages

You need to develop clear, consistent and effective messages. To do this you need to think about **what** you want to say, and **how** you should say it.

Advocacy communication should seek to **inform, persuade** and **move people to take action**. Importantly, advocacy messages should not only persuade through valid data and sound logic, but should also describe the action the audience is being encouraged to take. The audience needs to know clearly what it is you want it to do.



### Elements of message development

#### 1. Content

##### Position paper

It may be a good idea to start by developing a 1-2 page position paper. This should present all of the relevant aspects of the issue you have decided to focus on, your objectives and the targets. The document ought to include the background, a clear statement of the problem, document your evidence (with examples), and set out the positive solutions you are proposing. You can circulate this position paper among partners and colleagues for input before finalising it.

##### Core message

You can use the position paper as a basis for developing a clear summary of your position. The core message will also guide slogans, sound bites or stories, which you may use in your advocacy work. Research should help you identify your audiences and understand their positions, in order to develop more effective messages.

The core message will include:

- Your analysis of the problem
- The evidence on which your analysis is based
- The problem's cause
- Whom you hold responsible for solving it
- Why change is important
- Your proposed solution
- Actions you ask others (message recipients) to take to bring this change about

## Tailoring messages

Your core message will then guide the development of more specific, tailored messages, which will be directed at different audiences. When adapting your core message for a specific audience you will need to consider:

- What will be most persuasive for that audience?
- What information that audience needs to hear?
- What action you want that audience to take (given that different audiences have different capacities to bring about change)?
- What are their political interests? What are their self-interests in relation to the issue? What group of people do they represent?
- What do they already know? What new information are you offering?
- Do they already have an opinion? What is it, how strongly held? Do they have a public position?
- What objections might they have? What might they lose? What misconceptions or arguments will you have to counter?
- What personal interests do they have? What hobbies or passions?
- Do their backgrounds (personal, educational, professional) suggest a bias? Can you link your issue to something you know they support?

## The one-minute message

You should be able to summarise and present your advocacy messages in 3-4 sharp sentences, for situations where you have very limited time to present your case during chance meetings (such as finding yourself standing next to Bill Gates in the elevator), TV interviews, etc.

The one-minute message consists of:

**Statement + evidence + example + action desired**

The statement is the central idea in the message.

The evidence supports the statement with (easily understood) facts and figures.

An example will add a human face to the message.

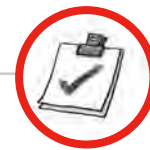
The action desired is what you want your target to do.

## Example



### One-minute message for Rewrite the Future

- **Statement:** Education gives children in crisis the chance to rewrite their futures and transform the societies in which they live.
- **Evidence:** More than 50 million children affected by armed conflict are facing a future without education, without hope. This includes 200,000 children in our own country.
- **Example:** Your own story (local if possible).
- **Call to action:** We can help rewrite the future for more than 50 million children worldwide, including 200,000 of our own children, by meeting their educational needs.
- **Our special role:** Save the Children has a deep and steadfast commitment to helping children to rewrite their futures.



### General guidance on developing messages:

Make messages clear, compelling and engaging.

- ✓ Avoid jargon.
- ✓ Put your 'frame' around the issue – highlight your perspective.
- ✓ Use clear facts and numbers creatively.
- ✓ If possible include information that is local so that it is relevant for people.
- ✓ Allow your audience to reach their own conclusions.
- ✓ Present a solution if possible.
- ✓ Remember: concise and consistent messages are critical for advocacy.

Content is only one part of a message. Other factors such as who delivers the message, where a meeting takes place or the timing of the message can be as, or more, important than the content alone. Sometimes what is not said delivers a louder message than what is said. What ideas do you want to convey? What arguments will you use to persuade your audience?



## 2. Language:

What words will you choose to get your message across clearly and effectively? What words and phrases motivate and energise people, what words sap energy? Are there words you should or should not use? What language would be counter-productive for decision-makers and influentials? Obviously you would use different language when appealing to policy-makers than you would when communicating to a youth group.

## 3. Source/messenger:

Whom will the audience respond to and find credible?

## 4. Format:

Which way(s) will you deliver your message for maximum impact? For example, a meeting, letter, brochure, or radio advertisement? Identify which tactics are most appropriate for specific target audiences.

## 5. Time and place:

When is the best time to deliver the message? Is there a place to deliver your message that will enhance its credibility or give it more political impact?



### Example

#### Children's messages to Minister of Education in Sudan



More than 250 people – Save the Children staff, children, parents, teachers, NGO partners, donors, and media – gathered in Khartoum's Friendship Hall on 12 September 2006 to take part in Save the Children's global challenge to Rewrite the Future and provide quality education for children affected by conflict.

Addressing their comments to the Minister of Education, children from the refugee camps spoke about the importance of education in their lives:

*"If you receive an object with the word (bomb) written on it, if you know how to read you will avoid it, if not it will blow off."* Abuk Jacob Mabiln (13) – Osqofiya B School (pictured above)

*"An educated person would know how to speak the Arabic Language and get use of it."* Moses Lal Mau (16) – Osqofiya B School

*"I advise all fathers, mothers and sisters to get boys and girls an education because it is very important."* Fiasal Adam Hamed (17) – Itehad Mayo

*"Education is the most beautiful thing and most important to build Sudan."* Mayson Mustafa Ahmed (12) – Itehad Mayo

## Being clear

A message is only effective if the targets of your advocacy can understand exactly what it is you are asking them to do. Once you have developed the content of your messages, check for clarity.

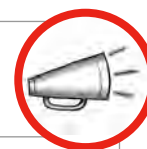
*A CLEAR MESSAGE uses accessible language and suggests an action step for the target audience.*



### Example

Unclear message		Clear message	
Benefits of proposal vague...	Maximising educational attainment for girls is a critical issue and we are working on it as part of our Education TPP. There are not only cognitive benefits, but economic and developmental benefits to be gained from this. We see many long-term impacts to enhancing girls' educational opportunities, particularly those younger than the age of 12. If you're interested, we can provide more information to you about our programming, which we implement in 4 rural areas and 3 peri-urban areas throughout the country. We hope you and your colleagues will keep girls' education in mind as a top priority as you debate national strategies for educational policy this year.	Makes specific request...	Please consider supporting a national policy that will encourage more girls to attend school.
Contains jargon...		Makes one strong supporting argument...	
No clear request for action from the audience...		Documents benefits...	International research shows that educating girls leads to economic growth, thereby benefiting all children. Please read this report, which will show you the positive results girls' education has already achieved in seven locations nationwide.
Too long!		Concise.	

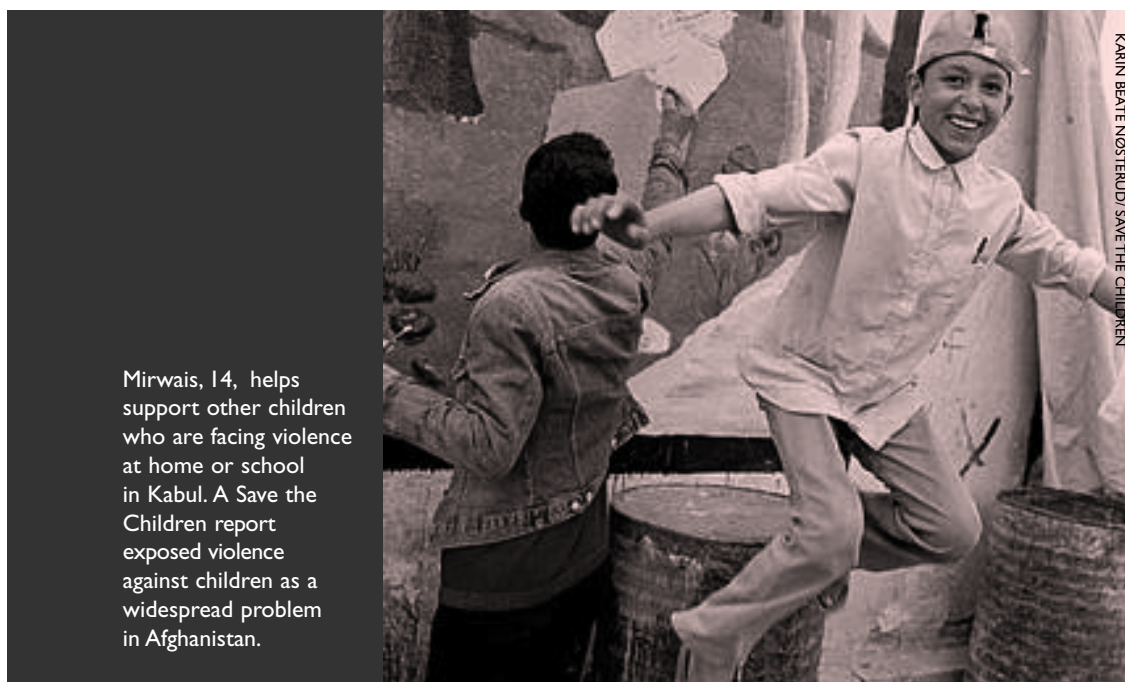
## Tailoring the message on physical and humiliating punishment in Afghanistan



Save the Children devised an advocacy strategy to get ministries and organisations in Afghanistan to view physical and humiliating punishment as a serious violation of children's rights.

They tailored their message to their audience's interests by presenting physical and humiliating punishment as a major cause of serious social problems. Once this was accepted, issues of child rights, human rights and developmental perspectives could be added on.

For instance, in a meeting with Juvenile Justice Authorities, physical and humiliating punishment was identified as a major cause of children's delinquency. It is often a factor in children not attending school, and in cases where children suffer sexual abuse. These situations often bring children into conflict with the law. We stressed that banning corporal punishment would lead to fewer offensive acts by children, helping to prevent juvenile crime. This approach worked well to convince different ministries of the importance of banning physical and humiliating punishment.



Mirwais, 14, helps support other children who are facing violence at home or school in Kabul. A Save the Children report exposed violence against children as a widespread problem in Afghanistan.

KARIN BEATE NOSTERUD / SAVE THE CHILDREN

## Using the right language to get the message across in Colombia



Sexuality is a very important issue among young people. Unfortunately cultural taboo and lack of knowledge generate a gap between parents and young people who use radio stations to get the information they need on sexuality. By speaking the language that young people use, DJs allow their young audience to talk openly and generate role models.

Save the Children worked with Colombia Caracol, the main Radio network (with 182 radio stations). We ran a workshop with these aims: to develop criteria for an ethical approach towards sexual issues from radio stations; to strengthen attitudes that foster self-esteem and self-respect among the young audience; and to promote humanistic and democratic values for a healthy sex life for men and women. We also developed criteria that DJs could use to evaluate their own communications on sexual and reproductive health and young people's associated rights.

One product of the workshop was a manual on good practice, specially designed to attract the desired audience. This was later incorporated into a code of conduct for staff of radio stations. The second product was aimed at managers and administrative staff. We wanted to show why respect for young people's sexual and reproductive rights is a key element in building better societies, and how we are all responsible for this.

After the workshop the radio messages were monitored and analysed according to criteria agreed at the workshop. Save the Children provided online support and further training to follow-up the first workshop. DJs developed their own campaigns and one of these, promoting healthy sexual behaviour, was selected by Caracol to be put on air all over the country for a month.

This partnership was successful because the radio station was committed to the issue, the workshop was well designed so that the DJs really felt they were learning, and the issues were approached in a relaxed (but professional) way.

### What we learned

Language matters. Using young people's language helped to engage them. They were able to listen actively and participate. A second lesson is that you can find unlikely allies, and they can help increase your influence.



Radio Caracol DJs

**6.1A Message development**

<b>Target audience</b>	
<b>Message content</b>	
<b>Statement</b> (Central idea of the message; may contain a brief summary of the problem, your solution and why change is important)	
<b>Evidence</b> (To support the statement, may be facts and figures)	
<b>Example</b> (Often adds a human face that supports your statement)	
<b>Action Desired</b> (What you want your target audience to do)	
<b>Message Delivery</b> (Format(s) most likely to reach your target audience)	
<b>Messengers</b> (Who will the target audience respond to and find credible?)	
<b>Time and Place for Delivery</b>	

**6.1B Summary of main considerations for each of your advocacy audiences**

Audience	Audience concerns in relation to issue	Message content	Notes on language and protocol suitable for audience	Source/ messenger most trusted by audience	Format most likely to reach audience
<b>Decision-makers</b> National Regional District					
<b>Donors</b> Multilateral agencies Bilateral agencies					
<b>Journalists</b> Reporters Editors Economics reporters					
<b>Civil society groups</b> CSOs Trade unions Grassroots groups etc.					
<b>Issue-relevant practitioners</b> Individual professionals Trade associations etc.					
<b>General public</b>					
<b>Opinion leaders</b> Religious leaders Traditional local leaders					

## 6.2 Lobbying

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

The term 'lobbying' comes from the word 'lobby' which refers to an entrance area or meeting place. In the case of advocacy, it refers to conversations and meetings where people get access to and seek to persuade those in power.

### The origins of the term "lobbying"

The Willard Hotel, at the corner of Pennsylvania Avenue and 14th Street, in Washington, DC has been part of some of the great events in national and local history. In the 1860s, Nathaniel Hawthorne, the famous American writer, noted that the hotel "more justly could be called the center of Washington than either the Capitol or the White House or the State Department."

As early as 1818 this corner was the site of a hotel where President and Mrs. Lincoln lived before they moved into the White House. A copy of their bill is displayed in the hotel's gallery. It was the site of a Peace Convention held in February of 1861, a desperate last-minute effort to head off the Civil War. Julia Ward Howe wrote the words to the "Battle Hymn of the Republic," a tribute to Lincoln, while she was a guest at the Willard. The term "lobbyist" originated here, first used by Ulysses S. Grant to describe the political wheelers and dealers who frequented the hotel's lobby after they learned that President Grant was often to be found there, enjoying his cigar and a brandy.

Lobbying can occur either formally, through visits to and briefings of decision-makers and others or informally, through conversations in corridors, restaurants, parking lots, golf courses, etc. as decision-makers go about their daily lives, or at events that are not directly related to your advocacy.

There are four key steps that will help your lobbying advance to serious negotiation:

#### 1. Familiarise yourself with the corridors of power

Learn about the system, procedures, timelines, and key leaders and players.

#### 2. Classify the players

Find out where they stand on your issue (strong supporter, passive supporter, fence sitter [neutral], passive opponent, all-out opponent) and how much influence they have.

#### 3. Inform and build relationships

Through visits and briefings, help your target and/or influential understand your issues. Gain their trust in you as both a reliable source of quality analysis and as a representative of people's voices.

Find a champion. Present him or her with a specific problem and recommendations. Keep track of your contacts, don't let them off the hook, and always credit them when advances are made.

#### 4. Get attention and show your power

Time your media, outreach and mobilisation activities in such a way that decision-makers are aware of the support behind your proposals.

## Tips for a lobbying visit



### Before the visit

- ✓ Set objectives for the meeting.
- ✓ Do your homework and know what influences and is important to your target.
- ✓ Anticipate weaknesses in your argument.
- ✓ Rehearse difficult questions and responses – try them out on an insider “champion” if possible.
- ✓ Prepare talking points or other materials (see materials below).

### During the visit

- ✓ Introduce yourself.
- ✓ Express appreciation.
- ✓ Make it clear that you are willing to help with information and support.
- ✓ Be prepared for a conversation.
- ✓ Listen to what the person you are meeting with is saying.
- ✓ Pause from time to time to give them a chance to ask a question or make a comment.
- ✓ Do not avoid controversial topics but remain calm.
- ✓ Explain your position with facts and personal stories when possible.
- ✓ Ask the policymaker or staff to take some specific actions.
- ✓ Try to get a commitment from the decision-maker.
- ✓ Look where it leads you – no meeting is a dead end.
- ✓ Keep assessing your position: Where are we? Is it working? If not, why?
- ✓ Leave your contact details and information about your efforts.

### After the visit

- ✓ Make notes and evaluate your visit with colleagues.
- ✓ Send a thank you note and any additional materials that were requested.
- ✓ Follow up with a phone call or letter to see if they need more information or request a meeting to discuss your efforts in depth. Follow up on any actions they may have agreed to.

### If there's no sign of any change

- ✓ Never give up.
- ✓ Keep trying, using different approaches.
- ✓ Try through your other contacts.
- ✓ Give them information to demonstrate your value/help improve their status.
- ✓ Make them feel responsible for making changes for children.



## Materials to prepare for lobbying and other ways to engage policy-makers:

### Talking points

A summary of the main points, based on the core message you have developed earlier.

