www.flacsoandes.edu.ec

UN WOMEN
United Nations Entity for Gender Equality and the Empowerment of Women

EvalPartners

ioce

Advocating for Evaluation

A toolkit to develop advocacy strategies to strengthen an enabling environment for evaluation

2015 International Year of Evaluation

In partnership with:

FORMIN.FINLAND.FI
MINISTRY FOR FOREIGN AFFAIRS OF FINLAND

OECD
Development Assistance Committee
Network on Development Evaluation

UNEG
United Nations Evaluation Group

unicef

USAID
FROM THE AMERICAN PEOPLE

Advocating for Evaluation

A toolkit to develop advocacy strategies to strengthen an enabling environment for evaluation

Editors
Marco Segone, Tessie Catsambas and Jim Rugh

Author
Neha Karkara

ISSUE # 1: New trends in development evaluation. Published jointly by UNICEF and IPEN. 2006.

ISSUE # 2: Bridging the gap: The role of monitoring and evaluation in evidence-based policy-making. Published by UNICEF in partnership with the World Bank, IDEAS, DevInfo, and MICS, 2008.

ISSUE # 3: Country-led monitoring and evaluation systems. Better evidence, better policies, better development results. Published by UNICEF in partnership with the World Bank, IDEAS, IOCE, UNECE, DevInfo, and MICS, 2009.

ISSUE # 4: Country-led monitoring and evaluation systems. Watch and listen to international keynote speakers. DVD published by UNICEF in partnership with IDEAS, IOCE, WFP, OECD/DAC Network on development evaluation, and DevInfo, 2009.

ISSUE # 5: From policies to results: Developing capacities for country monitoring and evaluation systems. Published by UNICEF in partnership with DevInfo, IDEAS, ILO, IOCE, The World Bank, UNDP, UNIFEM, and WFP, 2010.

ISSUE # 6: How to design and manage Equity-focused evaluations. UNICEF, 2011.

ISSUE # 7: Evaluation for equitable development results. Published by UNICEF in partnership with Coneval, IDEAS, IDRC, ILO, IOCE, UNDP, and UNWomen, 2012.

ISSUE # 8: Evaluation and Civil Society. Stakeholders' perspectives on National Evaluation Capacity Development. Published by UNICEF, EvalPartners and IOCE in partnership with CLEAR, IEG World Bank, Ministry for Foreign Affairs of Finland, OECD Development Assistance Committee Network on Development Evaluation, UNEG and UNWomen, 2013.

ISSUE # 9: Voluntary Organizations for Professional Evaluation. Learning from Africa, Americas, Asia, Australasia, Europe and Middle East. Published by UNICEF, EvalPartners and IOCE in partnership with Cooperación Española, Ministry for Foreign Affairs of Finland, UNEG, and UNWomen, 2013.

Photo Credits: ©UNICEF/NYHQ2013-0625/Susan Markisz

All the above publications are available for free download at http://www.mymande.org/selected-books

Disclaimer:

The opinions expressed are the personal thinking of the contributors and do not necessarily reflect the policies or views of UNWomen, IOCE, EvalPartners, Ministry of Foreign Affiars of Finalnd, OECD Development Assistance Committee Network on Development Evaluation, UNEG, UNICEF, USAID, or any other organization involved or named in this publication. The text has not been edited to official publication standards and UNWomen and partner organizations accept no responsibility for errors.

Extracts from this publication may be freely reproduced with due acknowledgement.

Design by services-concept.ch

Contents

Acknowledgements **6**

Preface **7**

Getting familiar with the toolkit **8**

1 Introduction **13**

1.1 Developing national evaluation capacities 13

1.2 Role of CSOs and VOPEs in strengthening national evaluation capacity development 18

1.3 Role of governments in supporting national evaluation capacity development 21

1.4 Role of parliamentarians in building an enabling environment for evaluation 24

1.5 Role of partners in supporting national evaluation capacity development 25

1.6 Advocacy for building an enabling environment for evaluation 25

2 Developing an advocacy strategy to build an enabling environment for evaluation **29**

2.1 Why plan for advocacy 30

2.2 Nine questions for strategic advocacy planning 31

Question 1: What do we want? (Goals) *33*

Question 2: Who can give it to us? (Audiences, Targets or Power-Holders) *38*

Question 3: What do they need to hear? (Messages) *54*

Question 4: Who do they need to hear it from? (Messengers) *58*

Question 5: How can we make sure they hear it? (Delivery) *60*

Question 6: What have we got? (Resources, strengths) *75*

Question 7: What do we need to develop? (Challenges, gaps) *75*

Question 8: How do we begin? (First steps) *76*

Question 9: How do we tell if it's working? (M&E) *79*

2.3 Putting together the advocacy strategy using nine questions 84

3 Tracking progress in advocating for an enabling environment for evaluation 86

4 Advocating for equity-focused and gender-responsive evaluation policies 93

5 Strengthening partnerships to influence evaluation policies and systems 101

6 Working with parliamentarians to increase demand for evaluation 111

7 Managing knowledge in advocacy 120

8 Managing risks in advocacy 125

9 Mobilizing resources for advocacy 129

Annex 1: Effective press releases, press kits, media events and interviews 132

Annex 2: Glossary 134

Abbreviations 138

References 141

Acknowledgements

We would like to specifically thank Hans Lundgren and Joëlline Benefice (OECD DAC Network on Development Evaluation) and Riitta Oksanen (Ministry of Foreign Affairs of Finland), as well as Aru Rasappan (MES); Asela Kalugampitiya (South Asian Parliamentarians Network); Ayesha Khan (PEN); Barbara Rosenstein (Israeli Association for Program Evaluation); David Roberts (Australasian Evaluation Association); Doha Abdelhamid (EVALMENA); Dwiagus Stepantoro (InDec); Eva Petrova (EES); Farhod Khamidov (UNICEF Cambodia); Jennifer Mutua (AfrEA); Jody Fitzpatrick (American Evaluation Association); Hon. Kabir Hashim (Member of Parliament, Sri Lanka); Kate McKegg (ANZEA); Khadija Khan (PEN); Kulasabanathan Romeshun (SLEvA), Issaka Traore' (AfrEA); Mallika Samaranayake (CoE South Asia, SLEvA); Natalia Kosheneva (IPEN); Pablo Rodriguez-Bilella (CONICET, ReLAC); Shah Alam (PEN); Sarah Ahmad Mirza (UNICEF MENA Regional Office); Scott Bayley (AusAID); Rashmi Agrawal (IAMR); Umi Hanik (InDec); Yulianto Dewata (InDec); Ziad Moussa (EVALMENA).

The toolkit is a resource emerging from the EvalPartners Advocacy Strategy developed in January 2013. We are very grateful to the Voluntary Organizations for Professional Evaluation (VOPEs) for sharing their valuable experiences in advocating for evaluation and their rich inputs, which are the backbone of this resource. The toolkit has benefitted immensely from the guidance provided by the members of the EvalPartners Enabling Environment Task Force; EvalPartners Management Group; UNEG Task Force; and, the OECD DAC Network on Development Evaluation. Special thanks to Hans Lundgren and Joëlline Benefice (OECD DAC Network on Development Evaluation) and to Riitta Oksanen (Ministry of Foreign Affairs of Finland), for their expert advice that has helped to shape the toolkit's content and structure.

Finally, the toolkit builds upon the set of tools and guidance presented in UNICEF's Advocacy Toolkit (2010), which is adapted to meeting the needs of CSOs, VOPEs, governments and other development partners, in advocating for an enabling environment for evaluation.

PREFACE

Evaluation partners around the world are committed to promoting the demand and use of evaluation by governments and parliaments, to inform policy development and increased social accountability through evaluation. The global commitment to *EvalYear 2015 – the International Year of Evaluation* is increasing the pressure on evaluation partners to act as advocates for evaluation. Evaluation partners need to step up their efforts to advocate for an enabling environment for evaluation, including by developing and implementing evaluation policies that are equity-focused and gender-responsive. The Evaluation Advocacy Toolkit promotes learning from evaluation partners who have been successful in advocating for evaluation, and also from advocacy experts who bring special skills that evaluation practitioners need.

As evaluation partners, we need to shape a compelling message on the importance of evaluation for policy-makers, civil society and the public. We also want to invest in relationships and activities that promote these evaluation messages effectively. Some of us are talented advocates, yet we can all benefit by learning from the experiences of others, and from tools that help us think and act strategically. The members of the Enabling Environment Task Force of EvalPartners and the EvalPartners Management Group are excited to bring this toolkit to you; we are hopeful that it will be helpful to evaluation colleagues working to increase demand and use for evaluation in policy-making, for EvalYear and beyond. We see this toolkit as a living document, an ongoing dialogue that will help us continue to learn from each other, understand and overcome challenges, and to celebrate successes.

We hope you will add this toolkit to your resource package as you advocate for evaluation, and we look forward to celebrating mutual successes in 2015 and beyond!

Marco Segone and Natalia Kosheleva,
EvalPartners co-chairs

Tessie Catsambas,
EvalPartners' Enabling Environment Task Force co-chair

Getting familiar with the toolkit

**To download this toolkit free of charge, please visit,
http://www.mymande.org/evalpartners/advocacytoolkit**

What is this toolkit about?

The toolkit attempts to create a better understanding of what advocacy is and how it can be used practically to build an enabling environment for evaluation that supports evidence-based policy-making, transparency and learning. The toolkit provides a series of incremental steps that can be taken to effectively advocate for national evaluation policies and systems that are equity-focused and gender-responsive.

Who is this toolkit for?

The toolkit will be useful for civil society organizations (CSOs), Voluntary Organizations for Professional Evaluation (VOPEs) as well as governments, parliaments, academia, evaluation units from development cooperation agencies and other development partners to get familiar with key advocacy concepts and techniques that can help in building an enabling environment for evaluation. It will equally be useful for other stakeholders, such as students, journalists and managers who want to expand their understanding of a structured approach to sustained and effective advocacy to promote a culture of evaluation.

Why is this toolkit important?

Establishing an enabling environment for evaluation is as much a political exercise as an issue of developing technical capability. This requires capacity and skills for strategic advocacy to influence decision-makers to increase the demand for evaluation.

The toolkit will help CSOs, VOPEs, governments and other stakeholders to:

- Learn how strategic advocacy can be leveraged to increase the demand for evaluation.
- Acquire essential skills to become an effective advocate for building an enabling environment for evaluation.

- Devise a long-term advocacy strategy to develop and implement equity and gender sensitive national evaluation policies and systems.
- Respond quickly to seize any unplanned advocacy opportunity to build a culture of evaluation.

Capacity for strategic evaluation advocacy is specifically relevant for CSOs, VOPEs, governments and other stakeholders especially given the presence of key opportunities, such as the International Year of Evaluation 2015 (EvalYear). EvalYear presents a unique opportunity to advocate for and to promote evaluation and evidence-based policy-making at international, regional, national and local levels.

What does the toolkit contain?

The toolkit contains guidance and tools on how to plan, design, implement, monitor and evaluate advocacy strategies that help to increase the use of evaluation and evaluative (critical) thinking in decision-making. It captures several case studies, which highlight some of the successes and challenges that VOPEs have encountered thus far in some of their advocacy work around creating an enabling environment for evaluation.

Below is a description of the toolkit's content:

Section 1: Reinforces advocacy as being central to building an enabling environment for evaluation.

Section 2: Provides a framework for developing a strategic evaluation advocacy strategy.

Sections 3 to 9: Present specific guidance on key aspects that make evaluation advocacy effective.

Section 1: Introduction: This section makes a case for investing in evaluations and for strengthening national evaluation capacities. It outlines the systems approach for National Evaluation Capacity Development, highlighting the importance of strengthening both demand and supply capacities for evaluation at three levels: enabling environment, institutional capacities and individual capacities. It provides an introduction to the increasing role of CSOs, VOPEs, governments, parliamentarians, and other partners in advocating for equity-focused and gender-responsive national evaluation policies and systems. Finally, it explains what advocacy is and how it can be strategically exercised to build an enabling environment for evaluation.

Section 2. Developing an advocacy strategy to build an enabling environment for evaluation: This section provides specific guidance and tools to create an advocacy strategy to influence national evaluation policies, strategies and systems. The tools and guidance are illustrated using VOPEs, governments and other stakeholders' experiences. The toolkit uses the 'Nine questions model' to reflect a number of well-established stages in advocacy planning.

Nine questions for strategic advocacy planning[1] include:

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

Section 3. Tracking progress in advocating for an enabling environment for evaluation: This section presents tools for planning the monitoring and evaluation (M&E) of an advocacy strategy that aims to build an enabling environment for evaluation. It examines common challenges that may be encountered by CSOs, VOPEs and stakeholders during monitoring and evaluating advocacy efforts.

Section 4. Advocating for equity-focused and gender-responsive evaluation policies: The section makes the case for including equity and gender perspective in evaluation. It further highlights how challenges related to promotion and implementation of equity and gender responsive evaluations could be overcome by advocating for national evaluation policies and systems that are equity-focused and gender-responsive.

Section 5. Strengthening partnerships to influence evaluation policies and systems: This section highlights the value added of developing and maintaining partnerships in advocacy to increase

1 The nine questions for strategic advocacy planning have been developed by Jim Schultz, Founder and Executive Director of The Democracy Center.

the use of evaluation and evidence in policy-making. It outlines key requirements for a successful partnerships; ways to establish networks and manage conflicts in partnerships for advocacy.

Section 6. Working with parliamentarians to increase demand for evaluation: This section highlights the critical role parliamentarians play in increasing the demand for evaluation. It encourages CSOs and VOPEs to consider engagement with parliamentarians as a long-term process that is built into evaluation advocacy strategies.

Section 7. Managing knowledge in advocacy: This section outlines the benefits of a strong knowledge-base for effective advocacy and ways in which it can be secured. It highlights the value of developing a knowledge management strategy that is linked to and supports a broader evaluation advocacy strategy. It highlights the importance of online knowledge management systems to address gaps in evaluation and advocacy capacities, to disseminate lessons learned and build stronger networks.