### Fact sheets

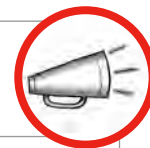
A summary of key facts and relevant statistics (no longer than 2 pages), based on your policy paper.

### Briefings

A good way to educate policy-makers and bureaucrats about your issue is to hold periodic briefings for them or their staff. Briefings usually feature experts talking about the latest information on your issue and its importance.

*Make sure that all materials you leave behind include your contact information and a short description of your work.*

## Lobbying the UK government to involve children in developing an international HIV and AIDS strategy



The UK Department for International Development (DFID) was reviewing its HIV and AIDS strategy, and released a framework of the strategy on World AIDS day, 1 December 2004. The draft framework made no mention of children at all. We drew up three key advocacy points listed below and devised a strategy to bring about the changes we wanted. Our deadline was the release of the strategy at the International AIDS Conference in July 2005. Moving quickly, we identified the relevant targets and influentials, developed a position paper outlining the 'asks' and short policy papers on the various aspects of the advocacy.

### Objective

Inclusion of three key points in the DFID AIDS Strategy

1. Make specific, time-bound and measurable commitments, including earmarked resources, to enable the 'Framework for the Protection, Care and Support of Orphans and Vulnerable Children (OVC) living in a World with HIV and AIDS' to be implemented.
2. Make a commitment to mainstream perspectives on children orphaned and made vulnerable by HIV and AIDS across its programmes, including education, reproductive health, governance, livelihoods.
3. Advocate for and provide support for the completion of national OVC strategies, with time-bound action plans.





### Approach

We decided the most effective tactic was to communicate our messages in as many forums as possible. Children were not featuring anywhere in UK government policy, so even effort spent on less influential targets would be raising awareness for future advocacy.

**Working with Members of Parliament (MPs).** We contacted parliamentarians and provided them with briefings on the issue. We then asked them to submit parliamentary questions that we helped them formulate. These questions enter the permanent public record and are submitted to the relevant government department for a response which is significant. We also worked with interested MPs to help them draft personal letters to the Prime Minister and the Secretary of State for International Development. Personal letters were the most influential.

**Direct lobbying.** The NGO community continued to directly lobby government with our key demands including lobbying of relevant influentials and decision-makers.

**Input into consultation processes.** There were numerous opportunities to influence the strategy – both as individual agencies and collectively. We did much of our lobbying through an informal NGO grouping called the OVC working group. It was very important that we had the key points outlined and agreed prior to this process as this enabled us to move quickly and ensure consistent messaging in all of our communications.

**Public pressure.** We made use of Save the Children's strong supporter base to provide one last push. We targeted our message to the under-secretary at DFID as he was less likely to be targeted by others, and thus we were assured our action could have maximum impact. Supporters sent an email message to him directly asking for support for children.

### What we achieved

Ultimately, we achieved all of our objectives. We secured a place for children in the strategy and established the Orphans and Vulnerable Children working group as a very powerful lobbying tool.

## Exercise 6.2 Lobbying role-play



Use your own message to role-play lobbying one of your key targets. If you have no message of your own, use the following material:

### Lobbyist:

#### Statement

My facts show that too many children are suffering because of the current policy of charging healthcare fees. The lives of 285,000 children in Africa could be saved every year by abolishing healthcare fees. In Sierra Leone the treatment for malaria costs 18,000 leones – the equivalent of 14 days' pay for the average Leonean. Giving birth at the clinic costs around 55,000 leones – 70 days' pay. This effectively excludes the poorest from having access to healthcare. In countries where fees have been introduced, take-up of health services has dropped, typically by 40-50 per cent. Inevitably it's poor families who miss out.

#### Evidence

Each year 11 million children die from a preventable disease like pneumonia, malaria, diarrhoea or measles – one child dies every three seconds. Four million die before they are a month old and four million are born dead because their mothers did not have access to effective healthcare. Healthcare fees fund less than 5 per cent of what it costs countries in Africa to run public health services and there are high administrative costs.

#### Example

Amnata from Kailun district has had seven children but only one has survived because she had no money to take them to the clinic. Now her only surviving child, seven-month-old Isata, is very ill with malaria. Amnata had to wait three weeks before bringing her to hospital. "My husband was not around and I had no money to take her," she says. "When my husband came he borrowed money and we came to the clinic."

#### Action desired

It is morally unacceptable that children should suffer in this way. Therefore you must change the policy, abolish user fees and persuade the donors to subsidise public funding to help pay for a free healthcare system.



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## Minister:

Some interests and concerns of the minister include:

- Where will I get the money for this? Where can I make savings to find the money?
- What will the press think of me if I support this policy initiative?
- What does the World Bank think of it?
- Poverty is a huge problem in our country – how will this policy change really make a difference to the population as a whole? How can you prove that it will make the situation better for the poor?
- I have just got this job and I really want to be Finance Minister.
- I do not have many friends in cabinet, I don't have much support in parliament.
- I have a meeting with the Prime Minister in three hours. What can I tell him to demonstrate that I am on top of my job?

## 6.3 Working with the media

### Why work with the media?

If you have identified the public as a means of influencing the main decision-maker, working with the media becomes essential. Contact with the media can be **reactive**, when they contact you, or **proactive**, when you seek to use them to help get your message across.<sup>11</sup>

### 1. Responding to the media

#### Media requests should be answered promptly

If you receive a call from a member of the media, ask what the deadline is, assure the reporter or producer that someone will get back to them shortly and then be in touch with relevant Save the Children media contacts immediately.

Individual Save the Children members and the International Save the Children Alliance have protocols in place for responding to media requests. If a member of the media approaches you, please get in touch with one of the Save the Children media contacts. They will work with you to determine how best to respond in a timely manner, and can consult with you about who might be the best person to interview, what to showcase and how to prepare.

### 2. Having a successful interview

#### When a reporter calls

The key to giving a good interview is knowing your subject well and preparing for questions that may be asked. Reporters are always to deadlines, but you always have time to call them back after you have had a moment to collect your thoughts and consult with a communications specialist. To handle this professionally, simply ask them about their deadline and get back to them, if you're the right person, within the appropriate time.

#### Preparing for the interview

##### Questions to ask about the interview:

- What is the name of your outlet? (newspaper, television, radio station)
- What is your contact information?
- What is your deadline?
- When and where is the interview, how long will it be?
- Who else, if anyone, is being interviewed? Am I the focus or just a supporting player?
- What is the angle for your story? Will the interview be linked to another story?

<sup>11</sup> Adapted from International HIV/AIDS Alliance, *Advocacy in Action: A toolkit to support NGOs and CBOs responding to HIV/AIDS*, 2002.

- Why have you chosen the subject and selected me for the interview?
- Have you covered our organisation or children's issues before?
- When do you plan to run the story? Will the interview be broadcast live?
- For print pieces, do you need a photo?
- For broadcast interviews, will you need to pre-interview the spokesperson?

### **Find out about the journalist who will be interviewing you:**

- Investigate their audience – who are the targets among their audience and what do you need to get across?
- Contact them and agree the subject to be discussed. Remember the interview starts as soon as you begin talking to the journalist. There is no such thing as “off the record.” Define the issues clearly. Ask the journalist what kind of questions they will ask and whether they will be supportive or argumentative.
- Prepare appropriate information beforehand, for example, statistics, facts, and a personal story.
- Make a list of key messages you want to get across with three or four key points for each.
- Prepare catchy sentences (soundbites) that summarise your message.
- Check that you have up-to-date information on your issue.
- Work closely with your colleagues to develop a draft list of possible questions, prepare answers to these, and practise responding to them.

Journalists generally look for five core things in an interview, known as the five Ws:

**Who** is doing **What? Where? When? Why?**

The key questions asked are likely to include: **How bad is it? What can be done about it? How much will it cost/what resources are needed?**

### **During an interview**

- Speak from the heart.
- Try and stay calm.
- Remember that you know more than the journalist about the issue.
- Keep your answers concise. Use simple language – no acronyms or jargon
- If you need time to think about a response, repeat the question before responding.
- Always bring the journalist back to your key messages. Repetition helps get the message across.
- Be creative, paint a picture: “imagine what it must be like...”

- Never answer a reporter's question in haste without thinking.
- Don't make things up, if you don't know, say you don't know.
- Do not get sidetracked, make sure you lead/shape the story. When faced with a question you were not expecting or are unsure how to answer, don't ignore it. Deal with the question very briefly and then move on to your main point again. There are several phrases known as 'bridging' that are very useful for this:
  - ✓ I think what you are asking about is important but the main issue is...
  - ✓ That's certainly something to consider but we really need to focus on...
  - ✓ The real issue here is...
  - ✓ The important thing to remember is...
  - ✓ What the research tells us is...
  - ✓ The fact of the matter is...
  - ✓ But...

The crucial thing is to move back to your original point. Otherwise you are losing control and allowing the journalist to dictate the agenda and message.

### **Pitfalls to avoid**

Every question should be treated as an opportunity for you to put across your message. But there are various pitfalls you would do well to avoid:

- **Having words put in your mouth.** If a journalist says: "Don't you think that this is the worst thing that could have happened?" and you agree, it will be reported as though you actually said it yourself.
- **Rebuttal.** If a question has a built-in premise you do not agree with, then you must rebut it. For example, if the interviewer says: "So you threw caution to the wind and went ahead with this exciting new project?" you should make plain you only did it after careful consideration.
- **Negatives.** In broadcast interviews, try not to repeat a negative statement that you disagree with. If the interviewer says: "So, this outcome is pretty disastrous?" do not say "I don't think it is disastrous it's just what we expected in the circumstances." This just reinforces the idea of disastrous. Better just to say, "No it's just what we expected."
- **Speculating.** Don't be drawn into speculation.

## Differences between media

**Press:** More relaxed than radio or TV. If you make a mistake, say so and answer again.

**Radio:** Listen carefully to instructions about where to sit, how to use the microphone, etc. Ask what the first question will be to help you concentrate. Take notes but don't rustle paper; brief notes on cards are often more helpful. If you make a mistake in a recorded interview you can ask to answer again. If it is live you can say "perhaps I might explain that answer" and continue.

**TV:** The same as for radio but you can be seen. Remember to face the camera and try to keep still. TV interviews are often shorter than radio.

## 2. Using media proactively for advocacy

### What to do

- Identify which media outlets reach your advocacy targets. It may be that you want to reach as many people as possible, in which case you need to go for mass media. Or you may want a specific minister to change his/her mind, so find out what media outlet they may read or listen to.
- Prepare your key messages for public dissemination – these may be slightly nuanced from the direct messages you are delivering to opinion-formers and policy-makers. What is the scale of the issue? What needs to be done to rectify the situation? Who needs to do what and by when? What is the impact on children?
- Identify a key spokesperson/spokespeople who will be available to talk to the media.
- Be creative about how you are going to get the media to cover your issue:
  - ✓ You could take a journalist to see the issue for him/herself.
  - ✓ You could release some new and compelling statistics that illustrate the seriousness of the issue.
  - ✓ You could hold a demonstration or photo stunt (perhaps handing in a petition) that the media will want to report on.
  - ✓ Prepare a newsworthy event, be creative and make it fit your advocacy objective in a humorous or serious way.
  - ✓ You could prepare an opinion-editorial for publication in a newspaper.
  - ✓ You could hold a debate, seminar or press conference and invite keynote speakers and the media.
  - ✓ You could identify a child whose situation personifies the issue and invite a responsible journalist to interview them to give it a human face. (see 'Guidelines for interviewing children' on the Save the Children UK website at: [www.savethechildren.org.uk](http://www.savethechildren.org.uk)).



- ✓ You could write an open letter to the government and try and get it published in a newspaper.
- ✓ You could pay for advertising space in a newspaper.
- ✓ You could give a media outlet an exclusive. Sometimes one well-placed article or report is more powerful than a press release that is widely circulated.
- ✓ You could prepare some materials for journalists to help them cover the story, for example, a background briefing on the issue, some photography, some video footage or some case studies.

When preparing an advocacy press release bear in mind that you still need to be issuing **news**. Your worthy recommendations will not be enough to get journalists interested – you need to give them a reason to cover the issue. Look for key dates and events that lend themselves to discussion of the issue. Always include a punchy quote that gets to the heart of the issue. State what you are demanding clearly and make sure it is attributed to someone relevant. Avoid using jargon – few journalists understand the acronyms and language of development and child protection.



Children promoting quality education through art on Ethiopian Television talk show

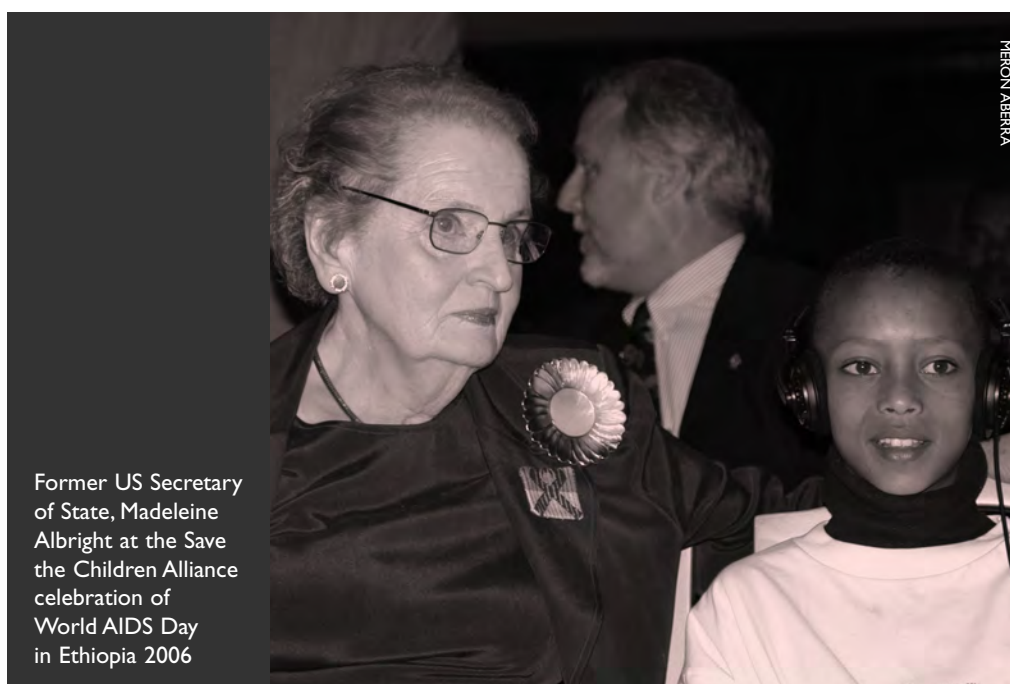
## Exercise 6.3 Media role-play



Here are some sample questions that you can select or amend according to the subject of the interview to practice talking with the media.

- Good evening Mr/Mrs/Ms/Dr...
- There has been considerable attention in the media in recent months on this problem of ...
- Perhaps you can tell me what Save the Children thinks about this problem?
- Well that is very interesting, but is it not true that really this problem is caused by foreign intervention/lack of motivation among the poor/lack of sufficient aid from rich countries?
- On what basis do you make this claim?
- You surely cannot expect viewers to believe that the problem is caused by... when we can see clearly that it is a result of...
- I see, now what do you want our government to do to address this problem?
- And what right does a foreign organisation like Save the Children have to tell our government what to do?
- Would you like to add anything else?

Thank you very much for your time. Goodnight.



Former US Secretary of State, Madeleine Albright at the Save the Children Alliance celebration of World AIDS Day in Ethiopia 2006

## Using media to raise awareness of children's rights in Colombia



### **Aim of the advocacy**

Our aim was to raise public awareness on children's rights, especially the right to protection from all kinds of violence and abuse, in order to build pressure on the government to take action.

### **Public awareness through mass media**

We ran TV and radio quizzes on children's issues, including the right to protection from all forms of violence, abuse and sexual exploitation. Over 10,000 children from different backgrounds took part in the programme, and an estimated 3 million children watched. More than 100 programmes were broadcast on TV and an estimated 5 million people received information.

### **Training and awareness-raising activities**

We distributed information about children's rights to school children and communities. We held training workshops for over 60 journalists, and trained 120 teachers on children's rights. We trained more than 100 staff from our own organisation, Alliance members and partner organisations on child rights advocacy and children's rights. More than 100 journalists and government officials took part in a discussion forum about children's issues.

### **What was achieved**

Within four years we noted a 50 per cent increase in reports of child abuse in print media, including newspapers and magazines. Sixty journalists changed their practice in reporting on children's issues. And 90 per cent of 224 government officials interviewed had received information on children's rights. Now that there is a greater awareness of children's rights and the importance of addressing violence against children, we can move on to create mechanisms to bring about more tangible changes at school and community level.