Section 8. Managing risks in advocacy: This section highlights risk assessment and management as an important requisite of strategic advocacy planning and analysis. In-depth understanding of the political and policy environment help to understand the risks in advocacy and how to overcome them. It further makes a case for strong leadership, communication and collaboration that helps to arrive at balanced judgments around risks in advocacy.

Section 9. Mobilizing resources for advocacy: This section provides guidance on budgeting and fundraising for advocacy. It highlights the importance of seeking resources for advocacy from the outset. Fundraising for advocacy can itself form a part of the evaluation advocacy agenda.

The strategic tools that can be used to develop an evaluation advocacy strategy are available at http://www.mymande.org/evalpartners/advocacytoolkit. These tools can be reproduced, adapted and tailored to fit the context of CSOs and VOPEs own evaluation advocacy campaigns.

How can this toolkit be used?

The toolkit appears rather detailed at first sight as it is designed to be useful to stakeholders with varying levels of experience, capacities and skills in strategic advocacy. For this reason the toolkit does not provide fixed standard prescriptions on how to do advocacy; rather it consists of a vast selection of tools, tips and guidance that

can be woven to create an advocacy strategy that responds to specific contexts, needs and visions.

Here is a quick guide to help you navigate the toolkit:

If you want to know why advocacy is important to build an enabling environment for evaluation, *see section 1.*

If you want to start designing your evaluation advocacy strategy, *see section 2.*

If you want specific guidance on key aspects of evaluation advocacy, *see sections 3 to 9.*

If you want to choose from some advocacy tools, go to *http://www.mymande.org/evalpartners/advocacytoolkit*

Readers who are beginning their journey on strategic evaluation advocacy may find it useful to go through the guidance and tools in detail in the sequence presented. In practice, some VOPEs may want to work through most of the advocacy stages systematically. Others may decide to work through one advocacy stage at a time over several months, or select advocacy stages according to their specific needs. Those with advanced advocacy capacities might find value in specific tips and guidance that can spark additional ideas to make their on-going advocacy more effective.

This toolkit is envisaged as a 'living document', which will evolve in relation to the experiences, factors and contexts of the CSOs, VOPEs, governments and other stakeholders. To facilitate this, a web version of the toolkit is available at http://www.mymande.org/evalpartners/advocacytoolkit. This e-toolkit provides space for readers to further share advocacy experiences, learning and ideas as they unfold.

1: Introduction

Key messages

- Evaluations are a means to support good governance: accountability from governments to their citizens and their development partners, transparency in the use of resources and their results, and in learning from experience.
- Building a culture of evaluation requires developing national evaluation capacities. This entails strengthening both demand and supply capacities for equity-focused and gender-responsive evaluation at three levels: enabling environment, institutional capacities and individual capacities.
- CSOs in general, and VOPEs in particular, including governments, parliaments, academia, UN, international development partners, media and other stakeholders have a key role in building an enabling environment for evaluation.
- Establishing an enabling environment for evaluation requires development of technical capability as well as influencing the political and policy sphere. Strategic advocacy is a means to leverage decision-makers to increase the demand for evaluation.
- EvalPartners – an international collaborative partnership to strengthen civil society's evaluation capacities – is a catalyst in supporting CSOs, VOPEs and other stakeholders to build capacities and skills in strategic advocacy that can influence decision-makers to develop equity-focused and gender-responsive national evaluation policies and systems.

1.1 Developing national evaluation capacities[2]

Evaluation is an effective way to capture lessons drawn from experience that can be used to improve development policies and programmes. In this way, evaluation helps to meet performance standards such as efficiency, effectiveness and equity.

Evaluation provides much needed feedback for informed decision-making by putting the best available evidence at the center of the policy process. Therefore, a strong capacity and culture of evaluation carries the potential to become a powerful tool for improvement and change. Exercising evaluation in an independent, credible and useful way contributes to good governance, public accountability and transparency in the use of resources and the results.

2 This section is adapted from UNICEF, EvalPartners, IOCE in partnership with CLEAR, IEG World Bank, Ministry for Foreign Affairs of Finland, OECD Development Assistance Committee Network on Development Evaluation, UNEG and UNWomen. (2013). *Evaluation and Civil Society: Stakeholders' Perspectives on National Evaluation Capacity Development.* Available at http://www.mymande.org/Evaluation_and_Civil_Society and UNICEF. (2010). *Evidence for Children, Developing National Capacities for Country-led Evaluation Systems, A Conceptual Framework.*

Evaluation is:

- a source of evidence for good practices, and lessons for improved programme and policy design;
- a knowledge resource of strategic intervention designs which work;
- a means for ensuring accountability through focused reporting; and
- a key input in advocacy strategies to make the case for important public policy decisions.

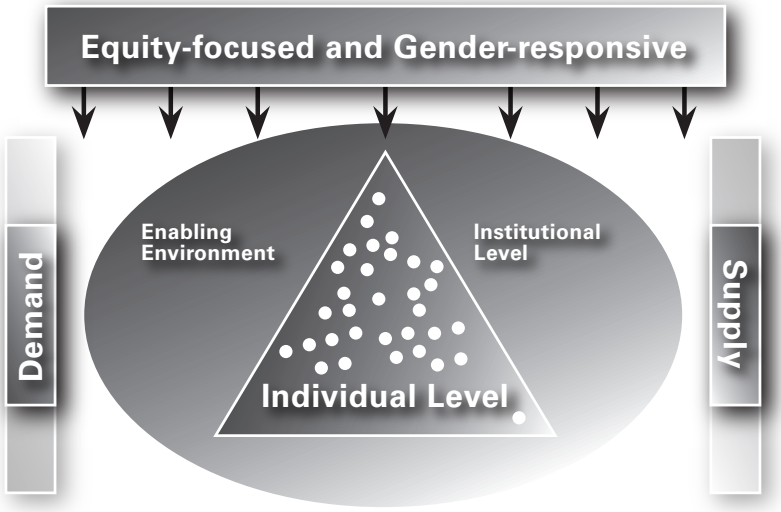
The Paris Declaration on Aid Effectiveness, endorsed in 2005, and the 2008 Accra follow-up meeting, state that national ownership and leadership are overarching factors for ensuring good development outcomes. The implication for the evaluation function is fundamental. The principle of ownership means that partner countries should own and lead their own country-led evaluation systems, while donors and international organizations should support sustainable national evaluation capacity development. The 2012 Busan High-level forum re-affirmed the above principles while recognizing the need for partnerships for effective development cooperation.

Within the efforts to implement development strategies, the real challenge is to translate policy statements into development results. For this reason, a strong national evaluation system with adequate capacities is crucial to provide essential information and analysis. It helps to review policy implementation and design; and, to detect bottlenecks and inform on adjustments needed to enhance systemic capacities, which in turn, depends on strong national commitment. However, strengthening national evaluation capacities is not an end goal in itself, but should be seen, rather, as a means to support more effective development activities and informed policy-making. These strategies should be comprehensive and integrated, based on a systems approach to National Evaluation Capacity Development.[3] Above all, capacity development should be context specific, which means capacity must be understood in terms of a specific cultural, social and political context.

In the past, evaluation capacity development focused on strengthening the capacities of individuals' knowledge and skills. However, it is by now clear that capacity development should be based on a systemic approach that takes into account three major levels (individual, institutional, and external enabling environment), and two components (demand and supply) tailored to the specific context of each country. See Figure 1 below.

3 Adapted from UNICEF. (2010). *Evidence for Children, Developing National Capacities for Country-led Evaluation Systems, A Conceptual Framework*.

Figure 1: A systemic and integrated approach to national evaluation capacity development[4]



The enabling environment for evaluation is determined by a culture of learning and accountability, meaning the degree to which information is sought about past performance, the extent to which there is a drive to continuously improve, and to be responsible or accountable for actions taken, resources spent, and results achieved. This may involve designing, adopting and implementing legislation and/or policies to institutionalize national evaluation systems. A two-tier strategy should be put in place focusing on policy-makers and citizens. This would entail strengthening the capacity of policy-makers (duty-bearers) to provide sound evidence through exercising evaluation and ensure its use, while developing citizens' (rights-holders') capacity to demand and to assess policy implementation, by putting in place systems and participatory mechanisms and processes to engage citizen groups, and to capture and utilize their feedback.

4 UNICEF, EvalPartners, IOCE in partnership with CLEAR, IEG World Bank, Ministry for Foreign Affairs of Finland, OECD Development Assistance Committee Network on Development Evaluation, UNEG and UNWomen. (2013). *Evaluation and Civil Society: Stakeholders' Perspectives on National Evaluation Capacity Development.* Available at http://www.mymande.org/Evaluation_and_Civil_Society

National evaluation organizations should, therefore, be supported and enabled to foster national demand and supply of evaluation, including by setting national evaluation standards and norms. An enabling environment is also created and supported through governance structures that demand independent evaluation, be it through parliaments or governing bodies, and is further enhanced through VOPEs that set standards and strive towards greater professionalism in evaluation.

The institutional framework for evaluation ensures that a system exists to implement and safeguard the independence, credibility and utility of evaluation within an organization. **At the individual level**, a capacity development strategy should strengthen senior management capacity to strategically plan evaluations and to identify the key evaluation questions; and to manage and use evaluations.

The demand and supply of evaluation

The use of evaluation evidence in policy-making, policy reform and implementation depends on the combination of capacity to provide quality and trustworthy evidence (supply) on the one hand, and the willingness and capacity of policy-makers to use it on the other (demand).

> "Demand" refers to the capability by policy-makers and senior managers to request sound and trustworthy evaluative evidence with the aim of using it in strategic decision-making processes. "Supply" refers to the capability of professional evaluators to provide sound and trustworthy evaluative evidence. Therefore a distinction is required between the capacity of policy-makers to use evaluation evidence and the capacity of evaluation professionals to provide sound evaluation evidence.

An increasingly necessary skill for policy-makers is to know about the different kinds of evidence available; how to gain access to it; and, how to critically appraise it. Without such knowledge and understanding it is difficult to see how a strong demand for evaluation evidence can be established and, hence, how to enhance its practical application. The extent to which evaluation evidence is demanded and used by policy-makers also depends, in turn, on the policy environment. *(For more information on policy analysis see 'Question 2: Who can give it to us?' in Section 2)*

To strengthen an enabling policy environment, policy-makers may need incentives to use evaluation evidence. These include mechanisms to increase the pull for evaluation evidence, such as requiring

spending bids to be supported by an analysis of the existing evidence-base, and mechanisms to facilitate evaluation evidence-use, such as integrating policy-advisors at key stages of policy implementation. Similarly, disincentives or sanctions could also be developed for not using the evaluation evidence in policy-making.

Once we have generated demand for evaluation we need to have the required capacities at national level for undertaking evaluations and/or translating evaluation reports, as required, into development actions or policy legislation.

Capacity to demand and supply evaluation information entails the following:[5]

Capacity to demand and use information from evaluation:	***Capacity to supply information from evaluation:***
• Capacity within government institutions and CSOs to incorporate and use information from evaluation as part of the normal process of business (e.g. capacity to critically gauge evaluative evidence, to access timely evidence etc.). • Governments and civil society stakeholders are clear about where and how evaluation information can and will be used within government (e.g. planning, policy or programme development, decision-making, budgeting). This can evolve over time. • Policy-makers, government bodies, and CSOs have an appreciation of evaluation concepts and use of evaluation information.	• The technical capacity and infrastructure to undertake evaluation. • Availability of skilled personnel to gather, analyze and report on the quality, value and importance of different levels and types of performance of government policies and programmes, including potential partners within the country, such as universities, research institutes, think tanks, among others. • A national statistical agency to facilitate a national data development strategy and assist ministries and agencies in capturing and storing data.

5 The table is adapted from: UNEG Task Force on National Evaluation Capacity Development. (2012). *National Evaluation Capacity Development: Practical tips on how to strengthen National Evaluation Systems.*

• Adequate incentives within organizations and the system to ensure that evaluation information is used, and that evaluations report credible information in a timely fashion. • Reinforcing the need within organizations for formal or informal mechanisms and forums for reporting and sharing evaluation information. • Laws governing access to information to increase transparency and the potential for evaluation information to be made available to the media, civil society among others and facilitate their participation in the national system.	• Existence of credible and relevant data (disaggregated by sex, age, ethnicity, etc.) and information-gathering systems. • Infrastructure to ensure a systematic, comprehensive and credible approach to evaluation. This would include policies and standards intended to: clarify roles, responsibilities and accountabilities for performance monitoring and evaluation; establish expectations across the system for evaluation, monitoring and timing, and a high level of performance reporting; and, set out quality standards for conducting evaluations. • Organizational structures to conduct and/or manage evaluation exercises. • A policy center to provide policy direction, oversight and assistance for the system-wide development of evaluation.

1.2 Role of CSOs and VOPEs in strengthening national evaluation capacity development[6]

Along the lines of the Paris Declaration followed by the Accra Consensus and the Busan Outcome document, CSOs can and should play a central role in advocating for transparency in the allocation and expenditure of public budgets; accountability for the implementation of public policies; strengthening the demand and use of evaluation to inform evidence-based policy-making; and, strengthening capacities of qualified evaluators to produce valid, credible and useful evaluations based on national and international evaluation standards. This can strengthen the quality of democracy whereby informed citizens are able to influence decision-making.

6 This section is adapted from UNICEF, EvalPartners, IOCE in partnership with CLEAR, IEG World Bank, Ministry for Foreign Affairs of Finland, OECD Development Assistance Committee Network on Development Evaluation, UNEG and UNWomen. (2013). *Evaluation and Civil Society: Stakeholders' Perspectives on National Evaluation Capacity Development.* Available at http://www.mymande.org/Evaluation_and_Civil_Society

In the field of evaluation, Voluntary Organizations for Professional Evaluation (VOPEs) are the key CSOs. Their leadership and participation in supporting the national evaluation systems has now come to be well recognized and accepted. The number of VOPEs has increased from about 15 in the mid-1990s to over 125. This growth is not confined to numbers but also in the scope of activities and areas of influence of VOPEs. The International Organization for Cooperation in Evaluation (IOCE), the association that identifies, links and supports VOPEs all over the world, was established in 2003 with the mandate to contribute to building evaluation leadership and capacity, especially in developing countries; to foster the cross-fertilization of evaluation theory and practice around the world; address international challenges in evaluation; and, to assist the evaluation profession to take a more global approach to contributing to the identification and solution of world problems.

> The VOPEs include formally constituted associations or societies, as well as informal networks and communities of practice. Their memberships are open not only to those who conduct evaluations but also to those who commission and utilize evaluations and those engaged in building the evaluation field.

The focus of VOPEs has evolved to a more active engagement with governments, policy dialogues, and even coordination of international and regional-level work. Specific ways in which VOPEs support an enabling environment for evaluation include the following:

- Advocate for the use of evaluation evidence in policy development and implementation.
- Advocate for development and implementation of national evaluation policies that are equity-focused and gender-responsive.
- Work in partnership with governments and parliamentarians towards the establishment of national evaluation policies.
- Work with governments to set standards as benchmarks which can be used to convince other stakeholders of the importance of the evaluation principles and measures to safeguard them.
- Foster indigenous demand and supply of evaluation.
- Be available to advise commissioners of evaluations on the relevance of Terms of Reference for evaluations, including choices of appropriate design and methodology to answer key questions.

- Promote the capacity of evaluators to perform quality, credible and useful evaluations.
- Conduct independent research, monitoring and evaluation to validate national statistics provided by the authorities.
- Develop tripartite partnerships with the UN system, government and civil society.
- Mobilize resources otherwise not available for the purpose of evaluation from within the national budgets.
- Create evaluation awareness among journalists by engaging media in the process of advocacy for evaluation.

Several VOPEs have recognized the need not only to improve the supply of quality, credible, useful evaluations, but also to address the demand side – including advocating for governmental policies and systems that call for appropriate forms of evaluation that contribute to accountability, learning and public transparency. However there are many VOPEs that are facing challenges in establishing themselves firmly and achieving adequate capacities to make significant contributions to, and influence on, the way national evaluation systems are developing. With regards to using evaluations to influence public policies VOPEs express[7] limited capacity to advocate for equity and gender-sensitive evaluations and increased government budgets for monitoring and evaluation. They require increased skills to create and maintain networks, engage with parliamentarians and the media. They also need greater avenues to learn from other VOPE country experiences through improved knowledge management practices. Above all, VOPEs require capacity to develop effective policy advocacy strategies including finding ways to mobilize resources for advocacy. *The toolkit addresses a number of these areas by building advocacy tools and guidance, which fit the needs of the VOPEs.*

7 As emerging from the VOPE's International Mapping Exercise [to learn more see, UNICEF, EvalPartners, IOCE in partnership with Cooperacion Espanola, Ministry for Foreign Affairs of Finland, UNEG, UNWomen. (2013). *Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East,* available at http://www.mymande.org/voluntary_organizations_for_professional_evaluation) and the deliberations from 'EvalPartners International Forum on Civil Society's Evaluation Capacities' at Chiang Mai, Thailand on 3-6 December 2012 [for more information see http://www.mymande.org/evalpartners/forum].

EVALPARTNERS: In this context, 34 organizations launched EvalPartners (International Evaluation Partnership Initiative to Promote Civil Society Evaluation Capacities). EvalPartners is the first international collaborative initiative to contribute to the enhancement of the capacities of CSOs – notably VOPEs – to influence policy-makers, public opinion and other key stakeholders so that public policies are evidence-based, equitable and effective. It is the first global initiative with the aim of promoting coordinated efforts among development funders, UN, governments and civil society, in order to strengthen civil society evaluation capacity to play a more effective role in policy-making. EvalPartners seeks to help VOPEs to become:

- **Stronger**: their institutional and organizational capacities are enhanced;
- **More influential**: they are better able to play strategic roles in strengthening the enabling environment for evaluation within their countries, and so help to improve national evaluation systems and promote the use of evaluation evidence in developing policies geared towards effective, equitable and gender-equality responsive development results; and
- **More strategic**: they are better able to develop sustainable strategies to enhance the evaluation skills, knowledge and capacities of their members, and of evaluators more widely, to manage and conduct valid, credible and useful evaluations.

1.3 Role of governments in supporting national evaluation capacity development[8]

A growing number of governments are strengthening national evaluation capacities, having included the evaluation function in the Constitution or mandated it via Acts of Parliament to deliver evidence to inform policy-making. Many are creating space for involvement of civil society is gaining momentum through evaluation dialogue and peer review mechanisms. There are examples of governments soliciting the advice and involvement of VOPEs in not only the formulation of evaluation policies and systems, but also in the implementation of evaluations consistent with those policies. However governments' existing capacity varies very significantly from country to country. Several VOPEs have been established together with support from government bodies and relevant ministries. In some cases, government authorities join hands with CSOs, to advocate with other relevant governing bodies and parliamentarians, for stronger national evaluation policies and systems.

8 This section is adapted from UNICEF, EvalPartners, IOCE in partnership with CLEAR, IEG World Bank, Ministry for Foreign Affairs of Finland, OECD Development Assistance Committee Network on Development Evaluation, UNEG and UNWomen. (2013). *Evaluation and Civil Society: Stakeholders' Perspectives on National Evaluation Capacity Development.* Available at http://www.mymande.org/Evaluation_and_Civil_Society

Some ways in which governments can promote national evaluation capacities include:

- Be aware of the threats to independence, credibility and utility of evaluation and demand measures to safeguard these principles.
- Adopt and oversee the implementation of legislation and/or policies, which institutionalize the independence, credibility and utility of evaluation.
- Adopt and implement equity and gender focused national evaluation policies and systems.
- Put in place effective oversight mechanisms over the quality of evaluation.
- Use evaluation findings and recommendations in national and subnational policies, programmes and legislation.
- Seek and use evaluative evidence to establish the quality, value and importance of policies, to assess the extent to which citizens needs have been met, and to improve performance whenever possible.
- Understand evaluation as part of good governance that aims to ensure public resources are used effectively and efficiently to meet citizen's needs identified in governments or organizations strategies and plans.

In Practice

Government taking the lead in South Africa to build a culture of evaluation[9]

The most influential initiative led appropriately by South African government and supported by national and international initiatives, is the establishment of the Department of Performance Monitoring and Evaluation (DPME) in 2010. DPME is placing evaluation units or departments in each of the three tiers of government, at the national level located in the Office of the Presidency, at the provincial level located in the Office of the Premier in each of the nine provinces, as well as in local government offices. In doing so, DPME has provided, amongst other things, a national evaluation framework, an Evaluation Plan, and evaluation standards and competencies, each strengthening an enabling environment for evaluation. This also lays a foundation for strengthening accountability, transparency and managing for results.

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

Ministry of Finance in Egypt champions Development Monitoring and Evaluation[10]

The Ministry of Finance in Egypt began the process of strengthening development monitoring and evaluation (DME) in 2000. The Minister of Finance first championed this cause, starting with assembling a like-minded ministerial team on this issue. With World Bank support a diagnostic study on DME was undertaken, which provided the opportunity to raise the importance of DME among other ministries, donors and academics. In 2001, the Ministry of Finance in a widely covered international conference held in Egypt, announced the launch of the National Capacity Building Programme in performance-based budgeting development monitoring and evaluation. The Minister communicated his vision for DME to the public, highlighting the provisional implementation strategy with five pilot line ministries (expanded to 9 ministries and 13 pilots upon implementation). The pilots chosen were closely linked to public service delivery in key development sectors such as budget and resource decision-making, education, health, taxation etc.

Advocacy efforts led by the Ministry of Finance proceeded at different levels. This included communications with Members of Parliament on the programmer's progress; engagement with the Parliament's planning and budget committee; periodic meetings among champion ministers to review progress and constant communications with the non-champion ministers. Efforts also included forming sub-ministerial committees to coordinate operations at individual line ministry level; assigning national experts to design capacity building programmes at the entry, intermediate and advanced levels of DME through individual ministry coaching; and meta-reviews by visiting international experts together with the Ministry of Finance.

Through press conferences with the media, the public was made aware of the value of DME in Egypt. In addition, the government, the World Bank and UNDP, developed bulletins and publications documenting increased capacities in performance-based budgeting monitoring and evaluation. From 2003 to mid 2004, over 1500 government officials were trained on establishing sustainable monitoring and evaluation systems at various levels of sophistication and different economic sectors. Technical coaching resulted in the preparation of the first, multi-year performance-based budgets for the pilot ministries. As an incentive towards the paradigm shift, the Minister of Finance pledged to retain ministerial budgetary allocations at a level no lower than that which had been requested earlier by the pilot line ministers.

The advocacy efforts and the demonstrated success of the programme resulted in the Ministry of Finance receiving requests from non-pilot ministries to subscribe to the capacity building efforts. The Ministry issued a decree to establish and fund sustainable monitoring and evaluation units in the state administrative apparatus on the night of a government re-shuffle (in 2004) that overthrew the entire group of champion ministers. In a short time-span, political priorities changed. However, the government together with support from CSOs, VOPEs and development partners continues to advocate for stronger DME in Egypt.

10 Case study contributed by Doha Abdelhamid, Former Director of Government of Egypt Performance-Based Budgeting, Capacity Building Monitoring and Evaluation Program at Ministry of Finance in Egypt; EvalMENA Board Member at IOCE.

1.4 Role of parliamentarians in building an enabling environment for evaluation

Parliamentarians have the power to debate and shape national evaluation policy, adopt and formulate laws pertaining to evaluation, earmark resources for the implementation of such legislation and monitor its implementation. These attributes make parliamentarians key players in developing an enabling environment for evaluation. In several regions such as South Asia and Europe and in countries such as Morocco, and the United States, CSOs and VOPEs are proactively working together with parliamentarians to increase the demand and use of evaluation in public policy-making. For example, in South Asia, the Parliamentarians Forum on Development Evaluation is an emerging collective of parliamentarians from Afghanistan, Bangladesh, India, Nepal and Sri Lanka committed to development evaluations in SAARC countries. However, CSOs' and VOPEs' capacities to effectively engage with parliamentarians to build an enabling environment for evaluation vary greatly.

Specific ways in which parliamentarians can support an enabling environment for evaluation include the following:[11]

- Parliamentarians can organize themselves as a formal group to work on development evaluation and can partner with VOPEs and other stakeholders to establish national evaluation policies, systems and mechanisms.
- Parliamentarians can ensure evidence from evaluation informs public policy-making.
- They can raise awareness on the need for national performance evaluation mechanisms within the parliament, government and civil society. They can play a key role in facilitating dialogue on development evaluation within the parliament.
- Parliamentarians can take the lead in advocating for national evaluation policies within the parliament, and can submit the policy to the parliament.
- Parliamentarians can partner with VOPEs to draft the national evaluation policy, and support finalization of the policy in consultation with the government.

11 Adapted from EvalPartners, Parliamentarians Forum on Development Evaluation. (2013). *How to Engage Parliamentarians in Development Evaluation: Training for VOPEs, Government Policy-makers and Evaluation Professionals (Draft)*

For more information on how to work with parliamentarians to increase the demand for evaluation, see Section 6.

1.5 Role of partners in supporting national evaluation capacity development[12]

In addition to governments, parliamentarians, VOPEs and NGOs at country level, a multitude of stakeholders are currently engaged in supporting National Evaluation Capacity Development: the United Nations Evaluation Group (UNEG) and its members; the Evaluation Cooperation Group (ECG) of the International Financial Institutions (IFIs); the Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD); the regional CLEAR centers (Regional Centers for Learning on Evaluation and Results); among others.

In order to ensure that these different actors coordinate their support and initiatives and avoid any parallel processes and duplication of efforts, they endorse the National Evaluation Capacity Development (as outlined in section 1.1). This helps to guide development activities in a comprehensive way to strengthen national evaluation systems as a whole, in addition to providing guidance on good practice, based on evidence of what works and why.

1.6 Advocacy for building an enabling environment for evaluation

The enabling environment for evaluation is often a challenge within countries, due to insufficient broad political support, lack of allocated funds for national evaluation capacity development and/or too few incentives for using evaluation information. One way to build an enabling environment for evaluation at the national level is to ensure robust equity and gender sensitive national evaluation policies and systems are in place, which are adequately resourced and implemented. However, there is a no 'best' model of a national evaluation policy, as they must be shaped according to the national context.

12 This section is adapted from UNICEF, EvalPartners, IOCE in partnership with CLEAR, IEG World Bank, Ministry for Foreign Affairs of Finland, OECD Development Assistance Committee Network on Development Evaluation, UNEG and UNWomen. (2013). *Evaluation and Civil Society: Stakeholders' Perspectives on National Evaluation Capacity Development.* Available at http://www.mymande.org/Evaluation_and_Civil_Society

Range of National Evaluation Policies[13]

There is a broad range of national evaluation policy, from formalized and codified (Mexico, the Netherlands, the UK, Ireland) to looser evaluation arrangements (Italy, Sweden and Germany) to none whatsoever. In other cases, polices have been formulated, but not implemented due to changes in government or other conditions in the country (Sri Lanka). Some National Evaluation Policies require so many evaluations that they cannot be read and used at the same pace that they are being produced. Thus the central purpose of requiring evaluation is lost. The pattern seems to be that countries formulate a policy and then revise it in response to context as a work in progress. In many cases countries do not have an official, legislated evaluation policy, but evaluation is conducted in many if not all of the government ministries (Israel, Australia, Malawi) as a matter of course.