### **What we learned**

Raising public awareness contributes to advocacy by changing the context in which the issue is considered.

## Module 7

### Building added strength

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7.1 Working with alliances

7.2 Mobilising the public

7.3 Engaging with the private sector



## Introduction

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Advocacy requires the constant building, nurturing and expanding of relationships that together achieve a cumulative effect. This is what leads to the solutions. We have already considered our relationship with the people we are trying to influence. This module looks at how we can develop relationships with others in order to strengthen our joint call for change.

We look at how you can work with potential allies in order to achieve advocacy objectives. If planned and managed carefully, working with allies adds enormous strength to your advocacy. It can also help to build advocacy capacity among civil society organisations.

The public voice can also add critical strength to an attempt to change policy. Politicians are sensitive to what the public want, and public support is vital to make a change real and sustainable. Part 2 of this module discusses what is involved in running a public campaign.

Private businesses, along with governments and civil society organisations, also play a key role in advancing the realisation of children's rights. The third part of this module shows how you can engage with the private sector to add strength to your advocacy strategy.

## 7.1 Working with alliances

### Working in networks and alliances

Successful advocacy on major policy issues requires collaboration (and sometimes competition) with others. Child rights advocates must co-operate with other child rights actors, as well as those with a broader development agenda.

Collaboration assumes many forms and can be formal and informal, temporary or permanent. Many terms are used, such as alliances, coalitions, networks and platforms. While such distinctions are fluid, some form of categorisation can be helpful.

Types of alliance	Characteristics
Networks	Networks are often informal or with a limited structure. Emphasis is mostly on the exchange of information and less on joint work.
Coalitions	Often have a more formalised structure and involve joint work, often among fairly diverse civil society organisations around a single event, issue or campaign. Different organisations divide the tasks in the most appropriate manner.
Alliances	Long-term agreement on common ideals among trusted partners. Strategies and plans may be jointly developed and implemented.
Partnerships	Individuals or organisations work together on a specific task, sharing the risks as well as the benefits. The relationship may be reviewed and revised regularly.
Platforms	Can be any of the above if the focus is on a specific issue and so provides a “platform” for joint action on that issue.

Ad-hoc alliances put together opportunistically for a specific issue can be unexpected and unlikely, and have added political strength because of it. Putting such alliances together is part of the creativity and leadership of advocacy.

Benefits of working with others <sup>12</sup>	Challenges of working with others
<ul style="list-style-type: none"> <li>• Efforts at one level can build on those at another level</li> <li>• Speaking with a common voice is more powerful</li> <li>• Can reach wider audience</li> <li>• Joint representation for those able to act alone</li> <li>• Different organisations bring different areas of expertise and represent different constituencies</li> <li>• Strengthens civil society</li> <li>• Funds and resources can be shared</li> <li>• Provides unity, moral support and solidarity</li> <li>• Collaboration helps avoid competition and duplication</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordination can be time-consuming</li> <li>• Difficult to agree on clear goals</li> <li>• Can require compromises</li> <li>• Can lead to conflicts of interest</li> <li>• Individuals or groups may not always get credit for their work</li> <li>• Distinctive identities may get lost</li> <li>• Organisations may have conflicting agendas</li> <li>• Participation may be frustrating and difficult</li> <li>• If the group breaks down, can damage credibility</li> <li>• Opponents can take advantage of divergence of views</li> <li>• Some organisations may dominate the group</li> </ul>

12. Adapted from Saferworld, *Training for Action*, 2005

## Key lessons on building networks and coalitions

From an International Save the Children Alliance workshop in Ethiopia<sup>13</sup>

### Principles for co-operation

- Decide what you want to do.
- Secure effective leadership.
- Identify partners.
- Agree on core principles.
- Formalise the relationship.
- Set objectives.
- Build and nurture relationships.

### Common challenges in building networks and coalitions

**Building trust:** This requires patience and time. Building trust involves confidence in leadership, management systems and fellow members. It can only be achieved when decisions are based on open discussions and consensus – “put all your cards on the table.”

**Learn to share credit:** Publicity and visibility of the network should be shared. The same stand should be taken when achievements and failures occur. Be ready to share praise as well as blame.

**Stay focused on your vision:** Maintain a sense of direction by setting objectives based on a collective purpose. (It is important to avoid political opportunists taking advantage of your network.)

**Define clear roles and responsibilities:** Make sure that reporting lines as well as leadership structure are clear to avoid conflict of interest between members. Good leadership is key to a successful coalition.

**Media strategy and guidelines:** Decide who speaks for the network, who speaks in the absence of the director, and how statements are approved.

**Remain consistent and dependable:** Networking and coalitions are based on relationships; there is a need for consistent representation by staff with authority to make decisions (don't send junior staff or interns to meetings).

**Share information and communicate effectively:** This includes internal communication between members; external communication to government, donors, public; and inter-alliance communication – between networks.

Do not rush a coalition. **Be patient. You may need to start slowly and gradually build up trust between members.**

13. Save the Children Denmark, *Advocacy for Education, Policy and Budget Analysis workshop*, Ethiopia, October 2006.

## Stages in developing an advocacy strategy with networks and coalitions

### Stage one: identity-building and visioning

Set out the objectives, the mandate, values and guiding principles of the network or coalition. Make decisions on management, leadership and accountability, sort out issues regarding hosting and registration, develop terms of reference or a memorandum of understanding (see below) – but don't be too rigid.

### Stage two: mobilisation and mapping

Mobilise and map the resources available in the network, identify actors, allies, targets, identify possible members and develop the criteria for membership (do this when the number of members is still small!), identify institutions and agencies you want to work with. You should reflect on the involvement of government. Involving them may increase impact.

### Stage three: analysis of stakeholder environment

Analyse key stakeholders and their positions on the key issues, make a capacity audit, assess risks, and gather policy information and other information you might need.

### Stage four: framing or agreeing on the advocacy agenda

Reach consensus on priority advocacy issues, elaborate on the key problem for each issue, and establish common positions and policy options.

### Stage five: strategy and action planning

At this final stage, agree on the advocacy strategy, develop realistic and costed plans and set up monitoring and evaluation mechanisms. There could be issues around competition for funds between the individual members and coalitions.

### Points to include in a memorandum of understanding

- **Mandate:** decide what the coalition will and will not do.
- **Membership:** who can join?
- **Participation:** how are participants expected to participate? Equally or according to capacity?
- **Leadership:** how and when are leaders chosen?
- **Management:** decide rules for decision-making and conflict management.
  - ~ Agree on when members act as a group and when they can act alone.
  - ~ Decide on systems for communication and information-sharing.
    - Monitor progress regularly.
- **Relationships:** what steps need to be taken to maintain, nurture and strengthen relationships?



## Forming coalitions

When deciding whether to form or join a coalition you can use the following checklist<sup>14</sup>



### 1 Effectiveness and fit with Save the Children

- Is the issue a priority for the organisation? Will joining a coalition help deliver priority objectives and external priorities?
- Does Save the Children add value?
- Is it supporting platform-building and strengthening civil society around core priorities?
- Will the coalition have sufficient impact?
- Do the benefits of joining the coalition outweigh the disadvantages? Would it be better to work in bilateral partnerships or alone?
- Exceptionally: is there a compelling reason for supporting membership even when it falls outside core priorities?

### 2 Profile, legitimacy and fundraising

- Will being in the coalition have a beneficial (or at worst neutral) impact on profile, legitimacy and fundraising?

### 3 Practicality

- Does Save the Children have the practical capacity to engage?
- Do we have the organisational capacity and resources to commit, or will the coalition drain our resources?

### 4 Risks

- Are the risks of membership manageable?
- What compromises may we need to make?

*If you decide to join a coalition, set a clear objective for involvement*

#### *Remember*

Thinking strategically about working with other organisations helps you move from coping with other organisations to using them to your advantage.

## Working with partners to develop a legal framework for microfinance in Vietnam



In 2002, several international NGOs, led by Save the Children and Plan International, came together to advocate for a more enabling environment for microfinance initiatives in Vietnam, as a way to improving families' livelihoods and thus children's lives.

Save the Children engaged actively with the State Bank of Vietnam (SBV) to improve policy-makers' understanding of the microfinance sector. We organised technical workshops and field trips, and meetings with other key stakeholders, including practitioners and donors. The first issue of the Vietnam Microfinance Bulletin, founded by Save the Children, was published in September 2002. This included a summary of microfinance programme statistics, and articles contributed by staff from SBV, Vietnam Banking Association, and international NGOs. In 2004, the Microfinance Working Group (MFWG) was officially established, creating a strong forum and unified voice for the sector.

### What we achieved

With technical assistance from the Asian Development Bank, the SBV developed a legal framework for microfinance, which was approved by the government of Vietnam in March 2005. A Microfinance Unit was established within the SBV in August 2005. Although far from perfect, this decree officially recognises microfinance institutions (MFIs), and allows them access to domestic and foreign commercial funds. Save the Children and MFWG are now continuing their advocacy work to improve the legal framework. The SBV has proposed critical amendments that, if approved by government, will align the law much closer to international best practice.

Save the Children has played a leadership role in developing the legal framework, co-ordinating practitioners and donors and facilitating technical discussions with the SBV. We also served as a principal technical resource agency for policy-makers and have been recognised by the government of Vietnam and the microfinance community as the leading agency in Vietnam.

### What we learned

- **Speak with a unified voice:** We first built a unified coalition of donors and practitioners in the country. This gave the microfinance community a strong voice and led to the establishment of the MFWG, the first step toward its institutionalisation.
- **Define issues and know what you want before asking for it:** Practitioners in Vietnam knew that they needed a legal framework, but were not clear exactly what the law should cover. It was crucial to have good understanding of the overall legal system in the country, other related laws, and a good understanding of banking law.





- Select the right communications channels, building relationships: Save the Children launched the *Vietnam Microfinance Bulletin* to provide a forum for the issue. From the beginning, key personnel from the SBV and the Banking Association were invited to contribute articles. Their involvement helped raise the profile of the bulletin, as well as the wider advocacy campaign. Informal individual meetings have also helped enormously to build productive relationships and create an environment conducive to open discussion and effective learning of SBV staff.
- Enlist the Country Office management support: It is not always easy for managers to take the risk inherent in an advocacy project. Resources dispensed may not necessarily lead to specific and creditable results within the project timeframe. Save the Children management in the Vietnam Country Office provided full support to the Economic Opportunities team in their advocacy efforts since 2002. The legal framework was developed, Save the Children became a leading agency in microfinance in Vietnam, and the investment paid off.
- Start now: It can take years to educate central bank staff about microfinance. Start working with them now!

## International Save the Children Alliance working together to influence the UN Regional Consultation on Violence against Children



Save the Children Sweden started advocacy work on physical and humiliating punishment (PHP) of children in Latin America in 2000, through a partnership with the University of São Paulo, Brazil. By the end of 2005 seven Save the Children members and several partner organisations were working on the issue in 14 different countries throughout the region, in a constantly growing network.

### How it worked

In 2003, the UN Study on Violence Against Children provided a major advocacy opportunity for Save the Children's work on PHP, especially through the regional consultations (held to feed regional views into the study). Different Alliance members worked on different aspects of the study. Save the Children Sweden focused on mainstreaming the study into its regional work on PHP; Save the Children UK contributed to the global submission on sexual abuse, as did Save the Children Norway, who also took a leading role in promoting consultations with children on the violence that affects them.

Save the Children Norway and Sweden both took part in the Regional Secretariat for the UN study on Violence Against Children, alongside UNICEF and other NGOs. By participating in this forum they were able to introduce PHP as a priority issue within the study, and they could influence preparation for the UN Regional Consultation for Latin America in Buenos Aires, in May 2005. The Global Save the Children Task Group on Violence Against Children was also lobbying at international level. The combined regional and international efforts paid off when PHP was debated in a plenary session during the first day of the regional consultation. One of the speakers was the Save the Children Sweden programme officer.

### What we achieved

A regional workshop on PHP for Save the Children and partners in Buenos Aires, three days before the UN Regional Consultation enabled ten partner organisations and six Save the Children members to attend the UN event, all lobbying to introduce the issue of PHP into the outcome documents of the study. The results could not have been better: the issue was discussed at every level and included in the final Buenos Aires Declaration.

Save the Children Sweden also made useful contacts at the regional consultation to help advance its regional work helping child rights advocates use the Inter-American Human Rights mechanisms. Calling on the Inter-American Human Rights System to recognise PHP as a human rights issue will help to build pressure for a legal ban on PHP, and support partners to speed up the process for law reform in individual countries. A proposal has been introduced that the Inter-American Human Rights Court should declare all PHP of children in clear violation of the American Convention on Human Rights, and it should therefore be banned from all member states to the Organisation of American States. This will take time and effort to achieve, but there has been some progress.

### What we learned

This process has shown how different members of the International Save the Children Alliance can work together on a regional advocacy process. We have strengthened links between members and other partner organisations, and made the best possible use of connections to work towards shared advocacy goals, and the advocacy goals of individual member organisations. By working as an alliance we were able to influence an international body to take up the issue of violence against children.

WORKSHEET

**7.1 Allies and partners**

<b>ALLY/PARTNER</b> Identify the key (the top 1-3) individuals, organisations or coalitions you can work with to be more effective in achieving your goal	<b>Value of co-operation</b> What is the value of working with them?	<b>Position on issue</b> What is their position in relation to the advocacy issue (is it the same as yours? Is it different, and if so, how)?	<b>Tactics for collaboration</b> How can we successfully collaborate with each ally/partner?
1.			
2.			
3.			

## 7.2 Mobilising the public

You may need to mobilise public support for different reasons:

### To influence decision-makers through public pressure

The power of the public to influence decision-makers varies from country to country. In some countries citizens can exert considerable influence on decision-makers through democratic processes. In others, their influence is much more limited. You need to be realistic about what the public can really help you achieve.

### To influence public attitudes, norms and practices

It is almost always important to change public attitudes towards an advocacy issue in order to bring about sustainable change for children. For example, public attitudes towards physical and humiliating punishment (PHP) for children need to be changed to ensure that new policies, legislation and practice guidelines are supported by families and communities.

The best way to mobilise the public will depend on the context you are working in, and on what you can realistically expect the public to do. For example, you may just use the media to spread your message to the public, you may organise individual events, meetings or workshops, or you may develop a larger public awareness campaign to bring together a wide range of activities.

**A campaign** is the process of creating and mobilising public pressure for the desired changes in policy, practice or behaviour through a combination of lobbying, networking, media and involvement of people. The idea of a campaign is that all the different elements are planned, co-ordinated and timed to build up and reinforce each other to make the biggest possible impact on decision-makers.

#### Step one: a situation analysis

Is it possible to campaign in your country? Is anyone else running campaigns? Can you design the kind of campaign that works in your country culturally and politically? If campaigning is possible and strategic in reaching your advocacy goal, consider including it in your plan and resource it properly.

#### Step two: align with national voices and build platforms

If you see there is campaigning potential, the next step might be to align, add weight and bring the children's agenda into the local style of campaigning. Look at the previous section on alliances to see how best to work with other campaigning organisations.

#### Step three: design campaigning that is culturally and politically relevant

Identify the tactical approaches that work culturally and politically for you and invest in events and activities and media. If you don't have staff able to deliver good events and activities, buy capacity in. Different elements of the campaign should be planned, co-ordinated and timed deliberately to build up and reinforce each other.

#### From step one onwards: cultivate a grassroots network of public support

Gradually build up a network of supporters to help mobilise the public on a regular basis or to support specific advocacy actions, for example by writing letters, attending meetings, demonstrating, and so on.

## Some tools for getting public support

**Petitions:** Internet petitions; action cards; giant petitions (patchworks); - anything where numbers matter. Specialists or VIPs put their names to something public.

**Create your own 'platforms':** public speeches and platform debates; letters to targets or to media; counter or 'shadow' events: summits, seminars and conferences, press conferences; speakers' tours; stalls at events.

**Symbolic actions:** waving flags, wearing wristbands or t-shirts, holding vigils; organising big or small visually interesting actions, (street) drama (for example, an outdoor classroom).

**Public demonstrations:** marches, parades or protests.

**Use the system:** use of parliamentary procedures, legal cases or judicial review; creative use of government statistics and announcements; use of obscure procedures; get ordinary people involved in government consultations.

**Mass communications/arts events:** posters, billboards, radio, Internet or TV advertising; organising pop concerts, festivals or other events that engage large numbers of people; or 'PR' activity with celebrities, art exhibitions or auctions.

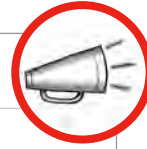
**Letter-writing:** lots of people writing to decision-makers or other influentials; you can help by providing sample letters or postcards with talking points. You can also provide pre-written postcards.

**Campaigning with children (variations on the above themes):** debating clubs (inviting politicians); youth forums; youth parliaments; speakers' tours; children's choirs, bands, theatre groups performing in halls or in the streets; essay/poetry/drawing/painting competitions; marches or vigils with visual props/symbols; exhibitions, showings of photos or videos taken by children; peer education.

A rally on World AIDS Day, 2004 in Bangladesh, led by the Honorable Minister of Health. This was part of an advocacy and public awareness project on the Prevention of HIV/AIDS among young people in Bangladesh. It was a collaborative project between the Ministry of Health & Family Welfare and Save the Children USA, funded by the Global Fund to Fight AIDS, Tuberculosis and Malaria.



## Caps and Notes Taken to Nation's Capital



News reports around Mother's Day 2006 on Save the Children's *State of the World's Mothers* report highlighted the fact that many of the 2 million babies who die each year in the first 24 hours of life in developing countries could be saved by simple, cost-effective measures, like placing a knit or crocheted cap on a baby's head for warmth.

Knitters and crocheters e-mailed and called Save the Children, asking what they could do to help newborns in need. As a result of their enthusiasm, Save the Children partnered with the Warm Up America! Foundation in July 2006 to launch *Knitters and Crocheters for Newborns: Caps to the Capital*.

It was agreed by Save the Children that these babies need more than caps, though. They need voices, too. Save the Children introduced the *Newborn and Child Survival Act* calling for the U.S. Government to increase funding for critical health measures such as antibiotics to fight infections, training for skilled birth attendants and immunizations against tetanus, for mothers and children in developing countries.

So, knitters and crocheters across the United States were asked to take three simple steps by January 2, 2007 to let America's leaders know they care about saving newborn lives around the world: make a cap; write to the President and unite for newborns.

The project culminated at the end of January with a full day of events and direct lobbying in Washington, D.C. and with a final count of well over 280,000 caps for newborn babies!

The flood of support for this project came from knitters and crocheters from all 50 states and from locations as far away as McMurdo Station, a science and engineering center in Antarctica. Letters and caps poured in to Save the Children's headquarters from people age 3 to 99 — bus drivers to doctors, corporation chiefs to leaders of faith-based institutions, girl scouts to college service groups.

In total, over 20,000 people sent in caps and over 11,000 people wrote notes to President Bush. From this group of participants, a delegation of 53 people joined Save the Children and the Warm Up America! Foundation in Washington, DC on January 31 to meet with their elected officials and to advocate on behalf of millions of mothers and babies globally. The delegation included student groups from Tennessee, Kentucky, Texas, Minnesota and North Carolina along with individuals from Philadelphia, Illinois and Maryland and even members of a Girl Scout Troop from Connecticut. In meetings with key policymakers, the delegation used both their caps and their voices to show their support for newborn babies worldwide.



## Mass mobilisation for Education for All in the Democratic Republic of Congo



*This interesting case of networking and campaigning for education was provided by Andiwo Obondoh, former capacity building coordinator for Africa Network Campaign on Education for All – ANCEFA (a member of Global Campaign for Education - GCE).*

In 2003, 45 organisations in the Democratic Republic of Congo (DRC) formed the National Coalition on Education for All which includes the largest network of faith-based organisations – Kimbago Church, Salvation Army, Catholic Church, Anglican Church – and several associations of teachers. This has proved to be a big strength in their campaigning activities, since this kind of support is unprecedented in most coalitions in Africa. The coalition is managed by a National Co-ordinating Committee, elected by members every three years.

### **What did we do during the Global Week of Action?**

First, we were able to mobilise the biggest-ever public meeting in Kinshasa stadium in the history of education in DRC. The meeting attracted high-level politicians, including the Vice President, Speaker of the National Assembly and the Minister for Education. During the rally the leaders made several pledges regarding rehabilitation of schools, the promotion of girls' education, diverting part of the military budget to education; reviewing taxation and tax rates/levels; reducing boarding fees; and stopping parents' contribution to schools, with teachers fully paid by government instead. (This was the cause of a teachers' strike in 2005). They also acknowledged that more than 50 per cent of school-age children are out of school as enrolment rates for primary sub-sector today stand at 40 per cent.

Second, we conducted community-level mobilisation in two different areas (the Oriental and Bacongo regions). These were led by governors of different provinces who went on school visits. They raised political and community awareness on the status of schools; at the same time, they were stunned at the poor condition of schools in the regions. During these activities they used campaign materials such as t-shirts, leaflets and stickers.

### **Why was this week important for us?**

- It provided a major platform for parents, children, local communities and other excluded groups to raise the issues and demand action from those in authority.
- It served to increase awareness on particular issues around Education For All goals affecting local communities, giving them direct political and public attention.
- It gave civil society organisations a chance to remind actors and hold the government to account on policy promises/commitments, pledges and plans.





- It was used for self-reflection on progress around Education For All in DRC in the hope of influencing a policy shift in favour of Education For All goals.

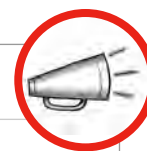
#### **What we achieved during the week**

By lobbying parliament through the speaker, the coalition received a promise that parliament would increase political commitment to education and dedicate much more time dealing with problems facing schools. We raised the profile of Education For All and secured some key promises/pledges.

#### **Issues and challenges**

- None of the promises made by politicians during the Global Week of Action have been fulfilled to date; political leaders don't even talk about them anymore. And this provides a big challenge to the coalition – as we plan future events we need a follow-up mechanism to ensure that pledges and/or commitments made are carried out.
- It was evident that we did not conduct any serious analysis or reviews to inform and prepare the agenda for such high-level mobilisation. It was also unclear how the Global Week of Action linked with the rest of our campaign plan for 2004–06. The campaign seems to have been organised as a one-off event without reference to the coalition's overall plan of action.

## Building public support for educational reform in Mongolia



Save the Children UK reviewed the Mongolian Education Law from a human/children's rights perspective in 2005. The team in Mongolia then proposed and advocated for several crucial amendments to the law to ensure that the education system acknowledges the right of every child to learn, sets up a favourable and protective environment where every child can exercise their full rights, and promotes child and civic participation in education; and the authority as well as liabilities of the main duty-bearers be clear and transparent to the public.

### What we achieved

As a result of our advocacy efforts, altogether 29 specific provisions have been changed and/or introduced in the law. We believe that we have not only changed education policy and legislation but that we have also contributed to changing society, and promoting democracy and human rights in Mongolia.

This is only the third time in the history of Mongolia that civil society groups have secured changes in the law (previously bringing about changes to the laws on domestic violence and minerals). It was the first time that an international NGO had been heavily involved in and led the advocacy, supported by numerous stakeholders at all levels, including children themselves.

We believe that this remarkable progress in education legislation and policy will bring long-lasting changes to all children in Mongolia. The law has been passed; we now have to help put it into practice.

### What we learned

We worked with a range of partners who contributed to the success of our advocacy work, notably the Child Rights and Education Alliance, the Parliament Lobby Group for Child Development and Protection, the mass media (who were involved in our two campaigns), the parents and teachers who took part in public debates, and children, who made an invaluable and unique contribution to the process. They voiced their views in our research, public/TV/radio debates and particular events such as live talks and essay writings. All of this would not have been achieved without the inspiration and commitment of each and every member of the Mongolia staff team. We aimed very high and achieved very high.



Children in Dornod province, Mongolia, are playing at a Community-based Centre supported by Save the Children.

KULMA D'E SUMNALO JSAVETHE CHILDREN

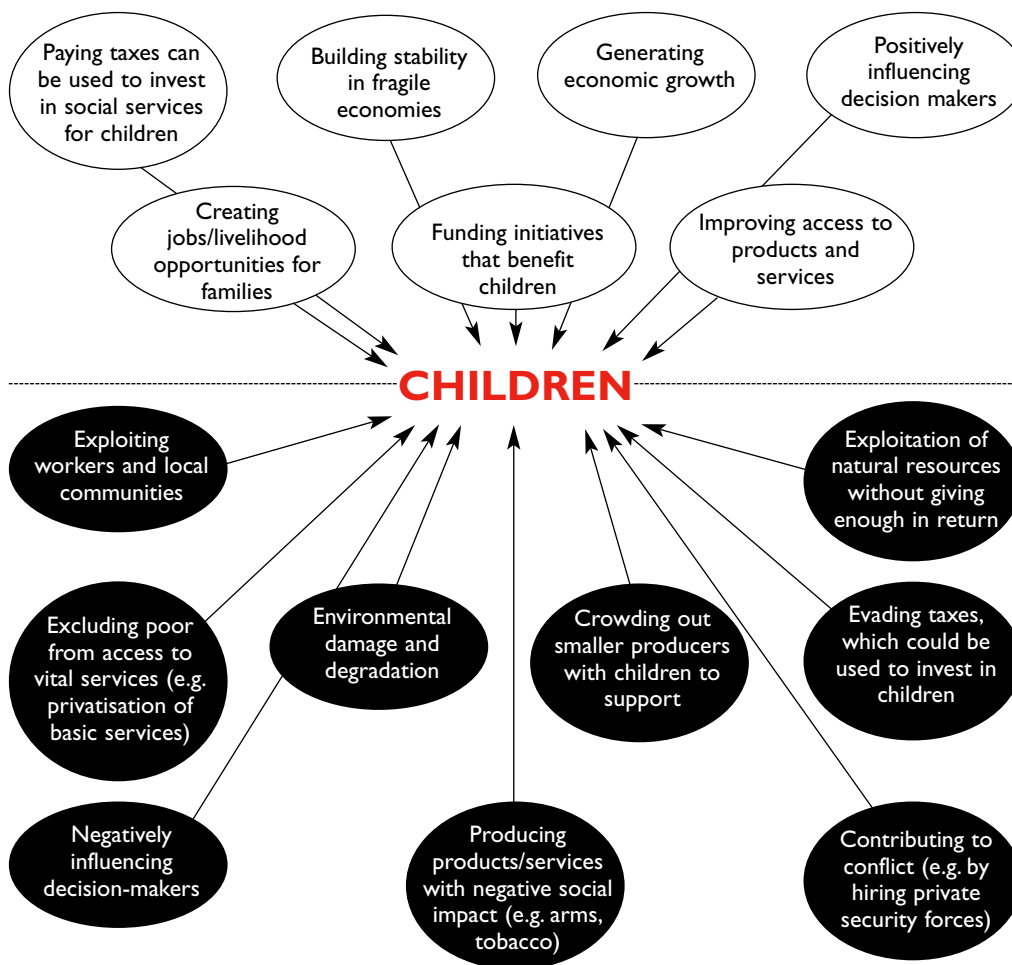
### 7.3 Engaging with the private sector

#### Impact of the private sector on children

To understand the risks and opportunities of engaging with the private sector in line with your advocacy objectives, you need to look at the overall impact – both positive and negative – that the private sector can have on children.

This diagram is not an exhaustive picture, but can be used to generate discussion and ideas.

#### Potential positive and negative effects of the private sector on children



- = Potential **positive** effect of private sector on children
- = Potential **negative** effect of private sector on children

## Engaging with the private sector to have a sustainable impact on children's lives

Save the Children can work with the private sector as partners or use advocacy to influence their policies and practice from outside. It is important to weigh the risks and benefits of engaging as partners (you should check your organisation's guidelines for engaging with the private sector).

### Engaging with the private sector as partners

Opportunities	Risks
<ul style="list-style-type: none"> <li>• Stronger influence with decision-makers</li> <li>• More resources (funding and people) for our work</li> <li>• Benefiting from private sector expertise such as project management and budgeting</li> <li>• Sharing of best practice</li> </ul>	<ul style="list-style-type: none"> <li>• Potential loss of credibility if you're not perceived as an authentic advocate for children's needs and rights</li> <li>• Getting involved with a partner who only wants to use your relationship for public relations (PR) and not to create real change (sometimes called "innocence by association").</li> </ul>

### Due diligence

The term due diligence has many different definitions. In this context, it means in-depth research to identify the risks and opportunities of working with a particular company. When doing a due-diligence test you should consider the following questions, and their implications:

**Impact for children:** What can you achieve for children by working with this company in terms of the impact on its work practices, leveraging additional resources (non-financial), changing policies, or the additional funding provided?

**"Brand" fit:** Does it enhance or detract from the Save the Children "brand" (that which makes Save the Children special and distinctive)? What is the level of risk to your reputation if you say 'no' or 'yes' to this engagement?

- How well does the company's product portfolio fit with Save the Children's core values and mission?
- What impact will the corporate partner have on Save the Children's name and reputation?
- Has the company been involved in any recent controversy or legal proceedings (looking back a minimum of 5-10 years)? If so, what was the issue involved? How relevant would it be to any proposed partnership?
- Is the company financially healthy?
- Does the company have an established corporate social responsibility (CSR) policy or demonstrate a commitment to developing and implementing one?

**Resources:** What would be the practical demands made on you operationally and could you meet expectations? What is the potential cost/benefit?

**Conflicts:** Are there any potential conflicts in terms of your core programmatic or advocacy priorities, or respecting/protecting children's rights?

- What is the ownership and structure of the company? Who are its subsidiaries and key suppliers?
- Are there any links to a controversial sector or to political/religious organisations?
- Is the company a major supplier to an excluded sector (arms/weapons companies, tobacco or alcohol companies)?
- What are the company's countries of operation/supply/markets?
- Would there be any particular concerns (e.g. Save the Children staff security) in any of these countries?
- What are the company's employment policies AND practices, including its policy on child labour?

**Other:** What is the opportunity cost of this relationship – i.e. would it mean you could not do something else that was more important or more valuable?

You can also research the company's track record by doing an Internet search on Google. Type in the company name (its legal title) and add key words like "child rights violation", "abuse", "exploitation", etc. If the company is an offender, a simple Google search will allow you to access publicly available information on the company (newspaper articles, lawsuits, etc.). You will not, however, find this information by looking at the company's website alone.

### Other considerations for engaging with the private sector

After you have done the due-diligence test, you should get the partnership off to a successful start by asking some key questions that will help you judge whether you will be able to work together effectively to achieve your change objectives:

Does the prospective partner have...

- a good track record?
- reasonable standing/respect within their own sector?
- reasonable standing/respect from other sectors and other key players?
- wide-ranging and useful contacts they are willing to share?
- access to relevant information/resources/experience?
- skills and competencies that complement those of your organisation and/or other partners?
- sound management and governance structures?
- a record of financial stability and reliability?
- a stable staff group?
- sticking power when things get tough?

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## **Deciding to engage with a private sector partner**

If you decide to engage with a private company after weighing up the potential benefits and risks, you then need to consider the same questions and issues of working with a given company for your partners (see Session 7.1 on working with alliances).

You also need to consider how disagreements with public authorities will be handled, and how to manage public disagreement or embarrassing issues that involve corruption or matters that have scandal associated with them.

## Corporate social responsibility (CSR)

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Corporate social responsibility (CSR) is the concept that corporations have an obligation to consider the interests of customers, employees, shareholders, communities, and ecological considerations in all aspects of their operations. This obligation extends beyond their statutory obligation to comply with legislation.

### What do we mean by CSR?

CSR can mean different things to different people, but for Save the Children, CSR is defined as:

- the duties and responsibilities of a company to protect and uphold children's rights in the society in which it operates;
- in particular to ensure and promote socially responsible approaches towards the workforce, communities, and countries which are hosting or affected by that company's operations;
- a minimum requirement: companies must ensure that their operations do not harm the various 'stakeholders' they affect.

CSR is often accused of being 'window-dressing,' 'public relations (PR),' or 'green-washing.' In other words, companies can use CSR to improve their reputation, without bringing about real change. The reality will differ from person to person and from company to company – with practice we will get better at knowing the difference!

### Why is CSR important for business?

Some companies see CSR as a defensive strategy: to minimise the risk of negative publicity, consumer boycotts, criminal prosecution or lawsuits. Other companies see CSR as an offensive strategy: to distinguish themselves from their competitors, win new customers, enhance their brand reputation, and contribute to a more stable economy.