It is important to recognize that establishing an enabling environment for evaluation is as much a political exercise as an issue of developing a technical capability.[14] Using advocacy in a well-coordinated and strategic way is a potential way forward for CSOs, VOPEs and other stakeholders to influence decision-makers to build an enabling environment for evaluation. Strategic advocacy can influence policy-makers to make use of evaluation and evaluative thinking when making laws and regulations, distributing resources, and making other decisions that affect peoples' lives. However, advocacy is not only about creation or reform of policies, but also about effective implementation and enforcement of policies.[15]

There are many different ways to conceptualize advocacy. For the purpose of this toolkit, advocacy can be understood as a deliberate process, based on demonstrated evidence, to directly and indirectly influence decision-makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfillment of human rights.[16]

13 Rosenstein B., (2013). *Mapping the status of National Evaluation Policies*. Parliamentarians Forum on Development Evaluation, EvalPartners.

14 UNEG Task Force on National Evaluation Capacity Development. (2012). *National Evaluation Capacity Development: Practical tips on how to strengthen National Evaluation Systems*.

15 Sprechmann S., Pelton E., (2001). *Advocacy Tools and Guidelines Promoting Policy Change*. CARE.

16 UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*.

In other words, advocacy represents a set of strategic organized activities and actions that at its most vibrant will influence the policies, practices and decisions of others. Advocacy frequently involves building constituencies – groups of people and organizations who support a particular policy viewpoint. Since advocacy usually occurs in the public domain, advocates must be prepared to consider the views of many people, and understand how decisions are made in a particular context.[17]

Effective advocacy for building an enabling environment for evaluation has the following characteristics:[18]

- Clearly articulates the problem.
- Offers positive and credible alternatives.
- Is directed at those with the power to make changes.
- Has clear and measurable plans.
- Can be monitored and evaluated.
- Is a long term process, not a one off event or output.
- Is a means to achieve a goal, not an end in itself.
- Follows through to ensure policy changes lead to improvements in practice.
- Is based on a belief that change is possible – and inspires others to feel the same.

In practice, there are several terms used interchangeably to describe advocacy work: upstream engagement; lobbying; public relations; policy development; awareness raising; networking; empowerment; mobilization; campaigning; media work; and, communications can all be terms for advocacy. Rather, all these are techniques that are part of advocacy.

With this introduction, the toolkit ahead hopes to create a common understanding of advocacy and its tools among CSOs, VOPEs and other stakeholders in building an enabling environment for evaluation. In doing so, the toolkit takes into account the specific needs of the VOPEs in advocating for a culture of evaluation.

17 Sprechmann, S., Pelton, E., (2001). *Advocacy Tools and Guidelines Promoting Policy Change*. CARE.

18 Adapted from Womankind. (2011). *Women's Rights Advocacy Toolkit*.

Additional resources

UNICEF, EvalPartners, IOCE in partnership with CLEAR, IEG World Bank, Ministry for Foreign Affairs of Finland, OECD Development Assistance Committee Network on Development Evaluation, UNEG and UNWomen. (2013). *Evaluation and Civil Society: Stakeholders' Perspectives on National Evaluation Capacity Development.* Available at: http://www.mymande.org/Evaluation_and_Civil_Society

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

UNICEF in partnership with the World Bank, IDEAS, DevInfo, and MICS. (2008). *Bridging the gap: The role of monitoring and evaluation in evidence-based policy-making.* Available at: http://www.mymande.org/content/bridging-gap

EvalPartners. (2014). *A Toolkit to build Institutional Capacities of VOPEs.* To be available at: www.mymande.org

Rosenstein B. (2013). *Mapping the Status of National Evaluation Policies.* Parliamentarians Forum on Development Evaluation. EvalPartners. Available at: www.mymande.org

Additional resources are available at www.mymande.org

2: Developing an advocacy strategy to build an enabling environment for evaluation

Key messages

- Advocacy planning makes CSOs, VOPEs and stakeholders strategic and effective in influencing decision-makers to build an enabling environment for evaluation.
- Strategic advocacy requires determining *advocacy goals, audiences, key players (power-holders), messages, messengers, delivery, resources, challenges and the first steps. Tracking progress* is essential part of strategic advocacy.
- Together these form a number of well-established stages in advocacy planning. In this toolkit, these stages are reflected in the 'Nine Questions Model for Advocacy Strategy Planning.'[19]
- In finding answer to the nine questions model, the advocate should undertake the following steps described below:

Question	Answering the question entails:
1: What do we want? (Goals)	Analyze the situation, generate evidence for advocacy and choose context specific advocacy priorities to determine advocacy goals.
2: Who can give it to us? (Audiences)	Analyze stakeholders and power to identify key targets for advocacy. A political and policy analysis helps to identify entry points for advocacy with the target audiences.
3: What do they need to hear? (Messages)	Develop evidence-based messages crafted for each specific target audience.
4: Who do they need to hear it from? (Messengers)	Determine the most strategic choice for an advocacy messenger based on the context.

19 The nine questions for strategic advocacy planning have been developed by Jim Schultz, Founder and Executive Director of The Democracy Center.

5: How do we get them to hear it? (Delivery)	Identify opportunities in the decision-making process to make sure the message reaches the audience. This involves choosing the best medium for message delivery and working with the media to get the message across. The message is also delivered in person through lobbying. It often requires negotiation.
6: What have we got? (Resources; strengths) 7: What do we need to develop? (Challenges; gaps)	Take a careful stock of the advocacy resources that are already there, that can be built upon to overcome challenges. This requires assessing the external and internal advocacy environment.
8: How do we begin? (First steps)	Develop advocacy goals, interim outcomes and activities, which help to move from advocacy planning to action.
9: How will we know it's working, or not working? (M&E)	Incorporate and implement a robust M&E plan within the advocacy strategy.
• Sound and careful advocacy planning makes CSOs and VOPEs effective, but it should not limit their ability to seize critical advocacy opportunities as they arise, at times unplanned, in the advocacy environment.	

2.1 Why plan for advocacy

> **KEEP IN MIND**
>
> Strategic planning for advocacy is always a work in progress. Planning and doing advocacy happen side by side.

Advocacy planning is the development of an overall change strategy that embodies your vision and reflects where you are, where you want to go and how you can get there[20]. In other words, advocacy planning is a disciplined effort to influence fundamental policy decisions in a strategic way. Advocacy planning is important for building an enabling environment for evaluation because it will help you to:[21]

- Break down your advocacy goals into manageable pieces or stepping stones.

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

21 Adapted from Womankind. (2011). *Woman Rights Advocacy Toolkit*.

- Use the right tools for advocacy.
- Use scarce resources wisely by making strategic choices.
- Make sure advocacy activities reinforce rather than undermine each other.
- Find partners, supporters and champions.
- Get the timing right and start preparing early enough for advocacy.
- Capitalize on new advocacy opportunities.
- Be prepared to counter opposition and other risks often faced in advocacy.

Being strategic in advocacy planning demands a careful analysis of external opportunities and constraints as well as internal organizational resources for bringing about a change. However, since advocacy involves maneuvering in a complex political system where power dynamics generate conflicts and risks, planning for advocacy differs from traditional strategic planning tools in key ways.

Strategic planning in advocacy acknowledges that there are both explicit and implicit agendas, differing values and ideologies, incomplete information and conflict. After every action it is often necessary to adjust the plan. Assessment is therefore a continual task in advocacy, rather than a step at the beginning of the planning sequence.[22]

2.2 Nine questions for strategic advocacy planning

There are many different advocacy strategy planning frameworks. This toolkit uses the 'Nine Questions Model for Strategy Planning.'[23] This model will take you, step-by-step, from identifying the core issues you want to advocate for, to drawing up a specific action plan to implement your advocacy work. The model is useful for long-term strategic advocacy planning to build an enabling environment for evaluation; however, it is also a useful checklist for making a quick advocacy response towards promoting national evaluation policies and systems. It can be applied to advocacy action at all levels: local, national, regional and global.

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

23 The nine questions for strategic advocacy planning have been developed by Jim Schultz, Founder and Executive Director of The Democracy Center.

The nine questions for strategic advocacy planning are:

Question 1: What do we want? (Goals)

Question 2: Who can give it to us? (Audiences)

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

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

Question 5: How do we get them to hear it? (Delivery)

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

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

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

Question 9: How will we know it's working, or not working? (M&E)

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

KEEP IN MIND

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

Experience shows that advocacy is very rarely an ordered, linear process. Some of the most successful advocacy organizations operate in a chaotic environment, seizing opportunities as they arise. The ability to seize opportunities, however, does not reduce the importance of a sound process and careful planning. Looking at advocacy in a systematic way will help you to plan an effective advocacy strategy.[24]

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

24 The Centre for Development and Population Activities. (2000). *Gender, Reproductive Health and Advocacy, A Trainer's Manual.*

you to keep modifying your plan.[25] Being flexible and adjusting your planning to changing circumstances is necessary and effective.

> A common confusion in the development of advocacy strategy is the difference between "strategy" and "tactics." Tactics are specific advocacy actions or activities – e.g. circulating petitions, writing letters to policy-makers, giving media interviews – that are undertaken to capture the attention of people in power in relation to your issue. Strategy is an overall map that guides the use of these tactics towards clear goals. Strategy is a hard-nosed assessment of where you are, where you want to go, and how you can get there.[26]

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

Question 1: What do we want? (Goals)

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

Answering Question 1 involves:

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

Analyzing the situation

Advocacy begins with identification of an issue or problem that the organization agrees to support in order to promote a policy change. The situation analysis forms the foundation for any programme or advocacy plan. It provides the analysis of the problem that you are trying to address, and looks at the ways in which it can be solved.[27] By creating a solid evidence base, the situation analysis provides a starting point for setting advocacy priorities and a baseline against which to measure progress.[28]

---

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

26 Adapted from Advocacy Institute. (2002).Washington DC.

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

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

TOOL 1: Developing a problem and solutions tree

One way to undertake a situation analysis is to create a visual representation of your problem, its root causes, consequences and its solution. A problem and solution tree analysis is one of many forms of project planning and is well developed among many development agencies. It is a visual method of analyzing a particular problem and its solution, based around mapping the different aspects of the problem.[29] *For details on the tool, go to http://www.mymande.org/evalpartners/advocacytoolkit*

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

Generating evidence

CSOs, VOPEs and stakeholders can utilize evidence strategically when advocating with policy-makers to make greater use of evaluation evidence in policy-making. For effective advocacy, evidence may include all information that is collected through a systematic credible process. Top end evidence may include a policy evaluation, empirical research and expert knowledge[30] that can stand up to scrutiny. Evidence can be a potential tool in advocacy and can also be an approach in itself, i.e. through creating debate, opening policy space, building national capacity and using the research to gain adherence and overcome opposition.

Gathering evidence supports many of the stages of the advocacy process. It is required to identify the problem, select the advocacy issue and develop goals, and also to craft messages, expand support, and monitor and evaluate progress in advocacy.[31] A reputation for thorough research and credible evidence is important in providing legitimacy – so that decision-makers take what you have to

29 WaterAid. (2007). The Advocacy Sourcebook.

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

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

say seriously. Such evidence can make a difference to policy-making in the following ways:[32]

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

Checklist for evidence from evaluation or research to influence policy[33]

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

TOOL 2: Planning research matrix[34]

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

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

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

34 Adapted from WaterAid. (2007). The Advocacy Sourcebook.

Remember evidence is never enough on its own to influence policy-making. It must be complemented by sound political analysis and by building networks and partnerships.[35] It is important to acknowledge that at each stage of the policy cycle, a number of different factors will affect policy. This occurs both at an individual level – for example, a policy-maker's own experience, expertise and judgment – and at an institutional level, for example in terms of institutional capacity. There are also a number of constraints, which will limit the extent to which evidence can affect policy – for example, the pressure to process information quickly. Policy-making is neither objective nor neutral; it is an inherently political process.[36]

KEEP IN MIND

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

In Practice

Using evidence through diagnostic studies of national evaluation capacity to open debate on the value of evaluation[37]

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

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

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

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

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

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

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

TOOL 3: Diagnosing national M&E systems[38]

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

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

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

Choosing advocacy priorities

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

TOOL 4: Checklist for choosing an advocacy priority[39]

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

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

Taking a strategic view of advocacy means thinking ahead about what needs to be changed, and how to exert influence on those with power to make the change. To do this you need to know how decisions about policy are made, and who has power over those decisions. You need to identify opportunities for influencing the policy decisions; exert influence as effectively as possible; and make sure that the changes are implemented and enforced.[40]

Answering Question 2 involves:

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

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

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

Analyzing stakeholders and power to identify advocacy targets

To undertake effective advocacy it is important to identify those who are most likely to be your allies, including those who can be persuaded to become allies, or at least facilitators to help you. You will also need to identify those who stand in the way of you achieving your advocacy goals. This section will help you to identify exactly who you need to persuade and influence to build a culture of evaluation. These are your advocacy targets. Most importantly, you need to tailor your 'ask' according to what your targeted decision-maker is capable of delivering. Begin the process of identifying your target by taking note of all the stakeholders and actors involved in your particular issue.[41]

Stakeholder Analysis[42]

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

1. **Identify the key stakeholders** from the large array of groups and individuals that could potentially affect or be affected by the proposed intervention. For example, in building an enabling environment for evaluation, national stakeholders could include:[43]

National stakeholder	Possible role and responsibility
Senior government officials (e.g. office of the president, office of the Prime Minister)	• Overall 'champion' for the drive for results-based M&E in the public sector.

41 Adapted from WaterAid. (2007). The Advocacy Sourcebook.

42 Adapted from UNEP-GPA, UNESCO-IHE, Train-Sea-Coast GPA. (2004). *Improving Municipal Wastewater Management in Coastal Cities, Training Manual (Version 1).*

43 UNEG Task Force on National Evaluation Capacity Development. (2012). *National Evaluation Capacity Development: Practical tips on how to strengthen National Evaluation Systems.*

Central agency (e.g. ministry of finance or ministry of planning)	• Champion and facilitator for M&E development and implementation activities. • Central coordinator for the roll-out of M&E across ministries. • Government policy center for M&E – guidance and guidelines for performance measurement, monitoring, evaluation and reporting. • Establish a central M&E unit. • Facilitate or manage high-level evaluations or special studies. • Monitor progress of M&E implementation across the system. • Play oversight and quality control role for all M&E performance measurement and reporting. • Establish an M&E professional development strategy for the country. • Work with other partners in M&E capacity building initiatives: workshops, training, etc. • Lead in the development of a national performance framework. • Lead and coordinate preparation of any national performance report. • Advise senior government officials on all M&E matters. • Work with civil society and the private sector to promote feedback mechanisms as an input to M&E. • Facilitate development of a national M&E professional association.

Individual ministries	• Establish internal M&E units. • Establish senior-level M&E advisory committee for support and oversight of M&E initiatives. • Develop a performance framework linking ministry programmes with sector goals. • Develop a performance measurement strategy to clarify indicators and a cost-effective measurement strategy – working with the central agency and the national statistical agency on data development strategy. • Develop and implement ongoing monitoring systems for ministry programmes. • Plan for and conduct periodic evaluations or special studies of programmes or sets of programmes. • Annually report on programme results and sector performance. • Input to budget and policy discussions.
Senior M&E committee	• Determine priorities for the conducting of high-level evaluation or special studies. • Provide a forum for review of findings and decisions for follow-up. • Possible oversight role over the pace of national evaluation capacity development.
National statistical agency	• Expertise on data capture and development. • National survey capability. • Central data storage. • Focal point for national data development strategy. • Assisting ministries with data development strategies.
National audit office (NAO)	• Potential oversight role of M&E system (data audits on quality of data, quality of results-based performance reporting).

Training institutions	• Potential partners – e.g. national or regional university or a public sector training institute – to help build M&E understanding through formal training.
Civil society	• Advocate for equity-focused and gender-responsive evaluation systems. • Provide technical assistance as appropriate. • Work with central agency and ministries to formalize ongoing or periodic feedback mechanisms.
Private sector	• Work with central agency and ministries to formalize ongoing or periodic feedback mechanisms.
Other non-public agencies	• Potential partners with central agency and/or individual ministries in M&E development (where specific M&E pockets of knowledge/expertise exist).

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

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

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

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

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

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

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

Benefits of stakeholder involvement in advocacy planning:[44]

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

44 Adapted from Organization of American States. (2001). *Inter-American Strategy for the Promotion of Public Participation in Decision-Making for the Sustainable Development*. Washington D.C.

TOOL 5: Mapping stakeholders' interests, influence and importance[45]

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

Power Analysis

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

TOOL 6: Power Mapping[46]

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

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

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

45 UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives.*

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

In Practice

Indonesia's advocacy efforts to promote evaluation[47]

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

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

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

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

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

Identifying target audiences and partners[48]

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

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

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

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

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

48 Adapted from Sharma R. (2007). *An Introduction to Advocacy: Training guide*. SARA, HHRAA, USAID *and* WaterAid. (2007). The Advocacy Sourcebook.

In Practice

Influencing policies to bring in higher financial accountability in Australia[49]

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

TOOL 7: Comprehensive target analysis[50]

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

The stakeholder and power analysis along with identification of target audience and influentials, can help point towards potential strategic partners in advocacy work. This goes further than analyzing who is your ally or opponent. You have to check how committed your allies are in joining you in political action: are they willing to spend time, money, energy and share information to bring about change in the use of evaluation. It is very important that this check of commitment is consciously executed by all organizations involved in advocacy.[51] *(For more information on strengthening partnerships in advocacy, see Section 5)*

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

50 Adapted from WaterAid. (2007). The Advocacy Sourcebook.

51 TASCO, SIPU International. (2011). *Advocacy and Policy Influencing for Social Change.*

In Practice

Engagement with multiple target audiences to promote a culture of evaluation in Egypt[52]

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

Policy Analysis: Understanding how targets can make the change happen[53]

Policy analysis involves understanding:

(1) the political systems of the country, and

(2) the policy-making process.

This will help us to identify how the culture of evaluation can be built within that process. Once we have an understanding of how target audiences can make the change happen, we can identify the entry points where our advocacy can catalyze change.

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

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

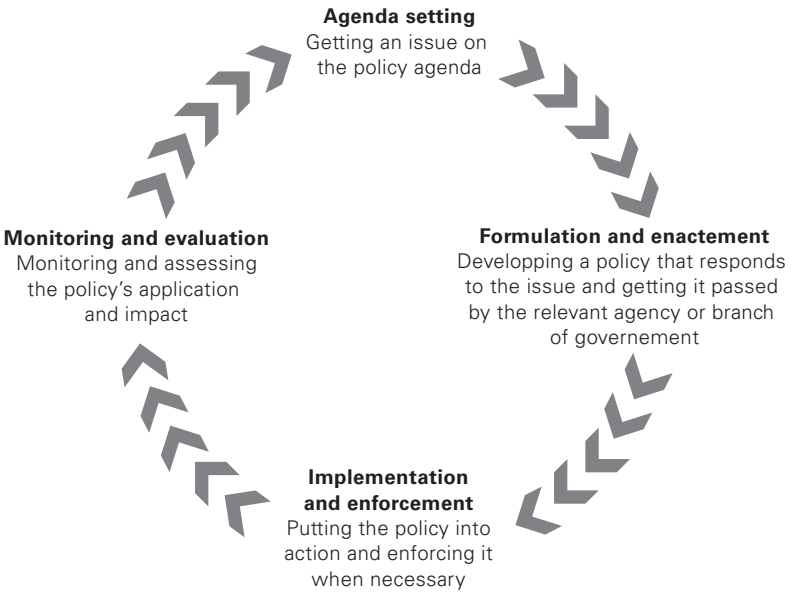
Understanding political systems: Different political systems provide different entry points for advocacy. At the outset, it is important to examine your own political institutions and processes. At the national level, the key formal political structures can be targets for advocacy, which usually include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

The policy-making process: Understanding the policy-making process (or processes leading up to laws, policies and other decisions) in your country and who is involved in it is yet another step in further refining the analysis of your context. This will also help you to gain new insights for your stakeholder analysis. At each stage of the policy-making process you can have influence. Understanding the policy-making process in combination with knowing where certain issues are dealt with, and questions related to timing, policy-making allows you to have a maximum impact on decisions. Knowing this in the planning of your intervention is crucial. It allows you to start setting out a strategy, and also helps to analyze whether evaluation, or important issues related to evaluation, are already being dealt with in policy-making.[54]

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

54 TASCO, SIPU International. (2011). *Advocacy and Policy Influencing for Social Change.*

Phases of decision-making



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

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

After formulation, enactment can happen in different ways based on the national context and legislation. Common characteristics are the establishment of a government policy directive by a ministry, and legislation, such as passing a bill by parliamentary vote or public referendum. On a smaller scale, similar processes take

place within the institutions of local governments. Government bills and motions, whether at national or local level, should be open to influence and participation of CSOs, VOPEs and other stakeholders. When enactment happens through a vote in legislature, opportunities for influence are optimum. But sometimes policies are passed quickly because negotiations happen behind the scenes before passage. Lobbying skills are important in this phase.

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

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

Timeframes related to decision-making: Timing in policy influencing is essential. You must know who is taking decisions, within what structure, but equally important is to know when a decision is to be taken. Get familiar with the timetable of the actions and events, which influence policy development, and the timing of decision-making. Factor in these significant dates or periods in your advocacy plan.[55]

55 TASCO, SIPU International. (2011). *Advocacy and Policy Influencing for Social Change.*

In Practice

Assisting the development of national evaluation policy in Sri Lanka[56]

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

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

Theories of Change[57]

At this stage in your planning, it is helpful to determine a Theory of Change. This approach will help you identify how change towards a culture of evaluation can occur. There are several ways in which this change may be facilitated. There are three theories, however, which stand out as particularly relevant for CSOs and VOPEs: coalition theory or an advocacy coalition framework;[58] policy windows or agenda setting[59]; and, messaging and frameworks or prospect theory.[60]

56 UNICEF. (2008). *Evaluation, South Asia*. Details of the Draft National Evaluation Policy can be obtained from SLEvA website: http://www.sleva.lk/tmp/SLEvA/Draft National Evaluation Policy.pdf

57 EvalPartners. (2013). *Building an Enabling Environment for Evaluation: An EvalPartners Advocacy Strategy*

58 Sabatier P. (1999). *Theories of the Policy Process*, Boulder, CO.

59 Kingdon J. (1995). *Agendas, Alternatives, and Public Policies* (Second Edition). Harper Collins College.

60 Tversky A., Kahneman D. (1981). *The Framing of Decisions and the Psychology of Choice*. Science, 211(4481): 453-458.

As identified by Stachowiak (2008),[61] with coalition theory or an advocacy coalition framework, "policy change happens through coordinated activity among a range of individuals with the same core policy beliefs." Policy windows or agenda setting theory might also be relevant. In this case, "Policy can be changed during a window of opportunity when advocates successfully connect two or more components of the policy process: the way a problem is defined, the policy solution to the problem or the political climate surrounding their issue." It might also be useful to draw from messaging and frameworks theory, which may be useful when "The issue needs to be redefined as part of a larger campaign or effort. A key focus of the work is on increasing awareness, agreement on problem definition, or on the issue's salience".

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

In Practice

Influencing federal evaluation policies in America[62]

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

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

61 Stachowiak S. (2008). *Pathways for Change: Six theories about how policy change happens*. Organizational Research Services, Seattle, WA. For full references of other authors, see Stachowiak (2008)

62 http://www.mymande.org/evalyear/working_with_parliaments

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

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

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

Developing messages for advocacy

Advocacy requires clear, consistent and effective messages. To do this you need to think about what you want to say, and how you should say it. Advocacy communication should seek to inform, persuade and move people to take action. Importantly, advocacy messages should not only persuade through valid data, sound logic and concrete evidence, but should also describe the action the audience is being encouraged to take. The audience needs to know clearly what it is you want it to do.[63]

Developing messages is a continuous part of an advocacy initiative. Messages inevitably need to be revised as you learn more about your policy issue and what appeals to your target audiences. First, you need to develop one clear primary message, which clearly summarizes your position and the changes you want to bring about. This will then guide the development of more specific, secondary messages that will be directed at different audiences, perhaps on different aspects of the primary message. The primary message will also guide potential slogans, sound-bites or stories used in advocacy work. The stakeholder analysis may provide important information that should assist you in the preparation of effective messages.[64]

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

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

The primary message consists of: Statement + evidence + action desired

The statement is the central idea in the message.

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

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

Example of a Primary Message:

Your policy decision has an impact on people's lives. 1 in 3 policies fail because they don't look at evidence.[65] The immediate priority is to use evidence from evaluation when making policies.

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

The primary message may also be used to develop slogans[66] or short claims. For example:

'Evaluate before you decide.'

'Year of Evaluation for Better Lives.'

'Evaluation is cost-effective. There is 'value' in evaluation!'

In the context of building an enabling environment for evaluation, several themes can be used as a basis to develop new messages.[67] For example:

1. *Give evaluation the role its deserves in improving development outcomes.*
2. *Support the development and implementation of a national evaluation policy.*
3. *Achieve better allocation of resources and increase aid effectiveness through evaluation.*
4. *Obtain appropriate and sustained financing from national budgets for evaluation.*

65 Hypothetical figures only.

66 EvalPartners. (2013). *Building an Enabling Environment for Evaluation: An EvalPartners Advocacy Strategy*

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

5. *Use evidence from evaluations to develop policy frameworks.*
6. *Improve coordination between donors on evaluation.*
7. *Increase financial and technical assistance from donors, within the context of evaluation.*

Framing messages for different audiences

The primary message can be framed differently according to the audience the message is aimed at. This is known as a secondary message. It provides further explanation or is used when a particular audience needs a primary message to be reinforced. Secondary messages often explain how the objectives of the primary message will be met, including the actions that should be taken by the audience addressed. Several secondary messages may be needed, each tailored to the specific needs of an audience. Here are a few examples of such messages:[68]

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

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

Media	Better evaluation will improve the means to hold the government accountable for its policies.
General public	Governments can be held accountable using evaluation results.
Private sector/ investors	Better use of evaluation will improve decision-making, productivity, and efficiency and lead to greater profits.

A few rules can help you choose the content of your message wisely:[69]

- **Know your audience**: Find out what they know, their concerns, their values and priorities, what kind of evidence they seek and what kind of language they use.
- **Know your political and policy environment and moment**: What are the big controversies, the big issues and fears in your context? How might they affect your messaging? What is considered left, right and center?
- **Keep your messages simple and brief**: Make sure someone who does not know the subject can easily understand the information. Avoid jargon. This is particularly important when advocating on some of the more technical issues relating to monitoring and evaluation.
- **Use real life stories and quotes**: The human element makes a problem, or issue, real. Quotes and personal stories bring to life the challenges faced by those directly affected. They also help to make the message locally relevant by presenting information relating to the local context and therefore more easily understood by your audience.
- **Use precise, powerful language and active verbs**: For instance, "there is 'value' in evaluation".
- **Use facts and numbers accurately and creatively**: The facts you choose and the way in which you present them to make your case is very important. Saying "1 in 3 policies fail because they don't invest in monitoring and evaluation.....", rather than "over 30% of policies fail....." conveys the same fact more clearly.

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

- **Adapt the message to the medium**: Each medium has its own possibilities and limitations. For example, sounds and different voices and background noises will be very important when conveying your message on the radio, whereas making full use of the visual element of your message will be crucial on television and more frequently on the internet.
- **Allow the audience to reach their own understanding**: Provide basic details as too much information may appear dogmatic and may cause you to lose your audience's attention.
- **Encourage the audience to take action**: You must be clear about what action your audience – whether it's the policy-makers or the civil society – can take to support your cause. Offer straightforward suggestions like "support the evaluation bill in Parliament", "sign our online petition for the national evaluation policy."
- **Present a possible solution**: Always tell your audience what you propose in order to advance better use of evaluation and keep it simple. For instance: "The government needs to show its commitment to the national evaluation policy by allocating appropriate funds for its implementation."