### How can Save the Children get involved?

Save the Children can help companies increase the well-being of children in several ways, for example, by:

- showing where a company's action or inaction has a negative impact on children
- highlighting where a company has had a particularly positive impact on children
- helping governments to ensure companies have a positive impact on children
- ensuring that existing laws and guidelines are properly implemented (for example, helping companies identify the right codes of conduct to protect children, helping to monitor codes)
- contributing to the design, development and implementation of company efforts to provide services for affected children
- producing joint leadership examples on best practices





## Some relevant codes and legal standards:

### External legal standards

- International Labour Organisation (ILO): Conventions on Child Labour
- US Customs Regulations
- European Regulations
- OECD Guidelines for Multinational Enterprises
- UN Norms on Business and Human Rights

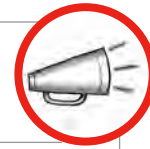
### Multi-Stakeholder Initiative Codes:

- Fair Labor Association (FLA)
- Social Accountability 8000
- Ethical Trading Initiative
- Extractive Industries Transparency Initiative
- Kimberley Process on conflict diamonds

### General voluntary principles/guidelines

- United Nations Global Compact
- Global Reporting Initiative
- Global Sullivan Principles
- Voluntary Principles on Security and Human Rights

## Advocating to eliminate the worst forms of child labour in the chocolate industry



Save the Children first learnt about the problem of child trafficking in West Africa from grassroots organisations in the early 1990s. Young people were being bought and sold in Mali and Burkina Faso, and forced to work on cocoa farms in Côte d'Ivoire.

A British television documentary in 2000 showed children being trafficked from Mali, enslaved on cocoa farms in Côte d'Ivoire, and suffering the worst forms of child labour. In the United States, Senator Harkin, from Iowa, and Eliot Engel, the House Representative, responded with outrage. They called upon the US chocolate industry to design clear mechanisms to eliminate "child slavery" from cocoa farms. The resulting Harkin-Engel Cocoa Protocol aimed to eliminate the worst forms of child labour in the cocoa supply chain by July 2005.

Meanwhile, Save the Children Canada was helping some of the children involved and protecting others. We opened a transit centre for repatriated and intercepted trafficked children on the border of Mali and Côte d'Ivoire. We also created networks for exchanging information, and used local media to disseminate information about child rights and protection. We began to support non-formal and formal education in Burkina Faso and Mali, opening new schools, developing new curricula and establishing local awareness-raising committees to take action against child trafficking.

Working in partnership with Save the Children Italy, we launched a global public campaign called 'Positive Chocolate. We went to major international conferences, including the G8 and the New Partnership for Africa's Development (NEPAD). We presented testimonies from some of the children at our transit centre, who had been bought and sold through the cocoa supply chain. Canadian and international media covered the issue extensively, and a BBC report from West Africa included interviews with our staff. We also produced research policy papers on the issue and distributed them widely to Canadian, US and West African government officials, the ILO, and NGOs.

The main companies involved in the chocolate sector contacted us, seeking to engage our help on the child labour practices in their supply chain. The Confectionery Manufacturers Association of Canada, Hershey's USA, Masterfoods, and the World Cocoa Foundation contacted us with progress reports on the implementation of the Harkin-Engel Cocoa Protocol.

We began to engage directly with these companies in early 2005. We went on a joint 'due-diligence' field trip to West Africa with the World Cocoa Foundation and Hershey's USA, to investigate the child labour situation. We attended multi-stakeholder meetings on the chocolate companies' progress in relation to the Harkin-Engel protocol. We brought together a panel at the International Ethical Corporations Conference in Washington DC. Participants included the Ambassador of Côte d'Ivoire in Ottawa and Washington DC, key staff from Engel's office, the World Cocoa Foundation and Save the Children Canada. We also worked to influence government decision-makers, presenting our work on the issue to Senator Harkin's office and to a US Congressional staff committee.



▼

June 2005 was the target date set by the Harkin-Engel Cocoa Protocol for the elimination of child slavery from cocoa farms, so we hosted an international expert forum, 'Child protection in raw agricultural commodities trade: the case of cocoa', to coincide with this deadline. Government leaders came from Canada, the US and West Africa, along with leaders from the chocolate industry, NGOs, and the ILO. Save the Children UK and USA also took part. We aimed to build international collaboration to ensure, among other things, credible monitoring and verification of the cocoa certification process as identified in the Harkin-Engel protocol. We called for an independent body to monitor the implementation of the protocol, arguing that previous child labour commitments had not had much success as they had not been subject to government oversight.

### **What we achieved**

By all accounts there has been little impact on children so far. The June 2005 deadline for the full implementation of the Harkin-Engel Cocoa Protocol has come and gone and children continue to work in unacceptable practices on cocoa farms. As Senator Harkin put it: "I am disappointed that the July 1 deadline established in the Protocol was not fully met." Law-makers voiced their dissatisfaction with the results, but the chocolate companies faced no consequences. In fact, they negotiated a new deadline for the protocol, giving them until July 2008 to implement a solution covering half of the cocoa-producing areas of Côte d'Ivoire and Ghana.

### **Public exposure to pile on the pressure**

After failing to produce tangible results, Save the Children Canada decided to go public over the issue of child labour in the chocolate industry. We worked with the Canadian journalist Carol Off, whose book, *Bitter Chocolate*, was published in 2006.

### **Where are we now?**

The US government has created an oversight body to monitor the implementation of the extended Harkin-Engel protocol. We continue to work tirelessly with all stakeholders to eliminate child trafficking and the worst forms of child labour in the chocolate industry.

### **What we learned**

**Strong evidence:** One of the main strengths of our advocacy has been the strong evidence we have provided about the extent of the problem.

**Using international and national legal instruments:** We have been able to provide reasoned legal arguments for government intervention and focus on the problem by working with legal instruments like the ILO Convention 182 Prohibition on the Worst Form of Child Labour, and the United Nations Convention on the Rights of the Child, along with their legal domestic translations in the West African context.

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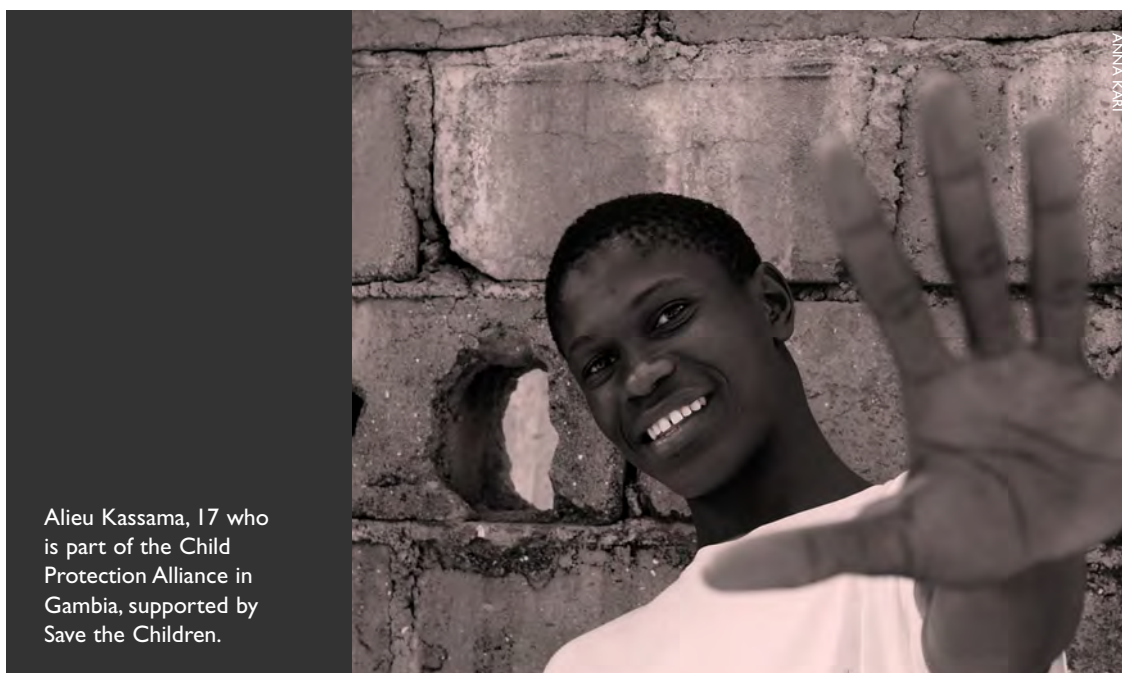


**Using local knowledge in the international arena, building credibility:**

We have produced credible research from West Africa and presented it in the international arena. By working with the US-based chocolate industry and NGOs, we have been able to build relationships and gain access to key US government officials, so that we have influentials to present our case to.

**Carefully worded messages and good relations with the media:** We have also managed to keep the issue in the public eye by using our relationships with international media and by designing well-targeted messages. All media briefs were distributed to the key policy-makers in advance of any media coverage.

**Understanding how to engage with the private sector:** Our expertise on corporate social responsibility and private sector engagement has enabled us to produce material that demonstrates our understanding of the complexity of the cocoa sector's supply chain. We realise that the chocolate manufacturers are not necessarily fully aware of the practices of the cocoa producer. This has helped to provide common ground.



ANNA KARI

Alieu Kassama, 17 who is part of the Child Protection Alliance in Gambia, supported by Save the Children.

### 7.3 Private sector players

Potential allies or opponents in the private sector	Company A	Company B	Company C
What is their interest in relation to your advocacy issue?			
What strengths would they bring to a potential advocacy alliance?			
What would be the risks of an alliance with this company?			
What are the points of influence when seeking to change corporate practice (customers, shareholders, employees, policy-makers, etc.)?			
What leverage might you have on each of these influence points?			

## Module 8

### Action planning

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#### 8.1 Drawing up an action plan



# 8

## Module

## Introduction

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You have now conducted much of the analysis needed for your advocacy strategy. Now you can plan exactly what you are going to do, when, and who should lead it and compile your work into one implementation plan to guide you through your advocacy work.

Your analysis of the policy process will help you decide where to focus your advocacy in order to influence decision-making. The targets you identified – decision-makers and their influentials – will determine your most effective approach at different stages of the decision-making process.

Your plan should be based on what sort of messages you need to give, to whom, and how they should be delivered. It will also detail who you want to work with, what coalitions or alliances, and how you intend to involve children. If you will be mobilising public pressure, your plan should say how and when. You will also need to consider what resources you need, what you have available and what you might be able to access.

When you have done all this, consider any forthcoming opportunities for you to do advocacy work, and how to take advantage of them as fully as possible.

## 8.1 Drawing up an action plan

Up to this point, we have focused on building organisational skills through the various stages of the advocacy cycle. Now we pull together all the pieces of work you have done so far and put them into one implementation plan.

In developing your action plan:

- Use your map of the policy process to identify different stages of the decision-making process and when they take place, as well as which targets are most important at different stages.
- Revisit your list of advocacy opportunities from Section 4.2 and consider how these opportunities affect your timeline.
- Consider how children will be involved at different stages.
- Using your analysis of targets and influentials, decide on the most effective approach and tactics for each target.
- Using your analysis of messages for different audiences, think of the most effective way to deliver your message to each audience.

In the next two modules you will consider how to monitor and evaluate your advocacy work (Module 9), and how to budget and mobilise resources (Module 10). As you develop these parts of your strategy you should include them in your action plan as well.

### Example

#### **World AIDS Day, Addis Ababa, Ethiopia, 1 December 2006**

As a part of a long-term advocacy strategy, Save the Children in Ethiopia used World AIDS Day as an opportunity to raise awareness and highlight their messages. Over 350 people came along to this event at Hilton Hotel, Addis Ababa, including Save the Children staff, children, parents, teachers, NGO partners, donors, politicians, and media. They brought a message to policy-makers about the importance of investing in quality education for children in Ethiopia through their art and from the podium. The event highlighted the needs of children affected by HIV and AIDS. Children from programme areas took part in an art contest to portray their lives with or without education. Winners were selected from among 3,000 children in Addis and Debra Zeit to represent 24 participating schools. The art was framed and displayed on easels in the foyer, and the children themselves were there to discuss the issues raised by their drawings. Former US Secretary of State Madeleine Albright, the keynote speaker, was seated next to the 24 child artists and got a chance to speak and interact with them. In addition, two of the young artists appeared on a local TV talk show, Meet ETV, to talk about their art and discuss the importance of quality education.





## Planning and phasing activities

- Think about how you will work with others, who your allies are, whether you will work with the public, or with the private sector.
- Then think of the external events that might provide opportunities to deliver your messages in the most effective way possible.
- Finally, plan specific activities to help achieve your advocacy objectives. Decide who should carry them out, when and where.

When planning your advocacy activities, you need to work backwards from specific opportunities and events. First, decide what you need to have ready to make the most of an opportunity. Then work out what you need to do, by when, to be properly prepared.

The following example shows planning an advocacy event around the visit of World Bank representatives:



The *target* is the Minister of Education, who needs persuading about the value of consulting children in curriculum development.

An *event* around which to plan: high-level representatives of the World Bank will visit the country in June next year. They could be a channel of influence to reach the minister:

*Influentials*: to reach the World Bank representatives, the plan is to work mainly through the Civil Society Institute on Education, because you think this will have much more influence than if you approach the Bank directly.

### **Activities:**

Building personal links with Institute members immediately and persuading them to:

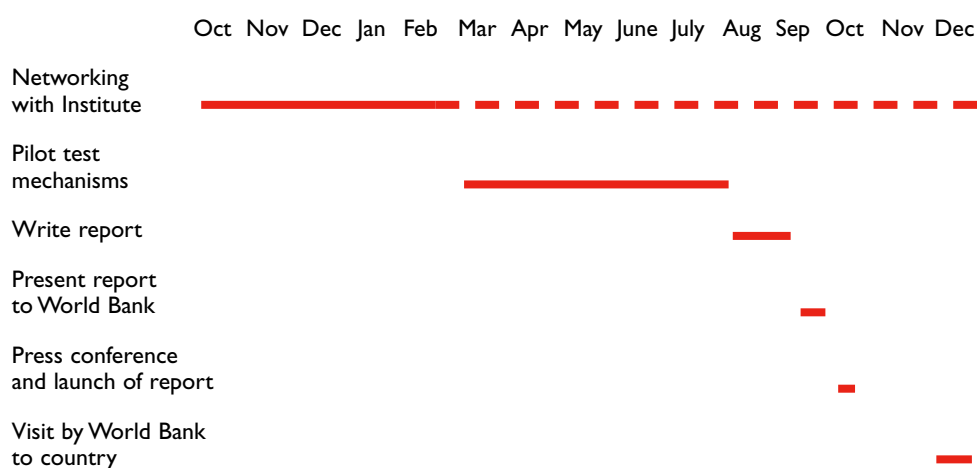
- produce a report, which recommends consulting children on developing the new curriculum (report to be ready at least one month before the visit).
- find a high-profile member of the Institute to present the report to the World Bank around this time.
- organise a launch and press coverage to increase the impact of the report in this country (one week before the visit).





- To make the report persuasive, it should include concrete examples showing where consultation with children over curriculum development has brought benefits in other countries. It should also describe how the consultation mechanisms might be carried out in this country and an assessment of cost. This will require running some pilot research projects, preferably with a member of the Institute on the research committee.

To make sure the activities are carried out in the right order, they can be mapped out visually, for example in a diagram like the one below:



## The Action Plan

You now need to put together something that shows practically who will do what, and when. You can use your own tools, but a simple summary might look like this: (Please note that the following example is for a different advocacy initiative than the timeline above).



## Example

### Inclusive education (IE)

**Goal:** All children in Sudan, particularly those affected by armed conflict, have equal access to quality educational opportunities that provide learning and protection, ensuring their rights and aspirations are fulfilled.

**Objective:** By 2010, the Ministry of Education passes an inclusive education policy, ensuring that all children have access to education regardless of the child's ethnicity, gender, lack of financial contribution, and/or their physical, cognitive or emotional levels.