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

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

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

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

about the subject matter and the other knowledgeable about the target audience.[70]

Tips on choosing a messenger:[71]

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

Preparing a messenger is part of an advocate's responsibility. Talking points are a useful tool to support messengers, colleagues and partners in understanding how the message helps accomplish the goal, and ways to use the primary and secondary messages as well as to stay on message. Tools to enhance their message-sharing experience include practice sessions on how to address different audiences. Talking with government officials or community leaders is not the same as answering questions from journalists or appearing in a live interview. Consult with advocacy messengers to find out which audiences will make them most comfortable – and effective.[72] (*For more information on how messengers should deliver advocacy messages, see Question 5 ahead*).

70 Sprechmann S., Pelton E. (2001). *Advocacy Tools and Guidelines Promoting Policy Change*. CARE.

71 Adapted from Sprechmann S., Pelton E., (2001). *Advocacy Tools and Guidelines Promoting Policy Change*. CARE.

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

In Practice

Introducing the concept of evaluation to politicians through 'Eva the Evaluator'[73]

The Slovak Evaluation Society (SES) is using multiple ways to get policy-makers familiar with the concept of evaluation and its value in policy-making. Among many strategies, SES translated a children's picture book, 'Eva the Evaluator' into Slovak language is an effective way of introducing non-evaluators to the basics of evaluation. This fun and accessible introduction to evaluation, was printed and distributed to all ministers, deputy ministers and Members of Parliament. In addition, a short book with basic information on M&E in Slovak language was published and is available for download from the SES website (www.evaluation.sk). Several training sessions and seminars, led by national and international experts have also been organized for the staff of ministries and other interested people from the NGO sector, private companies, universities and research institutions. However the promotion of evaluations through "Eva the Evaluator" did not bring any direct feedback from the politicians but some signals were observed suggesting that it might be under consideration.[74]

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

There are many ways to deliver an advocacy message. These range from the one-to-one communication (e.g. lobbying) to in-your-face (e.g. direct action). The most effective means varies from situation to situation. The key is to evaluate them and apply them appropriately, weaving them together in a winning mix.[75]

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

73 Eva the Evaluator is a story about strengthening the bonds between parent and child. The story revolves around Eva and her father as he explains to her what he does for a living (evaluator). The father answers Eva's questions as she imagines herself engaged in the scenarios being described. Some mischievous characters appear highlighting that evaluation is not without pitfalls.

74 Adapted from SES case study submitted to IOCE. http://ioce.net/download/national/SlovakEvaluationSociety_CaseStudy.pdf accessed 29 August 2013.

75 Advocacy Institute, Washington D.C. 2002

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

Following the policy calendar, nationally, regionally and internationally, provides many opportunities that can serve as opportunities and entry points to begin creating demand for evaluation. These opportunities can be used to strengthen the advocacy position, create alliances, raise awareness, and to get the advocacy message across. Mapping out possible advocacy opportunities in relation to the decision-making process will help in developing an overall advocacy strategy. These moments could be as simple as meeting with a parliamentarian, attending a conference, or connecting with celebrations around a policy success or an event such as Human Rights Day. The advocacy opportunities could be more formal, for instance, taking part in government's consultations on major policy reviews, such as the poverty reduction strategies and national plans of action, and drafting of the new constitution and alternative reports to the international monitoring agencies (such as the CRC Committee, CEDAW Committee among others). Connecting with opportunities requires time, energy and resources. Therefore the opportunity must have the potential to exert influence, bring together allies and those who can be converted to become allies, people who hold power over the issue, and also to raise the profile of the issue.[76]

Declaring 2015 as the International Year of Evaluation (EvalYear)[77]

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

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

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

77 http://www.mymande.org/evalyear

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

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

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

TOOL 8: Identifying and planning opportunities in the policy-making process[78]

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

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

In Practice

Creating advocacy opportunities in Senegal[79]

SenEval actively supported the organization of the Senegalese Evaluation Days (JSE) held in October 2008 on the theme of "Culture and practice of evaluation in Senegal: What's at stake for public policy?" The decision to hold the JSE was a direct consequence of the diagnostic study of evaluation capacities in Senegal. This initiative was organized by a broad-based team, convened by the Delegation for the Reform of the State and Technical Assistance (DREAT), with technical support from F3E (Fund for the Promotion of Preliminary Studies, Cross-Cutting Studies and Evaluations). The three-day event – opened by the Secretary General of the Presidency – attracted more than 200 participants who benefited from the training and guidance provided by national and international experts from the UN system, Canada, France and Switzerland. The first day targeted a smaller high-level group specially focused on the evaluation of public policies.

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

Using the opportunity of the Egyptian revolution to advocate for the role of evaluation in improving governance practices[80]

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

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

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

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

Choosing the best medium for message delivery

Effective messaging relies on careful attention not only to the message itself, but also to how it is transmitted – known as the 'medium'. It is worth considering the most effective medium to carry your message, and the most effective messenger to deliver it. The message, messenger and the medium will be determined by the audience you are trying to reach.[81]

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

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

Here is a list of possible mediums for different audiences:

Audience	Message
Members of Parliament, Legislators	Direct distribution of advocacy booklets, issue briefs and evaluation reports (including summary of key findings), workshops and meetings, parliamentary session briefing, sector working groups, e-mails. Directly via the media (Talk shows, press conferences). Indirectly via the media (newspapers, radio, TV, journals).

81 WaterAid. (2007). The Advocacy Sourcebook.

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

TOOL 9: Developing an advocacy booklet for evaluation

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

In Practice

Collaborating with the government in Kenya to promote a culture of evaluation[82]

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

Lobbying and negotiation

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

Lobbying can occur either formally, through visits to and briefings of decision-makers and others, or informally, through conversations in corridors, restaurants, parking lots, golf courses, etc. as decision-makers go about their daily lives, or at events that are not directly related to your advocacy work.[83] Every successful lobbyist must develop an individual style that works for them in their context

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

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

and in their particular circumstances. If possible, it is important to receive advice and involve those among partners with some experience in lobbying, prior to setting the meetings with politicians or officials. They may already know the target audience and can advise on the best approach.[84]

Materials to prepare for lobbying and other ways to engage policy-makers:[85]

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

Some ground rules for lobbying:[86]

- Cultivate good long-term relations with your target decision-makers but don't confuse access with influence – and don't let good relationships stop you taking public action where necessary and if appropriate.
- Seek to find common ground where change may be possible.
- Be propositional rather than oppositional, wherever possible.
- Seek to establish yourselves as a trusted source of evidence and policy advice.
- Give credit where credit is due – failure to do so is what many decision-makers dislike most about development actors.

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

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

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

- Where appropriate inform targets of media and popular mobilization actions in advance, and share briefing papers before publishing them.
- Don't expect to achieve change in one meeting or letter.

Negotiating means advancing the issue by presenting a position and dealing with opposition by understanding and managing power dynamics within and among the institutions being influenced. Through the give and take of negotiation, groups try to agree on a solution that both sides can live with. The process involves bargaining, good communication, an understanding of the relative power and interests of all stakeholders and willingness to engage in dialogue and to compromise.[87]

Tips for negotiation:[88]

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

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

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

Engaging with the media[89]

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

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

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

In Practice

Media advocacy in Egypt[90]

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

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

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

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

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

Winning coverage

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

To win coverage, you have to give your story every possible competitive advantage. Getting the media interested in your story involves a set of strategies, including these:[91]

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

  Make your story relevant to journalists by tying-in your story to breaking news or current events such as a controversy, conflict and scandal around a particular policy; injustice or deception on a massive scale concerning a policy; something new that has

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

happened (for example, breakthrough evidence from evaluation that can highlight the importance of sound evaluations). Show the media that your issue is current and relates to today's news discussions and you will have a much better chance of convincing journalists that your story is newsworthy.

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

- **Make your story easy to cover**: What is the human story behind investing in evaluation? Evaluation is analytical, complex and policy-driven. It may be interesting to VOPEs and to its partners, but it has to be made interesting to the specific audience to which it is told. Give reporters the information they will easily understand. Evaluation reports, key research findings and diagnostic studies are useful information, provided they are translated for public consumption. Journalists might not understand evaluation jargon, abbreviations or complex bureaucracies. Their readers understand even less. Remember also to give reporters access to the people they will want to talk with.
- **Build relationships with reporters**: who covers the issue? Make contact when you aren't pitching a story.
- **Meeting Editorial Deadlines**: Remember to work within editorial deadlines. Deadlines vary greatly depending on the journalist and his or her medium of communications. Be sure to provide journalists sufficient "lead time" in order to prepare to publish a story in a timely manner.

Communicating with the media

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

Getting the media to ask the evaluation focused questions

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

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

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

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

Integrating social media into advocacy work

Social media tools provide a huge range of opportunities to enhance your advocacy and influencing work – from widening participation, creating conversations with people to crowdsourcing solutions or reaching decision-makers. Social media is an inexpensive tool for advocacy that can help you start a conversation on an enabling environment for evaluation, with a large number of people. One of its many advantages is that distance is largely irrelevant. The main disadvantage of the social media is that people can have limited access to it in developing countries. As with other advocacy tools, it is important to have a specific purpose and target audience in mind before embarking on social media advocacy.[92]

The term 'social media' itself contains a number of tools, each with distinctive characteristics. The increased use and importance of these tools has sometimes challenged the right to freedom of expression and access to information leading to a shake-up in traditional approaches to advocacy and campaigning. This has opened the way to a new form of 'digital activism'.[93]

92 Adapted from Amnesty International. (1997). *Campaigning Manual.*

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

The first step in utilizing social media is to create a plan. Creating a social media plan includes thinking about:[94]

1. **What do you want to achieve?** Is your goal narrow (publicizing an event such as the launch of the National Evaluation Policy) or broad (building and engaging with a community or coalition of evaluation professionals)?
2. **Who is the audience you would like to reach?** Are you primarily communicating with people who are already familiar with your CSO/VOPE's work, such as your members and partners? Or are you reaching out to targets and the influentials part of your larger advocacy strategy?
3. **Which social media platforms will you focus on?** This decision should be guided by your objectives and intended target audience. There are several social media platforms but it is best to use one or two platforms. Social media platforms are emerging fast, but a few current examples are as follows:[95]

Blogging (www.wordpress.org)

Micro-blogging (www.twitter.com)

Video-sharing (www.youtube.com)

Photo-sharing (www.flickr.com) (www.pinterest.com)

Podcasting (www.blogtalkradio.com)

Mapping (www.maps.google.com)

Social networking (www.facebook.com)

Professional networking (www.linkedin.com)

Social voting (www.digg.com)

Social bookmarking (www.delicious.com)

Lifestreaming (www.friendfeed.com)

Wikis (www.wikipedia.org)

Virtual Worlds (www.secondlife.com)

Custom social networks (www.ning.com)

94 Adapted from http://www.aauw.org/resource/how-to-use-social-media-for-advocacy/

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

4. **Which resources and materials will you share through social media?** Those who post – or speak – on social media on behalf of your organization need to speak knowledgeably about the issues, be good storytellers and understand the best practices for the forums in which they are working. They can be trained to use talking points and data relevant to the topic at hand, but their value is in injecting subject matter expertise and analysis into the debate. Whether it's staff or a volunteer leader, a knowledgeable and empowered spokesperson carries more weight with influencers.[96]

In Practice

Engaging social media and ICTs in Kenya[96]

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

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

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

96 https://www.avma.org/Advocacy/Tools/Pages/Who-is-your-social-media-advocacy-voice.aspx

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

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

and

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

An effective advocacy effort takes careful stock of the advocacy resources that are already there to be built on. This includes past advocacy work that is related, alliances already in place, staff and other people's capacity, information and political intelligence. In short, you do not start from scratch; you start from building on what you have got. After taking stock of the advocacy resources you have, the next step is to identify the advocacy resources you need that are not there yet. This means looking at alliances that need to be built, and capacities such as outreach, media, and research, which are crucial to any effort.[98]

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

TOOL 10: The ACT-ON Model[99]

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

98 Advocacy Institute. (2002). Washington DC

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

In Practice

Promoting a culture of evaluation in Morocco[100]

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

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

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

What would be an effective way to begin to move the strategy forward? What are some potential short term goals or projects that would bring the right people together, symbolize the larger work ahead and create something achievable that lays the groundwork for the next step?[101]

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

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

101 Advocacy Institute. (2002). Washington DC.

Advocacy impact, goals, interim outcomes and activities

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

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

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

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

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

SMART Goals and Interim Outcomes (and also change-oriented)

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

Original objective: To mobilize the government to invest in national evaluation policy.

SMART objective: To assist the Ministry of Planning to draft the national evaluation policy by 2015.

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

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

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

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

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

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

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

TOOL 11: Examples of advocacy activities, interim outcomes, goals and impacts[102]

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

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

As with any long journey, the course needs to be checked along the way. Strategy needs to be evaluated by revisiting each of the questions above (i.e., are we aiming at the right audiences; are we reaching them, etc.) It is important to be able to make mid-course corrections and to discard those elements of a strategy that don't work once they are actually put into practice.[103]

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

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

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

Just as you are advocating for a strong evaluation culture, monitoring and evaluation should be central to your advocacy action plan right from the beginning. By building monitoring and evaluation into evaluation advocacy planning from the start, you can connect the

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

103 Advocacy Institute. (2002). Washington DC.

goals you want to achieve with the development of indicators for success.[104] Advocacy monitoring and evaluation can and should be used for purposes of strategic learning.

TOOL 12: Definition and measurement indicators for advocacy activities, interim outcomes, goals, and impacts[105]

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

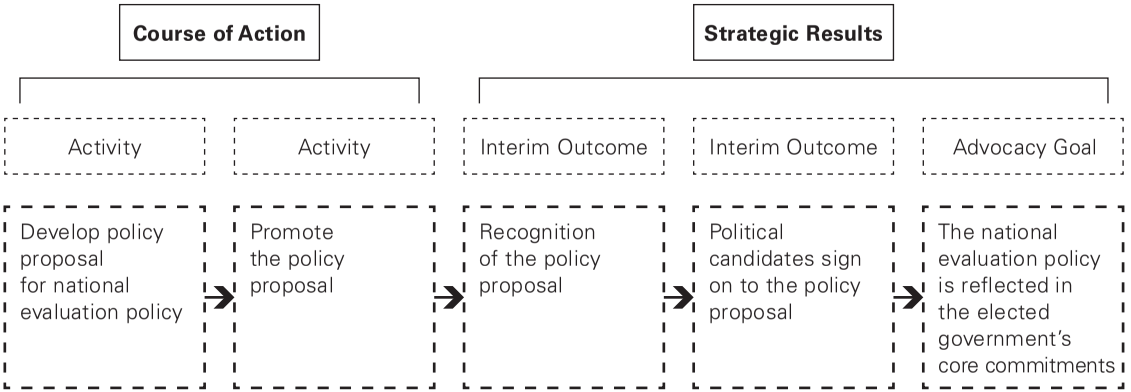
Using logical frameworks

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

104 Adapted from WaterAid. (2007). The Advocacy Sourcebook.

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

The logic of VOPE's approach:



Results	*Measures or Indicators*	*Baseline*	*Targets*	*Means of Verification*	*assumptions*
ADVOCACY GOALS					
What results are needed for success?	**What measures will indicate success in achieving the outcome?**	**Where is the indicator now?**	**How far do you want to move the indicator?**	**How will you get the indicator data?**	**What could skew the results?**
Goal: National Evaluation Policy is reflected in elected government core commitments.	The fully proposed National Evaluation Policy incorporated into post-election government Commitments over the next three years.	Started at zero, as the policy proposal is new and elections have not occurred.	At least 80% of the proposed budget for the policy is earmarked and is reflected in core commitments within three years.	**Policy tracking** on government core commitments. **Critical incident timeline** of commitments.	Unexpected crises or other events could impact commitment to the policy once elected.
ADVOCACY INTERIM OUTCOMES					
Interim Outcome: Recognition of the need for National Evaluation Policy.	% of high-profile individuals who know about the policy proposal post-promotion.	Started at zero, as the branding for the proposal is new.	75% of high profile or individuals asked/ know the policy proposal.	**Bellwether interviews** or **Research panel** of high-profile individuals.	Individuals could confuse the policy proposal with other policy advocacy efforts.

Interim Outcome: Political candidates take positions on the National Evaluation Policy.	# of candidates who sign onto the policy proposal before the election.	Started at zero Candidates.	All candidates publicly support the policy.	**Document review** of the signed policy proposal.	Candidates may want to sign onto some aspects of the policy proposal but not all.
ADVOCACY ACTIVITIES					
What must be done to achieve the interim outcomes?	**What measures (outputs) will indicate success on the activity?**	**Where is the output now?**	**How far do you want to move the output?**	**How will you get the output data?**	**What could skew the results?**
Activity: Develop the policy proposal.	#policy proposal developed, # partners signed on.	Started at zero, as proposal had not been developed.	Completion of the policy proposal, 10 partners signed on.	Existence of completed proposal.	Partners might agree on some, but not on all proposed aspects of the policy.
Activity: Promote National Evaluation Policy.	# events held. # promotional materials submitted. # meetings with candidates for election.	Started at zero because agenda was new.	10 events 500 promotional materials submitted. Meetings with all Candidates.	Review of VOPE records and VOPE tracking.	Budget limitations could impact events and materials distribution.

2.3 Putting together the advocacy strategy using nine questions

TOOL 13: Advocacy strategy planning worksheet

After information has been collected for all the nine questions, use the planning worksheet in *http://www.mymande.org/evalpartners/advocacytoolkit* to organize and summarize information generated.

Participation in advocacy planning:[106] There are many reasons why participation in planning is critical for effective advocacy. Participation by CSO/VOPE staff, board, members, partners and constituents helps to generate commitment; create shared ideals and directions; speed up action (but may slow progress initially) and surface and cope with conflicts and differences. Participation in advocacy planning also helps to assess political risks and improve the organization's accountability. The kind of participation may differ at different stages in the planning process. In the early stages of choosing issues and defining solutions, constituents and allies can be fully involved. As you move into fast-moving policy arena, the pressure for quick responses to opportunities may make full participation more difficult. For effective participation in advocacy planning, schedule time for planning as part of the strategy. Include planning as a regular activity in your advocacy timeline.

Budgeting for advocacy:[107] While planning for advocacy remember to develop a realistic budget based on the strategy. Review the advocacy strategies for developing and delivering messages, influencing the decision-making process and building alliances. How much money or other resources will you need to carry out each of your planned activities? In addition, calculate how much you will need to cover the general operations of an advocacy effort. Always include a line item for unexpected expenses. Planning for such contingencies will help you keep a flexible activity schedule and allow for changes, if required. *For more information on budgeting and fundraising for advocacy see Section 9.*

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

107 Sharma R. (2007). *An Introduction to Advocacy: Training guide*. SARA, HHRAA, USAID

Additional resources

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

PARIS 21. (2010). *Advocating for the National Strategy for the Development of Statistics, Country-level Toolkit*. Available at: http://paris21.org/sites/default/files/advocacytoolkit.pdf

Gosling L., Cohen D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance. Available at: http://resourcecentre.savethechildren.se/library/advocacy-matters-helping-children-change-their-world-save-children-guide-advocacy-0

Amnesty International. (1997). *Campaigning Manual*. Available at http://www.amnesty.org/en/library/info/ACT10/002/1997

3: Tracking progress in advocating for an enabling environment for evaluation

Key messages

- Monitoring and evaluation of advocacy can shape and define its strategy to ensure maximum results. This requires embedding evaluation and evaluative thinking into strategic advocacy decision-making.
- However, there may be challenges in monitoring and evaluating advocacy given long timeframes, complexity of advocacy tactics used, attribution, unpredictability and adjustments in strategy and outcomes as the advocacy process unfolds.
- This Toolkit suggests five questions for planning advocacy monitoring and evaluation:

  M&E Question 1: Who are the monitoring and evaluation users?

  M&E Question 2: How will monitoring and evaluation be used?

  M&E Question 3: What evaluation design should be used?

  M&E Question 4: What should be measured?

  M&E Question 5: What data collection tools should be used?
- This section should be read together with UNICEF M&E Companion to the Advocacy Toolkit, which contains an explanation of the monitoring and evaluation designs and the data collection tools for measuring advocacy outputs, outcomes and impacts. The M&E companion is available at: http://www.unicef.org/evaluation/files/Advocacy_Toolkit_Companion.pdf

Challenges in monitoring and evaluating advocacy

Within advocacy work there are a number of recognized challenges in monitoring and evaluating policy influencing initiatives that can add complications.[108]

Long timeframe. Advocacy work can take several years before the objective of building an enabling environment for evaluation is reached. Normally donor project timeframes are much shorter than the time it takes to complete an advocacy campaign and observe the impact of policy changes. This makes it necessary to identify interim outcomes. Due to the long timeframe of some advocacy work, resources may not always be available to continue the work.

Complexity. Advocacy for building an enabling environment for evaluation has many different components from media and lobbying work to monitoring the implementation and the impact of evaluation policies.

Attribution. Advocacy for building an enabling environment for evaluation cannot be done alone but requires contributions from multiple actors. Policy change is also affected by other external events. As a result, it is usually impossible to identify causality, i.e. to prove that a particular actor or activity had a direct effect. One solution to this challenge is to focus on *contribution* rather than attribution. In other words, to focus the analysis on identifying likely influences and assessing how much influence the campaign appears to have had. (Patton, 2008)

Unpredictability. Because of the role of external forces, advocates may do everything right in a campaign and still not achieve the goal. Advocacy is not linear and there may be back-tracking or suspension of a campaign when it is overtaken by other events. Triumphs are not written in stone and may be reversed.

Changing strategies and objectives. Advocacy strategies must adjust to current events and be open to compromise. As a result, the advocacy interim outcomes may change over time, so that at the time of the evaluation the outcomes no longer correspond to the original stated ones.

108 Adapted from Ecumenical Advocacy Alliance. (2010). *Monitoring & Evaluation of Advocacy Campaigns, Literature Review.*

Five questions for planning advocacy monitoring and evaluation

Good planning, monitoring and evaluation are essential for effective advocacy and accountability, and to make sure lessons are learned to improve any future advocacy. However, advocacy is not straightforward as it aims to influence complex social and political environments in order to build a culture of evaluation. As a result, there is no specific way of measuring progress and impact in advocacy. Different methodologies have been developed and applied by different organisations, coalitions and networks.

This Toolkit suggests five essential questions for all monitoring and evaluation planning:

M&E Question 1: Who are the monitoring and evaluation users?

M&E Question 2: How will monitoring and evaluation be used?

M&E Question 3: What evaluation design should be used?

M&E Question 4: What should be measured?

M&E Question 5: What data collection tools should be used?

Each of these questions is explained in detail in UNICEF M&E Companion to the Advocacy Toolkit. The table below summarizes possible answers to these questions.

KEEP IN MIND

For advocacy, performance monitoring and formative evaluation are more prevalent than impact evaluation. Impact evaluation is less common because most advocacy evaluation focuses on whether advocacy strategies achieved their goals – changing the national evaluation system, increasing funding for an evaluation policy, changing an evaluation policy – rather than extending it to impacts such as whether people are better off as a result of the advocacy effort. But impact evaluation is an important tool. More attention is needed on monitoring and evaluating what happens after an advocacy goal is achieved, focusing on the implementation and sustainability of that goal and benefits for people.

Summary of M&E questions and options

M&E Question	*Options*		
1. Who are the monitoring and evaluation users?	CSOs and VOPEs and their partners. External donors. Allies – government bodies, UN agencies, M&E experts, academia. Other external users – media.		
2. How will monitoring and evaluation be used?	Accountability, transparency. Informing decision-making. National and global learning.		
3. What design should be used?	**For accountability**	**For informing decision-making**	**For national and global learning**
	Single- or multiple-case studies. General elimination method. Contribution analysis. Participatory performance story. Reporting. Cost-benefit analysis. Performance monitoring.	Developmental evaluation. Real-time evaluation/ rapid assessment.	Success (or failure) case studies.

4. What should be measured?	Activities	Interim outcomes	Advocacy goals	Impacts
	Digital outreach. Earned media. Media partnerships. Coalition building. Organizing rallies/marches. Voter education. Briefings. Polling. Pilot projects. Policy analysis. Policy development. Policymaker education. Relationship building. Litigation. Lobbying.	Organizational advocacy. Capacity. Partnerships. New advocates. New champions. Organizational or issue. Visibility. Awareness. Salience. Attitudes or beliefs. Public will. Political will. Constituency growth. Media coverage. Issue reframing.	Policy development. Placement on the policy agenda. Policy adoption. Policy blocking. Policy implementation. M&E Policy. Policy maintenance. New donors. More or diversified Funding.	Improved services and systems. Positive social and physical conditions.

5. What data collection tools should be used? (Each of these tools are elaborated in the UNICEF M&E Companion to the Advocacy Toolkit)	**Pre-intervention assessment and mapping**	**Ongoing monitoring of advocacy activities**	**Interim effects for advocacy audiences**	**Policy or system change results**
	Advocacy capacity assessment. Network mapping (before advocacy). System mapping (before advocacy).	Media tracking. Media scorecards. Critical incident. Timelines. Intense period debriefs. 360-degree critical incident debriefs.	Research panels. Crowdsourcing. Snapshot surveys. Intercept interviews. Bellwether methodology. Policy-maker ratings. Champion tracking. ECCO analysis. Network mapping (during/after advocacy).	Policy tracking, System mapping (after advocacy).

Here it is also useful to consider whether evaluation of your advocacy work will be undertaken internally or externally. Depending on your context, the evaluation could be peer-led, or conducted by another VOPE, for instance.

To revisit the big picture of your advocacy campaign, it might be useful to evaluate your advocacy effort each year or at the end of your prescribed decision-making cycle (e.g., the end of the parliamentary session or fiscal year). Mid-year reviews can be undertaken to determine the changes in the external and internal advocacy environment such as changes in the political scenario, changes in national policies and priorities, new emerging partnerships, changes in donor funding, increase in staff capacity to advocate etc. New insights, lessons and experiences obtained during the first half of the advocacy cycle should be used to reformulate advocacy interim outcomes and tactics.

In addition, reporting out and reflecting on what is learned from monitoring and evaluation is an essential part of the advocacy process. Reflection based on both data and experience is a critical discipline for advocacy practitioners. Regular strategy meetings during which monitoring and evaluation data are discussed are one way of fostering reflection. Another is through write-ups that chronicle good practices, lessons learned, innovations and stories from the field (*see Section 7 on how put together such experiences*). Open-minded and adaptable organizations will also identify what could have worked better, and see critique as a learning method.

Additional resources

UNICEF. *M&E Companion to the Advocacy Toolkit.* Available at: http://www.unicef.org/evaluation/files/Advocacy_Toolkit_Companion.pdf

Harvard Family Research Project. (2009). *A User's Guide to Advocacy Evaluation Planning.* Available at: http://www.hfrp.org/evaluation/publications-resources/a-user-s-guide-to-advocacy-evaluation-planning

Chapman, J. and Amboka, W. (2001). *Monitoring and Evaluating Advocacy: A scoping study.* Actionaid. Available at: http://www.g-rap.org/docs/monitoring_and_evaluation/chapman-wameyo_2001_me_on_advocacy.pdf

4: Advocating for equity-focused and gender-responsive evaluation policies

Key messages

- A large number of national policies and international alliances are now focusing on achieving equity-focused and gender-responsive development results.
- While a strong focus on the equity and gender perspective in social programmes is the right way to go, it poses important opportunities and challenges for the evaluation function.
- Challenges related to promotion and implementation of equity-focused and gender-responsive evaluations could be overcome by advocating for equity-focused and gender-responsive national evaluation policies and systems.
- CSOs, VOPEs and other stakeholders can strengthen their advocacy for equity-focused and gender-responsive evaluation policies by forming strategic partnerships with existing platforms and agencies. Consider pro-equity bilateral agencies, UN entities, foundations, NGOs, relevant government bodies and other actors. EvalPartners is a leading advocacy platform for promoting equity-focused and gender-responsive evaluation policies.
- Involving marginalized groups in evaluation advocacy planning, action and monitoring and evaluation is another way to provide legitimacy and strengthen the movement on pro-equity and gender evaluations.
- Strengthen knowledge exchange on how to advocate for equity-focused and gender-responsive evaluation policies. Capture best practices, lessons learned and innovations. Use social media, including blogs, webinars, community of practice to strategically build a constituency of evaluation advocacy practitioners focusing on equity-focused and gender-responsive evaluation policies.