Output	Activities	By when	Who will do it	What resources are needed
Focal point identified – David Onunda	Workshop			
Finalised work plan	Circulate the draft to all for comments, and produce a final product	30 May 2007	David	Staff time
Core messages finalised	Draft core messages Circulate for comment with 1 week deadline Produce final agreed messages	June 7	Ad-Dirdeery Salih	Staff time
Director General (DG) of Special Education (and other relevant departments) is an ally of IE (and collect info on Special Education)	Meet with DG of Special Education to understand the current govt. plans, available resources, supportive links, and encourage him to support IE	June	Sara in KHT; state representatives in all states	“Leave behind” materials on IE for DG Staff time transport
IE awareness raised in enrolment campaigns	Through traditional spokespersons, music, and drama present IE messages to all	June	All	UNICEF will provide resources
Listserv set up as advocacy monitoring tool	Develop IE listserv for updates	June-July	David All	IT Staff time
IE promoted on Child Broadcasting Day	Identify children to do broadcast, hold workshop to prepare broadcast to promote IE	September	All	UNICEF/Save the Children Staff time
Sudan-specific statistics collected	Ensure IE questions are present in the nationally representative assessment of education, and other relevant baselines	Ongoing	All	UNICEF/Save the Children Staff time
Stakeholders trained on IE and presented with statistics to support IE from Sudan	Identify and contact stakeholders for training on IE. Organise and conduct orientations on IE in regions. Ensure statistics produced and available for training	Ongoing	All	UNICEF/Save the Children Staff time transport training materials
Success stories in Sudan collected and distributed widely	Identify case studies of people who have successfully completed their education or are currently thriving in an inclusive environment. Interview them, write-up and photograph if possible.	Ongoing	All	Communication support to edit and package success stories Staff time
IE-related associations contacted and mobilised to support IE	Identify and meet with association or NGO representatives to share information about IE	June		Staff time transport communication material

WORKSHEET

**8.1 Action plan**

What do we need to do?	By when?	Who will do it?	What resources are needed?
<b>Output</b>			
<b>Activities</b>			

## Module 9

### Monitoring and evaluating advocacy

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9.1 Practical ways of monitoring advocacy

9.2 Evaluating the outcomes of advocacy



# 9

## Module

## Introduction

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Advocacy and unpredictability go together. The unexpected happens. You need to prepare for it by making sure you know where you are going and where you are at, at any particular time on the way to achieving your objectives. Then you can celebrate successes and support one another when a setback occurs.

### Monitoring

Because advocacy is so unpredictable, it is really important to continuously monitor what you are doing to make sure you can learn from what you have done and can respond quickly to any new developments. You need to know when to consolidate partial successes, and when to recognise that a particular tactic isn't working. Monitoring through regular meetings and updates is a way of building and strengthening relationships with allies and team members, and making sure that you all share the essential information. Monitoring also provides documentation that can be used for an evaluation of your advocacy strategy.

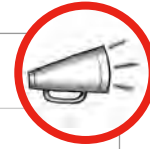
As well as monitoring the advocacy **process**, you need to regularly assess your **progress** in relation to your long-term goals and objectives. This helps ensure you are making the best possible decisions about how to move forward.

This section looks at how to monitor your day-to-day advocacy activities, how to keep track of your progress, and how to assess the outcomes of your advocacy work. A monitoring framework gives you a structure to help keep track of where you are in terms of your advocacy objectives.

### Evaluation

Evaluation takes a more independent look at the outcomes of your advocacy work after a longer period. It focuses on outcomes in terms of achieving policy change objectives, and in other areas of change, such as increasing the capacity of civil society, or creating new ways for children to participate in decision-making. The evaluation findings can help you improve your advocacy by suggesting different tactics to achieve a particular policy change, or just by analysing more generally how you can improve your approaches.

## Influencing the World Bank's nutrition policy



### Background

In 2005 Save the Children undertook a major advocacy initiative to influence the nutrition policy of the World Bank. Nutrition advisers at the London office gathered evidence from nutrition projects in Bangladesh, Uganda and Ethiopia to show that the nutrition model promoted by the World Bank was not effective and should be modified. This evidence was used to influence the World Bank nutrition policy at a global level, and to influence specific nutrition programmes in the countries concerned. This meant that the advocacy work had to be monitored in each country, and co-ordinated between London, Bangladesh, Uganda and Ethiopia.

### Monitoring

As well as the monitoring work carried out in different countries, a part-time post was created in London to monitor and co-ordinate the advocacy work at all different levels. We did this by:

- keeping a simple log of who was doing what, where and when
- compiling and distributing a regular update on the progress and outcomes of different advocacy activities in different countries
- using a simple format to record and report back on meetings to keep everyone informed of the latest developments in relationships between Save the Children staff and various advocacy targets and allies, and to make sure that meetings were followed up properly
- compiling a list of questions and answers in relation to the advocacy issue

Monitoring relationships was particularly important – different Save the Children staff were meeting World Bank staff at various levels and it was important that everyone knew of the latest developments, who had said what, who seemed to be more friendly, who was hostile, whose attitude seemed to be shifting as a result of our messages, and so on.

The advocacy started off as an attempt to use our evidence to persuade decision-makers to change their approach. When this didn't work, a more confrontational approach was adopted, which provoked a very strong reaction from the World Bank and national governments. It was also unpopular with other members of the Alliance, who had a different perspective on the issue. So it was important to keep everyone up to date on exactly what we were saying and why, and how different people were reacting.

Our research was launched at a global nutrition meeting, and in the countries concerned at different times, so it was important to monitor the response at global and national level, to monitor media coverage, and to ensure that we took advantage of positive responses by consolidating expressions of support for our position.

### Evaluation

In 2006 there was an independent evaluation of the outcomes of our advocacy, based on documentation from the monitoring system and interviews with key informants. It highlighted the importance of developing relationships to bring about change, and not relying on the strength of evidence alone.

### What we learned

The evaluation suggested how to consolidate the success we had achieved in raising the issue in the international nutrition community. It also suggested that building relationships with insiders would be a more effective approach to influencing World Bank policy in future, rather than adversarial approaches from outside.

## 9.1 Practical ways of monitoring advocacy

The purpose of monitoring is to identify problems and issues as they arise and deal with them quickly. It also means you can respond quickly to changes in the external context and revise your plan accordingly. Documenting the process will then help you evaluate your advocacy strategy.



### Remember

#### Monitoring is helpful when:<sup>15</sup>

- the information generated by the process is both USEFUL and USED
- it supports empowerment and collective action
- it is NOT too time-consuming

#### In advocacy, we monitor the following:

1. the actions and activities we planned
2. the changes that we hope to achieve as a result of our actions – changes in people's lives, in their rights and in power structures and relations
3. the empowerment of those affected and the alliances they are successfully building
4. any unintended consequences of the strategies and tactics we used
5. and as part of this, we monitor how the overall context in which we do our advocacy is changing
6. the resources we have invested: time, energy, money

Here are some tools you can use to help document and monitor your advocacy activities (for more detail see Advocacy Toolkit, Save the Children UK, 2007):

#### Monitoring framework

A monitoring framework will help you clarify who needs to learn what, and how you will feed the learning straight back into your advocacy planning. You should develop your monitoring framework as you develop your action plan, when you know what your activities will be, and who will be responsible for leading them. You will probably need to revise the monitoring framework as you carry out your advocacy, and the plan develops.

#### Questions to consider:

- Who needs to know what?
- What do you need to learn about your advocacy?
- How will you find out what you need to know?
- When will the monitoring be carried out?
- Who will make it happen?

<sup>15</sup>. Adapted from: ActionAid International, *Critical Webs Of Power And Change*, 2005



## Monitoring the advocacy process



<b>What are you monitoring?</b> <b>For example</b>	<b>How will it be done?</b> <b>For example</b>	<b>When will it be done?</b>	<b>Who will make it happen?</b> <b>Who will record it?</b>	<b>What action will you take as a result?</b>
<b>Internal:</b> How well is the organisation working? Identify and tackle problems in teamwork and communication, etc	<ul style="list-style-type: none"> <li>Regular meetings to identify issues arising</li> </ul>	Monthly?	Co-ordinator	Revise individual work plans Revise ways of working together
<b>External:</b> What different advocacy activities are going on, what changes in the external context, what opportunities are coming up?  What have you learnt about targets and influentials?	<ul style="list-style-type: none"> <li>Regular meetings</li> <li>Revise action plan</li> <li>Maintain log</li> <li>of events,</li> <li>Shared log of one-liners</li> <li>Documentation of meetings etc.</li> </ul>	Weekly?	Co-ordinator	Share and update new information about targets and opportunities Update messages Revise tactics and action plan
<b>Work with others:</b> What issues are arising about work with coalitions or capacity building with others?	<ul style="list-style-type: none"> <li>Regular meetings</li> <li>Documentation of coalition meetings</li> </ul>	Weekly?  Weekly	Co-ordinator	Revise tactics for working with others Update table of alliances, who to work with and how
<b>Progress towards meeting objectives</b>	<ul style="list-style-type: none"> <li>Regular meetings to assess progress towards milestones</li> <li>Periodic interviews with key informants</li> </ul>	3-6 per month	Co-ordinator	Revise tactics if they are not working Revise action plan

### Format for documenting meetings

A simple 'Word'-based format with headings for documenting meetings: (title of meeting, place, date and time, who attends, your objectives for the meeting, what happened in relation to those objectives, what happened in terms of targets' attitudes, general comments, and follow-up action).

### Record of activities

A simple format to keep a timetable and record of all activities relating to the advocacy strategy at international and country level, for head office and for key players in the project. It can be used both as a diary of anticipated events, and as a record of what has happened.

### Shared log of events and achievements

This is a very simple method for monitoring activities and events in relation to an advocacy project. Set up a Word document accessible on a shared drive (if possible) in which anyone involved in the advocacy can note activities, developments or achievements as they unfold, and share information about key targets and influentials.

WORKSHEET

**9.1 Monitoring the advocacy process**

<b>What are you monitoring?</b>	<b>How will it be done?</b>	<b>When will it be done?</b>	<b>Who will make it happen? Who will record it?</b>
<b>Internal</b>			
<b>External</b>			
<b>Work with others</b>			
<b>Progress towards achieving objectives</b>			

## Some monitoring and evaluation terms explained

The following terms are commonly used in monitoring and evaluation to distinguish between what you actually do, and what happens as a result of what you do. They help you keep track of your day-to-day activities and make sure they are producing changes that will ultimately lead towards achieving your objectives. You need to measure different things, using different indicators for each level:

**Activities:** this is what you actually do.

**Example activities:** working closely with local authorities in Yunnan Province to design and run a programme of training in participatory teaching techniques.

**Outputs:** the direct results of your contribution, the tangible products delivered on completion of the project activities.

**To measure outputs,** look at the implementation of activities, how much work has been done: what effort was put in.

**Example output indicators:** the number of workshops run for teachers, the number of local authorities involved in planning and running workshops.

**Outcomes:** the immediate and observable changes in relation to your advocacy objectives, brought about as a direct result of your activities.

**To measure outcomes,** look at the immediate effect the advocacy has had on the initial situation. What has happened as a result of the effort. What has changed?

**Example outcome indicators:** the percentage of those trained who are using better teaching methodologies and techniques; number of local authorities converted to believing that this approach works, and start replicating elsewhere in the province.

**Impact:** the long-term and sustainable changes that affect children's lives. Impact can be related to either the specific objectives of your intervention or to unanticipated changes (such as affecting the lives of people you had not intended to). Impact can be either positive or negative – both are equally important.

**To measure impact:** look at the longer-term change brought about as a result of the advocacy and the difference from the original situation

**Example impact indicators:** the methodology is replicated throughout the whole country; improved performance of children in schools.

### But advocacy is long term and complex

Advocacy is usually a long-term and complicated process. It involves many changes on the way to bringing about the longer-term change objectives. So it is often useful to think of short-term outcomes, intermediate outcomes, and long-term outcomes, or impact. Intermediate outcomes are sometimes called milestones, as they are stages on the way to arriving at your destination.

The terminology can be confusing – don't worry too much about it. The important thing to remember is that you are trying to monitor and evaluate changes that happen on the way to achieving your objectives, and ultimately, your goals.

## 9.2 Evaluating the outcomes of advocacy

As well as monitoring the day-to-day activities of your advocacy strategy, you also need to keep monitoring your progress towards achieving your objectives.

The purpose of evaluation is to assess how effective your advocacy has been in bringing about the changes intended, as well as any unintended changes, and what can be learnt from the process to make your future advocacy more effective.

There are many ways to evaluate your impact. The best method to use will depend on what you need to know, who needs to know it, how much rigour is required, and the resources available. You may need to carry out an independent external evaluation, or it could be an internal process. The important thing to keep in mind is that evaluation is about learning – what you learn should change what you do. Here are some of the more common methods:

### Quantitative methods, including baseline and follow-up surveys

You can measure change by doing a quantitative survey to compare the situation before and after you began work. For example, you might compare information on attendance rates at school by children from a minority ethnic group before the date your advocacy work started and afterwards. You can also collect survey information on the levels of knowledge of people being educated and stakeholders' attitudes. But be aware that surveys can take a lot of time, skills and money, and if they are not carried out well their validity is limited.

### Qualitative methods, including key informants and focus group discussions

You can also use a qualitative approach such as the judgements of a small number of people who are in a good position to assess your impact. Such 'key informants' (possibly including your targets or influentials) can give subjective judgements about how effective you have been. For example, journalists may be able to give you feedback on how the media is interpreting the importance of your message; bureaucrats may give you insight as to whether politicians' opinions are changing. Focus groups enable you to gather several views at once, and to stimulate a discussion about the outcomes of your advocacy.

Matters of judgement are as important as objective assessments, and an evaluation should usually include both.

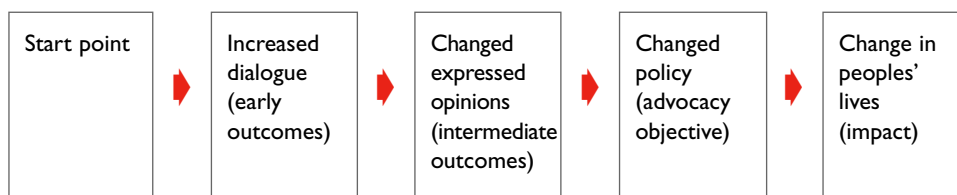
**Involve the audience and include children** in monitoring and evaluating your work in order to share learning. Involving allies and key informants during the evaluation itself is one of the best ways of promoting this sharing process. Some of your audience may also be better placed to make neutral judgements about the effectiveness of your work.

**Share your results.** Even if your audience is not directly involved in your evaluation process, you need to think about how best to share the lessons you have learned. For example, you could publish a case study, or make a presentation at an appropriate community meeting.

**Timing of the evaluation.** You should time your evaluation at a point that will enable you to feed the learning back into your planning and help motivate you to keep going, for example, after one year of a three-year advocacy strategy. The evaluation process can also be part of your advocacy strategy, as it can help strengthen relationships with allies, targets and influentials, and give them an opportunity to feed their views back into the process.

The following framework sets out indicators of progress you might see on your way to achieving the more substantial change objectives, and the impact of your advocacy.

### A very simple model:



### Example

Set out your activities in the first column, and your change objectives in the final column. Then consider all the ways in which you expect to see progress on the way.

Advocacy activities	Outputs	Indicators of short-term and intermediate outcomes	Indicators of long-term objectives and impact
Meetings with policy-makers and officials on target issue	# of meetings	<ul style="list-style-type: none"> <li>Change in % of influentials who believe your message about target issue (survey)</li> <li># of co-sponsors on a bill</li> </ul>	<ul style="list-style-type: none"> <li>Changed policy or legislation</li> <li>Policy/legislation implemented</li> <li>Increased governmental funding designated for topic area</li> <li>(and in the very long term) positive change in people's lives as a result of the policy/legislation change (impact)</li> </ul>
Testimony at a hearing	# of hearings # of attendees at a hearing	Organisation's statistics used in a formal meeting summary	
Set up a constituency email list	# of people who sign up for the list	Increased # of people taking action to send letters to elected officials	
Advocacy training workshop	# of workshops # of participants	Change in individual members' skills, capacity, knowledge, and effectiveness	

### Measuring change

You can assess change using quantitative and/or qualitative measures. The best method to use will depend on the resources available. See Save the Children UK's *Advocacy Toolkit* for examples of the kinds of indicators that may be relevant for monitoring change, which you can adapt for your own purposes.

## Challenges in evaluating advocacy

Evaluating your advocacy work and any resulting impact on policy change is complex. There are a number of issues to bear in mind as you design your evaluation and interpret the results:

**Complexity:** The policy arena is complex and ever changing. There are many steps along the way, which also need to be measured and celebrated, such as constituency building, research, public awareness, meetings and building relationships with officials, etc. Success is hard to achieve and issues around the needs and rights of children often face serious cultural restraints. That is why incremental changes should be valued – they represent building blocks that help an issue move to its next stage.

**Role of external forces:** Players and dynamics outside of your control often greatly influence policy and advocacy work. So it is possible to do everything in your control “right”, and still not achieve your final goal because of external factors (e.g. a change in party legislature).

**Time frame:** Policy change goals are often long-term. Thus, although a policy might take many years to pass and be implemented, there will be many steps along the way to influence and shape the policy environment. These are important in terms of your overall advocacy strategy and should be measured as benchmarks along the way.

**Shifting strategies and milestones:** Advocates must continually review goals and strategies to fit the changing environment.

**Attribution:** Many different actors are involved in advocacy and it can be difficult to attribute policy change to the work of any one player. Attributing credit for bringing about change can also be political, especially when working with government partners or other civil society organisations. The best policy is to share credit. You can demonstrate to your constituencies the specific actions and influences Save the Children contributed to bringing about change, but sharing credit with others is an investment in being able to work together on future challenges. In public – a speech, press conference, radio interview, or public meeting – sharing credit is the best and safest policy.

**Real versus apparent change:** Advocacy may bring about apparent change without making a difference to children. For example, a change in policy may have no further impact if it is not implemented or enforced. Your evaluation should look at what has really changed as a result of advocacy. What has improved for children, what stories illustrate this? What more has to be done? If your advocacy strategy has achieved no change then you need to learn important lessons for future advocacy work. Creating real change for children is a long distance effort that requires stamina and persistence.

**Direct and indirect outcomes.** While policy change is often the main objective of an advocacy strategy, evaluation should look at other outcomes, for example, increasing the advocacy capacity of civil society groups, or increasing children's participation in decision-making. Your evaluation should also ask some key questions to improve the effectiveness of any future activities. For example, how has the advocacy affected your relationship with major targets? How has it affected the strengths and weaknesses of specific coalitions? How has it affected your reputation with different audiences? How has it affected broader perceptions of the issue?

## Indicators of progress on child protection advocacy in Kashmir, Pakistan



The Save the Children team in Pakistan has identified the following indicators of progress in our work on child protection.

**Invited to meet high-level decision-makers:** We were invited to meet with high-level government officials and ministers, including the Prime Minister and the Chief Secretary. They were highly impressed by our work in Kashmir and extremely receptive to our work on child protection, recognising its importance and admitting that this was a new concept for them.

**Prime Minister endorses child protection mechanisms:** The Prime Minister joined us in inaugurating a Child Protection Desk at the Central Press Club, which we have supported. This is a mechanism for sharing information on child rights abuse from our community-based networks. He also referred to the newly formed Child Protection Monitoring Unit at the Ministry of Social Work, which we established and continue to support.

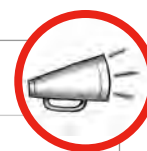
**Participating in decision-making process:** As a result of our collective work over the past 18 months we were asked to participate in the Annual Development Planning and Budgeting session for 2007–2012, (Save the Children was the only NGO invited to take part). As a result, we were able to work with others to incorporate four major projects into the government plan that will be budgeted for in the coming fiscal year 2007/8.

### What we achieved

The government has committed to:

- **Institutionalise child protection units** in all districts, and take over staffing and running costs. Save the Children had established pilot units in two districts, and had been working with the Azad Jammu and Kashmir government to make them sustainable.
- Explicitly **prohibit all corporal punishment** of children and to ensure, where legislation is in place, that proper implementation occurs. Legal reform will be accompanied by a public education campaign combined with professional training on positive behaviour management of children for parents, carers, teachers, and other duty-bearers.
- Support our livelihood project **to reduce child labour**. The project is run through our community networks to help families increase their income so children do not need to work and can go to school. They have also agreed to institutionalise our community networks. We will work with the Ministry of Labour to implement the project with government funding.
- **Recruit a Child Rights Officer** within the Department of Planning and Development. Their role will be: to raise awareness of the UNCRC among government personnel; to involve and consult with children on issues affecting them; to support advocacy with the government; and to identify gaps in government policies related to children, as well as their compatibility with the UNCRC.
- The Department of Social Welfare (DoSW) will **adopt the minimum quality of care standards and protocols** for childcare institutions (as developed by Save the Children) as government policy in all of Azad Jammu and Kashmir.
- The Chief Secretary of Azad Jammu and Kashmir and the head of the planning and development unit announced that they will create an **umbrella project for childcare and protection in the region** to address the above. This will be implemented in collaboration with relevant line departments. Save the Children will provide technical support, capacity building and some financial resources.

## Getting children's rights on the agenda in China



### Former Save the Children Director in China recalls:

*"We had helped the Ministry of Civil Affairs to develop foster care standards, and I was invited to attend a government meeting held to launch the new orphans relief policy. This was our core message:*

*I would like to stress that the rights of children, as articulated in the UN Convention on the Rights of the Child, are universal and inalienable... The principles laid out in the Convention are, in fact, extremely far-reaching. For example, all decisions regarding the care and protection of children are supposed to be 'in the child's best interests.' Of course, we could have a very long discussion about just what is in a child's best interests. But the point I want to make is that this is definitely no small thing, no trifling commitment. It means that children's needs and interests – rather than considerations of, say, affordability or administrative convenience – should be central to the design of child protection and care systems.*

*So, that debate – about what is in a child's best interest – needs to happen, both in individual cases and in the design of entire child protection systems. And the opinions of children also need to be heard in those debates."*

### What we achieved

Child rights used to be taboo in China, but are now mentioned in high-level political discourse. In his speech announcing the policy, the Deputy Minister first stated that whatever happens must be "in the best interest of the child." This is the first time in over 10 years here that I have heard this expression used by a government official. After the meeting, the head of the Department of Social Relief for the Ministry told me: "This is your doing; this is due to Save the Children's work."

### What we learned

Persistence pays off. We have made this point over and over again and I believe that what we say and the model we have developed in China has greatly influenced national policy on orphans.



Weng Tong, 15, benefits from the skills of teachers trained in learner-centred methodology, with support from Save the Children.

KULIWADEE SUNNAPLOP/SAVE THE CHILDREN



## Measuring the outcome of a public awareness campaign in Bulgaria



The One School For All campaign, developed by Save the Children and the Centre for Inclusive Education in Bulgaria, aimed to increase public awareness on inclusive education and its benefits to all children. It promoted the inclusion of children with disabilities into the mainstream school system and adaptation of the school environment to their educational needs. One School For All included three TV and

radio spots, all broadcasted pro-bono by 14 TV stations and 15 radio stations around the country over a three-month period. Each spot showed a child with a disability chatting and playing cheerfully with their best friend. Printed ads, posters, internet banners and a website were also produced. The campaign material showed, in a light-hearted way, that every child can learn and that differences are not a reason for indulgence or rejection. Iva Boneva, Country Manager for Bulgaria, said: *“The message of the campaign was best summarised by a boy from a primary school in Madara village. He said: ‘If we do not go to school together now how are we supposed to live together when we grow up?!’”*

We organised a sociological survey to measure the effect of the campaign. The results showed that 51 % of Bulgarians had seen at least one of the campaign materials. More importantly, 78 % pointed out that the campaign was tackling an important social issue. To find out whether we had brought about a change in attitudes towards education of children with disabilities, we assessed public opinion both before and after the campaign. The attitude of those who were not reached by the campaign remained the same as before. But of those who had seen the campaign, their support for inclusive education increased from 62 % to 82 %.

Latinka Ducheveva, Save the Children communications and PR officer in Bulgaria, explained: *“A 20 % change in opinion is significant, considering the short period of the campaign and that change in opinion usually takes longer.”* She added: *“Children with disabilities in Bulgaria are traditionally considered uneducable and most people believe they should be separated in special schools. The campaign aimed to show that the place of children with special educational needs is in mainstream schools. Only children with severe disabilities should go to special schools.”*

### What we learned

Our experience shows the importance of using credible data to assess the reach of public awareness campaigns on a specific issue, and their effect on changing attitudes.

**WORKSHEET**

**9.2A Monitoring and evaluating advocacy**

<b>Advocacy activities</b>	<b>Outputs</b>	<b>Indicators of short-term and intermediate outcomes</b>	<b>Indicators of long-term outcomes and impact</b>

## Looking at longer-term impact

As well as having an impact in relation to your policy change objective, advocacy also has impact in other areas, particularly in developing the capacity of civil society to advocate for long-term change for children. A number of Save the Children organisations have developed their own frameworks for looking at different types of impact. Save the Children UK uses a system, known as Global Impact Monitoring (or GIM for short) that examines the impact of our work in terms of five dimensions of change: changes in children's lives, changes in policy and practice, changes in children's participation, changes in equity, and changes in civil society's capacity to support children's rights.

The following example shows how this framework has been applied to evaluating the impact of advocacy to introduce minority basic education in the Yunnan Province of China (see also case story on p. 28-29) :



### Example

<b>Changes in the lives of children and young people</b>	<b>Changes in policies and practices affecting children and young people's rights</b>	<b>Changes in children and young people's participation and active citizenship</b>	<b>Changes in equity and non-discrimination of children and young people</b>	<b>Change in civil societies' and communities' capacity to support children's rights</b>
Children's confidence and self-esteem has improved	Approach to teacher upgrading and performance appraisal started to reflect new teaching style, but no change in policy yet	Children are more actively involved in class, in school, and in helping others	Differences between children are recognised and respected	Government itself has taken on a more inclusive approach in decision-making
Teaching practice improved	Government officials' attitudes changed	More consultation with children; teacher more responsive to children	Evidence of reduced gender discrimination	Parents are involved in consultation
Students are learning more and faster	Teachers have better understanding of how children learn	Children may learn new living skills through income-generation project	Assessment of children now reflects different dimensions of their abilities	Links between the community and school are stronger
Class environment has improved	School management practice has improved	Some children are more involved in decision-making than before		
Increased attendance at school	Improved ways of working and supervision ability			
Relieving economic situation of very poor families				

WORKSHEET

**9.2B Assessing advocacy impact in dimensions of change**

<b>Dimensions of change</b>	<b>Early outcomes</b>	<b>Intermediate outcomes</b>	<b>Long-term impact</b>

**Module 10**  
**Mobilising resources**

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# 0

Module

## Introduction

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Advocacy requires considerable resources in terms of time, money and materials. This module looks at the resources you are likely to need, and what you need to do to get them.

The ability to mobilise resources is a valuable skill for people involved in advocacy. Access to funding expands your options and gives advocates the freedom to try more new and creative activities than would be possible with limited funds. However, there may be situations when it is impossible to raise sufficient funds and that does not mean that you should give up: you can carry out a successful campaign with modest financial means with leadership, commitment and energy of staff and allies.

Fundraisers understand the importance of setting realistic goals based on their particular setting and advocacy issues. They know how to target potential contributors and develop persuasive appeals to reach them. They devise innovative strategies to raise money — from seeking small grants from bilateral development organisations to targeting private sector concerns within their own communities. They also know how to leverage contributions from one source to gain additional resources from another and thus pave the way for future advocacy activities.

This module gives some sample budget headings to consider. It then looks at key issues around raising money for advocacy: legal constraints, donor preferences, encouraging individual supporters to give to advocacy, accepting money from the private sector, and sharing resources in alliances and coalitions.

## Budgeting for your advocacy work

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As advocacy is integrated into wider programmes, the advocacy budget will also be included in the overall programme budget. You should include the core costs of maintaining and strengthening advocacy capacity, as well as resources needed for specific actions. Here are some examples of budget headings:

### Core costs

- **Team functioning costs**  
including travel and subsistence, conference calls, volunteer expenses, staff recruitment, staff and team development, capacity building
- **Advocacy and campaigning core costs**  
introductory campaign information, campaign materials and events
- **Networking with government at national and regional level (if relevant)**  
attending party conferences, policy-makers' and donors' trips, policy-maker events, policy-maker information, representational expenses
- **Generic coalition costs**  
membership of selected networks and coalitions
- **Staffing costs**  
full-time salary or person-hours

### Resources for specific advocacy strategies

Depending on your detailed advocacy plan, your budget headings might also include:

- **Co-ordination and planning**
  - ~ co-ordinating your own activities and working with other organisations
  - ~ co-ordinating the work with the programme budget
  - ~ monitoring the implementation of the plan and evaluation
- **Research and materials**
  - ~ organising and conducting research to support advocacy
  - ~ writing, editing, publishing and printing reports, flyers, posters etc
  - ~ producing, editing, publishing photographs, video, etc
- **Advocacy activities (depending on action plan) may include**
  - ~ lobbying, media, public/mass communications
  - ~ work with children
  - ~ work with coalitions
  - ~ support for platforms
  - ~ work with private sector
  - ~ expenses for volunteers
  - ~ travel, communication
  - ~ internet-based advocacy



## Example

Save the Children in China has developed a manual to help staff understand the role of communications and advocacy in their programmes, and to incorporate advocacy activities and budget lines into their proposals.

### Sample budget for advocacy

Targets and influentials	Activities	Resource input	Estimated cost
<b>Communication</b> (Promote project profile, make a broader audience understand our project and the impact)	Publications <ul style="list-style-type: none"> <li>• programme newsletters,</li> <li>• children newsletter,</li> <li>• e-newsletter</li> <li>• case study,</li> <li>• project-related publications</li> <li>• government report</li> <li>• video documentation</li> <li>• distribution</li> </ul>	<ul style="list-style-type: none"> <li>• 1/3 Info/coms Officer's time</li> <li>• 1/4 Info/coms Manager's time</li> <li>• Design/printing/distribution</li> <li>• Video production</li> <li>• Mailing costs</li> </ul>	
	Mass media campaign <ul style="list-style-type: none"> <li>• radio programme</li> <li>• newspaper column</li> <li>• outdoor/bus ad</li> <li>• website promotion</li> <li>• special event</li> </ul>	<ul style="list-style-type: none"> <li>• 1/3 Info/coms Officer's time</li> <li>• 1/4 Info/coms Manager's time</li> <li>• 1/5 Director's time</li> <li>• Radio programme design/production</li> <li>• Event</li> </ul>	
<b>Media exposure</b> (To influence public and raise public awareness on the topic programme addressed)	<ul style="list-style-type: none"> <li>• Media workshop</li> <li>• Media trip to project site</li> <li>• Media newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• 1/3 Press Officer's time</li> <li>• 1/5 Director's time</li> <li>• Host workshop</li> <li>• Project site trip</li> <li>• News letter production</li> </ul>	
<b>Advocacy</b> (To influence government officials/ academic scholars/ other policy-makers therefore to achieve policy and regulation change, to maximise the impact of programme)	<ul style="list-style-type: none"> <li>• Study tour to projects</li> <li>• Research on impact</li> <li>• Seminar/Conference to share/disseminate impacts/results/research from project</li> <li>• Attending national/international meeting for advocacy purpose</li> </ul>	<ul style="list-style-type: none"> <li>• 1/3 Advocacy Advisor's time</li> <li>• 1/5 Director's time</li> <li>• Host conference</li> <li>• Study tour</li> <li>• Meeting attending</li> <li>• Research</li> </ul>	



## **Sharing resources through coalitions and alliances**

If you are working in coalition or alliance, you should have drawn up a Memorandum of Understanding detailing who will provide what resources for advocacy. You also need to keep some flexibility as the situation changes. Make sure there is a working group within the coalition to decide how best to meet resource needs as they arise.

## **Fundraising**

### **Legal issues**

Laws that govern the giving and receiving of donations vary from country to country. You will need to find out the relevant laws in your country. These questions can help you in your research:

- 1 What laws govern the seeking and receiving of funds in your country?
- 2 Are there (legal/ethical) restrictions related to the use of money that has been donated for advocacy and policy change goals?
- 3 Are there any technical restrictions? Though not legally binding, they must be considered as they may reveal contradictions in accepting funds from a particular donor and our mission statement.
- 4 Is there a maximum amount that individuals and organisations can contribute for advocacy and policy change goals?
- 5 What are the requirements for reporting on donated income?

Knowing how to navigate this area is critical. Unintentional violations of rules and regulations can be used as a means of crippling your advocacy efforts. It may be worth paying for professional assistance to avoid difficulties later.

### **Donor preferences**

Donor funding will depend on the normal procedures for submitting proposals and reporting on outcomes. Clear objectives and milestones are essential for successful proposal writing.

Some individual trusts and donors are happy to fund advocacy work. Many institutional donors are reluctant to fund advocacy activities alone, but are more likely to fund advocacy as part of an integrated programme where they can see that it will widen the impact. A great deal of advocacy work can legitimately be described as education of the constituency, membership, civil society, media and public officials.

### **Persuading supporters that advocacy matters**

Save the Children's supporters are vital to our work in two related but separate ways. First, their donations provide the general funding we need to finance all our work, including advocacy. Second, we need to engage them so that they support the values and principles we stand for and the changes that we seek through our advocacy.

## Raising money

The most effective way of raising money is to present supporters with a simple and compelling reason for them to give (known by professionals as a “response driver”). You need to present: a clear, tangible and compelling **need**; a clear **solution** – what we are doing to meet that need; and how this will produce a direct and **demonstrable impact on children’s lives**.

For example, in case of a direct intervention to prevent children starving in Niger; we can improve their nutrition by giving them “plumpy nut,” and they will live. The advocacy message would be: we will work with the government of Niger and other partners to adopt a policy that will make “plumpy nut” available to save the lives of children.

It is more difficult to create a clear-cut and compelling message with advocacy, where the impact is generally more long term, and the solution is more complicated. When the impact is longer term you can show why your advocacy is strategic – it builds on a series of incremental changes that add up to a far-reaching change. With improved monitoring and evaluation you will know what impact your advocacy work is having. So you can present your advocacy work as a compelling “response driver” worth supporting, especially when it is clearly integrated with other programme work.

## Engaging supporters

Save the Children uses newsletters to inform supporters about our work in more depth, in order to engage them. This provides an opportunity to educate supporters about the need for advocacy and how it can help us to have a greater impact on more children.

The best way to do this is through case stories and case studies – where our advocacy work has succeeded in having a positive impact on children. You need credible examples of individual children whose lives have been improved by your advocacy. Images are always very helpful.



## Codes of conduct for receiving funds from private corporations

The International Save the Children Alliance does not accept money from arms/weapons companies, tobacco or alcohol companies. Beyond those categories different Save the Children organisations have their own guidelines for accepting money from private corporations. In general, guidelines include the following:

1. Research or environment scan: when a company approaches you or you approach a company for funds, you must always undertake a 'due diligence' assessment of the company (see Session 7.3). You can do this by doing an Internet search on Google. Type in the company's name (its legal title) and add key words like "child rights violation", "abuse", "exploitation", etc. If the company is an offender you will find information that is publicly available on the company (newspaper articles, law suits etc.) but does not appear on the company's website.

2. Once you have assessed the company, you have three options:

- **Accept the money from the company without conditions.** The company has not violated children's rights or conditions.
- **Accept the money with conditions:** the company has violated children's rights or well-being, but has worked towards correcting the situation. Your conditions must allow for periodic checks to see how they are doing in cleaning up their act to support children. You could also work with them to revise their operations to help them protect children better.
- **Reject the funds:** the company has violated children's rights or conditions and has done nothing to remedy the situation. Rejecting their money could set an important example of the integrity of the International Save the Children Alliance and our commitment to protecting the rights of children.

### The difference between philanthropy and corporate social responsibility

**Philanthropy** is charitable giving. It depends on donors' willingness or choice to give to a cause.

**Corporate social responsibility (CSR)** – corporate engagement/partnership. This is obligatory, dependent on codes of conduct or even legal commitments and/or conventions. In this sense, donors (corporate) have the responsibility to build and operate in sustainable environments and contribute to community development and well-being (see Session 7.3 for more on this).

## What next?

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Now you have reached the end of this manual. We hope that its contents have helped you to feel more confident in your advocacy work, and that the different Save the Children advocacy stories have given you fresh ideas.

But reading this manual or taking part in an advocacy workshop is just the beginning. The best way to learn about advocacy is by doing it, and we hope that you now feel inspired and empowered to continue your work.

Advocacy is an adventure. It is unpredictable. To be prepared to take advantage of opportunities, you need to plan your advocacy strategy and think about how to achieve your objectives, while continually seeking new information, filling in the gaps in your knowledge, and developing new relationships.

Your experience will help the International Save the Children Alliance to grow and strengthen its advocacy to improve the lives of children and to support them to have voice, influence and agency. We need to learn from each other, and your feedback about this material and your advocacy experience will be warmly welcomed.

### **Please send your feedback to:**

The International Save the Children Alliance advocacy steering group,  
[campaigns@savethechildren.org.uk](mailto:campaigns@savethechildren.org.uk)

A feedback form is provided at the end of the Facilitator's Manual.

## Glossary of advocacy terms

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This glossary gives definitions of some key terms as used in the context of this manual. These are not definitive (other organisations may use these terms differently) nor exhaustive: you can add other terms if and when they arise.

**Accountability:** The obligation to demonstrate that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans. It may also refer to obligations of partners to act according to clearly defined responsibilities, roles and performance expectations, often with respect to the prudent use of resources.

**Activities:** The actions we take to bring about change.

**Advocacy:** a set of organised activities designed to influence the policies and actions of others to achieve positive changes for children's lives based on the experience and knowledge of working directly with children, their families and communities.

**Best interests:** "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative bodies or legislative bodies, the best interests of the child shall be a primary consideration." (Article 3 of the UNCRC).

**Campaigning:** The process of creating and mobilising public pressure for the desired changes in policy, practice or behaviour through a combination of lobbying, networking, media and the involvement of people.

**Child-centred advocacy:** Advocacy where children are involved in the advocacy strategy in such a way that their interests are central and their voices are clearly heard. Advocacy activities should be based on needs as expressed by children, and not as perceived by adults.

**Child-led advocacy:** Advocacy where children carry out the advocacy on issues that are of major interest to them, and Save the Children or other adults support them to carry out the advocacy.

**Civil society:** Composed of the voluntary civic and social organisations and institutions that form the basis of a functioning society as opposed to state structures or commercial institutions. Civil society usually includes registered charities, development non-governmental organisations, community groups, women's organisations, faith-based organisations, professional associations, trade unions, self-help groups, social movements, business associations, coalitions and advocacy groups.

**Child rights programming (CRP):** A framework for the analysis, planning, implementation, monitoring and evaluation of all relief and development work with children. It brings together a range of ideas, concepts and experiences related to the protection and promotion of children's rights in development and humanitarian interventions. It is primarily based on the principles and standards of children's human rights but also draws heavily on good practice in many areas of work with children (e.g. the study of children's physical, emotional, cognitive and social development; childhood studies; early childhood education; child psychology; etc) as well as good development practice more generally.

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**Claim:** Claiming the respect, protection or fulfilment of a right or group of rights involves identifying the duty-bearer and holding them to account. The ability to claim rights is an intrinsic element of child rights programming. Not all children have the capacity to claim the fulfilment of their rights and must rely on the assistance of others (namely their families, communities and civil society) to do so on their behalf. This depends on the child's evolving capacities.

**Corporate social responsibility:** The duties and responsibilities of a company to protect and uphold children's rights in the society in which it operates, to ensure socially responsible approaches towards the workforce, communities, and countries which are affected by that company's operations, and as a minimum requirement to ensure that its operations do not harm the various 'stakeholders' they affect.

**Disaggregate:** To analyse data according to different groupings to show differences between certain groups (by gender, age, ethnic group, etc).

**Discrimination:** Children may experience discrimination on the basis of their social identity (for example, as a girl, someone with a disability or as a member of a particular ethnic group), or as a result of circumstances (for example, those affected by HIV, migrants or street children). In many cases these aspects of identity and circumstance are used to define children as 'different.' These aspects of identity and difference can combine and result in double discrimination and an even greater denial of children's rights.

**Due diligence:** In-depth research to identify the risks and opportunities of working with a particular company.

**Duty-bearer:** Body or individual who has responsibilities and obligations towards rights-holders, as enshrined in international and national law and human rights instruments. The state, as the prime duty-bearer, has an obligation to respect and protect people's rights and provide children's rights (see *rights-holders*).

**Evaluation:** An assessment at one point in time that can have different purposes, but focuses on measuring your impact in terms of achieving your pre-defined advocacy objectives to see how effective your advocacy work has been in bringing about the changes you intended (see *monitoring*).

**Goal:** Describes the change you want to see. It is the long-term result of your advocacy effort and your vision of change. The advocacy goal can be general (see *objective*).

**Human rights:** The rights a person has simply because he or she is a human being. Human rights are held equally and inalienably by all human beings. They are social and political guarantees necessary to protect individuals from the standard threats to human dignity posed by the modern state and modern markets.

**Impact assessment:** The systematic analysis of the lasting or significant changes, positive or negative, intended or not, in people's lives brought about by a given action or series of actions.

**Indicators:** Objective ways of measuring (indicating) that progress is being achieved. These must relate to the goals and objectives of the project.

**Influential(s):** An individual or organisation that is well positioned to influence the thinking and action of a target (see *target*) through a variety of means (e.g. financial pressure, status and reputation, power relationship, etc).

**Legitimacy:** Having the right to be and do something in society – a sense that an organisation is lawful, proper, and justified in doing what it does and saying what it says. Legitimacy is constituted by several factors such as: legality (being in accordance with the law, national and international); credibility (e.g. evidence and knowledge, level of support); and accountability to stakeholders. Legitimacy is therefore not an absolute term and very much dependent on perception.

**Lobbying:** Direct communication with decision-makers and others who have influence over them. The term comes from the word 'lobby' – an entrance area or meeting place. In advocacy, it refers to conversations and meetings where people get access to and seek to persuade those in power.

**Monitoring:** Systematic and continuous collecting and analysing of information about the progress of a project or programme over time (see *evaluation*).

**Objective:** In advocacy, this is the specific change that you can bring about that contributes to reaching your goal (see *goal*). It is specific and measurable and defines what you will accomplish, where, when, and with whom. Generally, the timeframe for an advocacy objective will be 1-3 years, and the objective should focus on a specific action that an institution can take. The specific change you want to bring about should be expressed in terms of what should change, who should do it, and by when.

**Participation** is about having the opportunity to express a view, influence decision-making and achieve change. Children's participation is an informed and willing involvement of all children, including the most marginalised and those of different ages and abilities, in any matter concerning them either directly or indirectly. Children's participation is a way of working and an essential principle that cuts across all programmes and takes place in all arenas – from homes to governments, from local to international levels.

**Programme (or program):** All of the work supported by an agency within the same sector, theme or geographical area, based on a co-ordinated approach and working towards an overall goal. Programmes include direct interventions, service delivery and advocacy.

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**Rights-holder:** The individual or collection of individuals in possession of a right who can make a claim to see the right respected, protected and fulfilled. The rights-holder may also have duties and obligations (thus also being a duty-bearer) in relation to other rights-holders (see *duty-bearer*).

**Stakeholder:** All groups of people who can affect or will be affected by the proposed activity – including children, individuals, institutions, enterprises or government bodies that may have a relationship with children. There are differences in the roles and responsibilities of all stakeholders, their access to and control over resources and the part they play in decision-making.

**Situation analysis:** The foundation for any programme plan. It provides the analysis of the problem that you are trying to change, and looks at the ways in which it can be addressed. There are different ways of carrying out a situation analysis, but many Save the Children organisations use children's rights as a framework.

**Target(s):** The key individual(s) who are in a position to bring about the policy change you seek (see *influentials*).

**UNCRC:** The United Nations Convention on the Rights of the Child (1989), setting out the rights, standards and monitoring mechanisms for meeting all children's rights within one international rights convention.



## List of Resources

### International Save the Children Alliance members' advocacy manuals

Save the Children Denmark (2006) *Child Rights Advocacy, Operational guidelines*.

Save the Children UK (2007) *Advocacy toolkit, a collection of tools to help plan, implement, monitor and evaluate advocacy*.

Save the Children UK (2000) *Working for Change in education, A handbook for planning advocacy*.

Save the Children US (2005) *Designing a Strategic Advocacy Campaign: A resource guide for Save the Children field offices*

### Save the Children workshops

Save the Children Denmark (2006) *Advocacy for Education, Policy and Budget Analysis workshop, Ethiopia*, Save the Children Denmark Advocacy Peer group.

Save the Children Sweden (2005) *Regional capacity-building workshop on advocacy for realising child rights*, Save the Children Sweden regional programme for South and Central Asia Kathmandu.

Save the Children Sweden (2006) *Global capacity-building workshop on community and child-centred advocacy for ending violence against children*, Save the Children's Global Task Group on Violence against Children.

### External organisations' advocacy manuals

ActionAid International (2005) *Critical Webs of Power and Change: Resource pack for planning, reflection and learning in people-centred advocacy*, Summary booklet and CD Rom, [www.actionaid.org](http://www.actionaid.org)

Cohen, D de la Vega, R and Watson, G (2001) *Advocacy for Social Justice, a global action and reflection guide*, OXFAM/Kumarian Press.

Court, J Mendizabal, E Osborne, D and Young, J (2006) *Policy Engagement. How civil society can be more effective*. Overseas Development Institute. [www.odi.org.uk](http://www.odi.org.uk)

International HIV/AIDS Alliance (2002) *Advocacy in Action: A toolkit to support NGOs and CBOs responding to HIV/AIDS*, [www.aidsalliance.org](http://www.aidsalliance.org)

Policy Project (1999) *Networking for Policy Change: An advocacy training manual*, Policy Project. [www.policyproject.com/pubs/AdvocacyManual.cfm](http://www.policyproject.com/pubs/AdvocacyManual.cfm)

Saferworld (2005) *Training for Action*, Saferworld. [www.saferworld.org.uk](http://www.saferworld.org.uk)

Sharma, R (1997) *An Introduction to Advocacy: Training Guide*, AED, SARA Project, AFR/SD, HHRAA Project. [www.aed.org](http://www.aed.org)

Sprechmann S and Pelton E (2001) *Advocacy Tools and Guidelines: Promoting policy change, Cooperative for Assistance and Relief Everywhere (CARE)*. [www.care.org/getinvolved/advocacy/tools.asp](http://www.care.org/getinvolved/advocacy/tools.asp)

Trocaire, (2007) *Monitoring Government Policies: A toolkit for civil society organisations in Africa*, Trocaire, CAFOD, and Christian Aid, [www.trocaire.org](http://www.trocaire.org)

VeneKlasen, L with Miller, V (2002) *A New Weave of Power, People & Politics: The action guide for advocacy and citizen participation*. Just Associates. [www.justassociates.org](http://www.justassociates.org)

### Children's rights

International Save the Children Alliance (2007) *Getting it right: A practitioners' guide to child rights programming*, NGO group for the Convention of the Rights of the Child (2001) *Networking for Children's Rights: A guide for NGOs*. [www.crin.org](http://www.crin.org)

Save the Children UK (2007) *Reporting to the UN Committee on the Rights of the Child: A starter pack for country programmes*. (Internal Save the Children resource, available for Alliance members from Save the Children UK)

### Child participation in advocacy

Bhandari, N (2005), *Working against Physical and Degrading/Humiliating Punishments of Girls and Boys, Experiences from Andhra Pradesh and Orissa, India*, Save the Children Sweden.

International Save the Children Alliance (2003) *So You Want To Consult With Children? A toolkit of good practice*, Save the Children [www.savethechildren.net](http://www.savethechildren.net)

International Save the Children Alliance (2005) *Practice Standards in Children's Participation*, Save the Children. Translations available in French and Spanish; this document is also currently being translated into Portuguese. [www.savethechildren.org.uk/en/docs/practice\\_standards\\_participation.pdf](http://www.savethechildren.org.uk/en/docs/practice_standards_participation.pdf)

Save the Children Sweden (2004) *So You Want To Involve Children In Research? A toolkit supporting children's meaningful and ethical participation in research relating to violence against children*, Save the Children. [www.savethechildren.net](http://www.savethechildren.net)

Save the Children Sweden (2005) *Children's Actions to End Violence Against Girls and Boys – A contribution to the UN Study on Violence against Children*, Save the Children. [www.rb.se](http://www.rb.se)

### Evidence in advocacy

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

Start, D and Hovland, I (2004) *Tools for Policy Impact: A handbook for researchers*, Research and Policy in Development Programme (RAPID), Overseas Development Institute. [www.odi.org.uk/publications/rapid/tools1.pdf](http://www.odi.org.uk/publications/rapid/tools1.pdf)

### Advocacy in emergencies

Chapter on advocacy in International Save the Children Alliance *Emergency Response Toolkit* (Preliminary draft, March 2007) available on the Alliance extranet: [www.savethechildren.net/xtranet/emergencies/index.html](http://www.savethechildren.net/xtranet/emergencies/index.html)

### Budget analysis

International Budget Project website:  
[www.internationalbudget.org/](http://www.internationalbudget.org/)

World Bank website, the Poverty and Social Impact Analysis (PSIA tool):  
[www.worldbank.org/psia](http://www.worldbank.org/psia)

### Monitoring and evaluating advocacy

Advocacy Evaluation Project, Innovation Network. Sponsored by the JEHT Foundation and Atlantic Philanthropies, currently ongoing. [www.innonet.org](http://www.innonet.org)

The Advocacy Institute (1992) *Telling Your Story: A guide to preparing advocacy case studies*.  
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Alliance for Justice (2005) *"Build Your Advocacy Grantmaking: Advocacy evaluation tool, advocacy capacity assessment tool."* Sponsored by The George Gund Foundation Evaluation for Advocacy Project,  
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[www.foundationnews.org](http://www.foundationnews.org)

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[www.gse.harvard.edu](http://www.gse.harvard.edu)

Organisational Research Services (2004) "A Practical Guide to Documenting Influence and Leverage." In *Making Connections Communities*. Sponsored by Annie E. Casey Foundation,  
[www.aecf.org](http://www.aecf.org)

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