Importance of including equity and gender perspective in evaluation[109]

Inequity remains one of the most important human rights challenges facing the world community. A human rights-based approach means that the situation of marginalized people is viewed not only in terms of welfare outcomes but also in terms of the obligation to prevent and respond to human rights violations. The High Commissioner for Human Rights stated that human rights are about ensuring dignity, equity and security for all human beings everywhere. Equity is a cornerstone of effective and harmonious relationships between people and it underpins our common systems of ethics and rights.[110] Social and gender equity are thus integrated into the human rights framework adopted by the UN, with the primary intention of making progress towards the realization of human rights.

Why does equity matter?

- Inequity constitutes a violation of human rights.
- Inequity is one of the major obstacles in taking advantage of the richness of diversity.
- Inequity may lead to political conflict and instability.
- Prolonged inequity may lead to the 'naturalization' of inequity.
- Equity has a significant positive impact in reducing monetary poverty, achieving development results and social justice.
- Equity has a positive impact in the construction of a socially fair, politically stable, economically strong, democratic society.

Pro-equity interventions prioritize worst-off groups with the aim of achieving universal rights for all. This could be done through interventions addressing the causes of inequity and aimed at improving the well-being of all, focusing especially on accelerating the rate of progress in improving the well-being of the worst-off groups.

Here 'equity' should be distinguished from 'equality'. The aim of equity-focused policies is not to eliminate all differences so that everyone has the same level of income, health, and education. Rather, the goal is to eliminate the unfair and avoidable circumstances that deprive people of their rights. Therefore, inequities

109 This section is adapted from the presentation: *Equity focused and gender responsive evaluation, Why is it strategically important?* by Belen Sanz Luque, at the EvalPartners International Forum on Civil Society's Evaluation Capacities held at Chiang Mai, Thailand on 3-6 December, 2012 and the publication, Bamberger M., Segone M., (2011). *How to design and manage equity-focused evaluations*. UNICEF.

110 UN NGLS. (2002). Go between, 92. Geneva, Switzerland

generally arise when certain population groups are unfairly deprived of basic resources that are available to other groups. A disparity is 'unfair' or 'unjust' when its cause is due to the social context, rather than to biological factors.

In terms of the evaluation, it means taking a closer look at inequalities and discriminatory structures to provide evidence about who benefits (and does not) from development policies and programmes. An absence of equity and gender focus in evaluations carries the risk of perpetuating discriminatory structures and practices. Knowledge generated through an equity and gender-focused evaluation provides critical evidence to support advocacy with policy-makers, that a pro-equity and gender-focus enhances the impact of social policies. Equity and gender-focused evaluation also provides information to leverage major partner resources – and political commitment – for national evaluation capacity development. While UNWomen has been working to advance this agenda given its mandate and the strategic role of evaluation for promoting gender equality, EvalPartners is a strategic platform where many development actors have come together to push for more equitable development policies. Regional and national stakeholders can link with these existing platforms to gain strength in advocacy for equity and gender focused evaluations.

In Practice

Investing in culturally sensitive evaluation in Africa increases acceptance of evaluation and its results[111]

AfrEA has worked on cultural sensitivity and evaluation on the continent. The discussions have led to the concept of ''Making Evaluation our Own'', which has evolved to what is known as ''Made in Africa Evaluation'' or ''African-Rooted Evaluation.'' It is generally considered that colonization has dismissed African knowledge, know-how and skills, but now the paradigm is changing. There are indigenous ways of thinking and doing evaluation within several African communities. Therefore, it is a professional and intellectual obligation of African evaluators to reveal these skills and knowledge to the rest of the world. The successive boards of AfrEA have worked on developing this concept further.

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

Equity and gender-focused evaluation processes must also be used to foster wider participation of worst-off groups, facilitate dialogue between policy-makers and representatives of worst-off groups, build consensus, and create "buy-in" to recommendations. Such evaluations are most effective when they maximize participation and inclusiveness as well as empower stakeholders to come together to influence policies that affect them. At the same time, participation of marginalized groups, within the evaluation advocacy strategy development, the implementation and the monitoring and evaluation, will provide broader support for the issue, and thereby increase legitimacy and effectiveness of the advocacy efforts.

In order to build a constituency of advocates that promote equity and gender-focused evaluation policies; it is necessary to cross-fertilize ideas, experiences, challenges, innovations and lessons in this area. Capturing and sharing knowledge around pro-equity and gender evaluation advocacy through events, conferences and social media helps to raise awareness on the issue as well helping to shape common solutions to the challenges.

In Practice

Strengthening the representation of indigenous and South Pacific voices in evaluation in Australia and New Zealand[112]

Australia: The development of indigenous evaluation is a priority for the Australian Evaluation Society (AES). An AES Indigenous strategy supports the aims of: increasing the numbers of Indigenous people in evaluation; strengthening the capacity of evaluators to produce high quality, ethical work in indigenous contexts; and, increasing knowledge, skills and competence of Indigenous and non-Indigenous evaluators. Key initiatives in this area include: (a) support grants for indigenous evaluators to participate in the annual conference and workshops programme; (b) developing a registry of indigenous researchers and exploring mentoring/training pathways and promoting partnerships between the AES and indigenous organizations, people, groups; and (c) a range of seminars and workshops, conducted by regional groups, and focused on indigenous programmes and on conducting responsive evaluation in indigenous contexts.

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

New Zealand: The Aotearoa New Zealand Evaluation Association's (ANZEA) efforts to bring voices of Maori indigenous peoples into evaluation include the following:

- The inclusion and representation of Maori on the ANZEA board is a constitutional requirement.
- The leadership of key projects (such as the evaluation competency development project) sponsored by the association have had joint leadership responsibility between Maori and non-Maori members and board members.
- Support for the development of indigenous evaluation methodologies and resources is a strategic priority for ANZEA, and one effort that can be easily accessed is the digest of indigenous New Zealand evaluation resources published by the association. http://www.anzea.org.nz/index.php?option=com_ content&view=article&id=107&Itemid=115
- Scholarships are offered at every conference for indigenous delegates to attend.
- ANZEA conferences are preceded by a Maori meeting (hui), that is lead and attended by Maori and other indigenous colleagues.
- Maori practices (tikanga) are embedded into the way ANZEA conducts its business, for example, all meetings and conferences are opened and closed using Maori protocols and language.

ANZEA is now working on a strategy to promote policy dialogue about evaluation, evaluation culture and thinking among institutional champions and leaders across New Zealand. A step taken by ANZEA towards strengthening the enabling environment for evaluation in New Zealand has been the development of a set of evaluation competencies for Aotearoa/New Zealand. The approach taken by ANZEA, has been to ensure the competencies have the broadest application, i.e., enhancing the knowledge and demand for quality evaluative evidence by funders and commissioners of evaluation, as well as building the quality of the supply of evaluators to provide evaluative evidence.

Advocacy to overcome challenges in promoting and implementing equity-focused and gender-responsive evaluations[113]

Various challenges can be faced when promoting and implementing equity-focused evaluations. These challenges can be overcome by advocating for national evaluation policies and systems that are equity and gender responsive. Such evaluation policies and systems should explicitly create a roadmap that will lead to promotion, implementation and use of equity and gender focused evaluations.

113 Bamberger M., Segone M. (2011). *How to design and manage equity-focused evaluations*. UNICEF.

Potential challenges in promoting equity and gender-focused evaluations include:

- Reluctance to accept disaggregated indicators, which can show country performance in a poor light.
- Political and social resistance to addressing the causes of exclusion and vulnerability.
- Resistance to empowerment of worst-off groups.
- Lack of interest/incentives and reluctance to invest resources in the worst-off groups.
- Poor governance, which prevents decentralization of authority and resources, resulting in limited delivery of services to the worst off groups.
- The contentious legal status of worst-off groups in some countries.

Potential challenges in implementing equity and gender-focused evaluations are as follows:

- Methodological challenges in the evaluation of complex interventions.
- Lack of disaggregated data or data collection capacity, and reluctance to change existing methodologies.
- Additional cost and complexity.
- The need to base the programme and the evaluation on a programme theory of change for more in-depth analysis.
- Reluctance of some governments to work with civil society.

Integrating dimensions of equity and gender in evaluation

It is about *what* we evaluate and *how* we evaluate. In terms of *what we should evaluate* – evaluations should pose research questions about equality, equity and discriminatory practices that may be affecting the reach and success of the programme or policy. More specifically, equity-focused and gender-responsive evaluation assess if interventions have:[114]

- been guided by the relevant national, regional and international normative frameworks for equity and gender equality;

114 UNEG. (2011). *Integrating Human Rights and Gender Equality in Evaluation: Towards UNEG Guidance.*

- analyzed and addressed the structures that contribute to inequalities experienced by women, men, girls and boys, especially those experiencing multiple forms of exclusion;
- maximized participation and inclusiveness (of rights-holders and duty-bearers) in their planning, design, implementation and decision-making processes;
- sought out opportunities to build sustainable results through the empowerment and capacity building of women and groups of rights-holders and duty-bearers; and,
- contributed to short, medium and long-term objectives (or lack thereof) through an examination of results chains, processes, contextual factors and causality using gender and rights analysis. In addition, evaluation places a strong focus on excluded or disadvantaged groups in assessing whether their needs and interests have been addressed by the intervention, and promotes inclusive approaches for their voices to be heard.

In relation to *how we should include equity and gender focus in evaluations*– Equity and gender focused evaluation data collection and analysis techniques are built on approaches that are already familiar to many practitioners in development evaluation. The emphasis is on refining and refocusing existing techniques – and enhancing national capacities to use those techniques – rather than starting with a completely new approach.

In Practice

Strengthening equity-focused and gender-sensitive evaluation systems in Africa[115]

Strengthening equity-focused and gender-sensitive evaluation systems and evaluations in general is the core mandate of Africa Gender and Development Evaluators Network (AGDEN). Through its toolkit on Gender and Human Rights Responsive M&E, training workshops, conference presentations, and online discussions, AGDEN conducts research studies, discusses, advocates and gives training on integrating the key principles of gender and human rights (empowerment; equality; non-discrimination; transparency; accountability; and, participation) in the planning, implementation, and monitoring and evaluation of development interventions, programmes and/or policies. AGDEN has constructed a model for how these principles can be integrated with the five OECD-DAC evaluation criteria of: relevance, efficiency, effectiveness, sustainability and impact.

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

Raising feminist issues in evaluation[116]

The Feminist Issues in Evaluation Topical Interest Group (TIG) consistently strives to present sessions and workshops each year at the Annual American Evaluation Association (AEA) conference. These sessions discuss the integration of gender-responsive evaluation approaches and methods that integrate feminist theory. In the past, the TIG newsletter was used to disseminate information about feminist evaluation efforts, highlighting individual practitioners. On occasion the TIG has asked members to attend annual meeting sessions not typically open to feminist ideas, to raise questions about gender or social equity. In the past several years, TIG have co-sponsored sessions with other TIGs interested in issues of social justice in order to encourage others to think about gender equity as well as to continue to push for its own thinking and practice. In addition, publishing is one of the strategic actions TIG has undertaken as a means of disseminating information to practitioners and students about how to do feminist evaluation, as well as encouraging others to rethink their practice. TIG has also developed a volume on feminist evaluation and research that can be used by professionals and as a textbook in university classrooms.

Additional resources

UNEG. (2011). Integrating Human Rights and Gender Equality in Evaluation: Towards UNEG Guidance. Available at: http://www.uneval.org/papersandpubs/documentdetail.jsp?doc_id=980

Bamberger M., Segone M. (2011). How to design and manage equity-focused evaluations. UNICEF. Available at: http://www.mymande.org/content/how-design-and-manage-equity-focused-evaluations

UNWomen. Guide to Gender Equality and Human Rights Responsive Evaluation. Available at: http://unifem.org/evaluation_manual/

116 Ibid

5: Strengthening partnerships to influence evaluation policies and systems

Key messages

- When partners are selected carefully, they can bring new perspective, skills, strengths and resources to evaluation advocacy efforts.
- If partnerships are not well organized, they can drain resources and undermine members' advocacy efforts. Careful analysis and deliberation is required to determine what opportunities can be created or lost by building partnerships for evaluation advocacy.
- Partnerships assume many forms and can be formal and informal, temporary or permanent. Many terms are used, such as alliances, coalitions, and networks to describe partnerships.
- There is no one specific way to structure an effective partnership for evaluation advocacy. What kind of partnership will be most effective for a CSO/VOPE depends on the nature of the organization, its context and the advocacy goals.
- Building and managing partnerships requires being clear about the evaluation advocacy issue, defining membership criterion, its scope, purpose and priorities in advocacy, articulating clear roles and responsibilities and a code of conduct. It also requires assessing progress made by the partnership and making changes to the modalities of the partnership accordingly.

Types of partnerships[117]

Partnerships can take the form of networks, alliances or coalitions. While in theory they may be considered distinct, in practice, these terms are used flexibly.

Networks tend to be loose, flexible associations of people or groups brought together by a common concern or interest to share information and ideas.

Alliances generally involve shorter-term relationships among members and are focused on a specific objective. Being limited in time and goal, alliances tend to be less demanding on members.

Coalition is a group of organizations working together in a coordinated fashion toward a common goal. They generally have a formalized structure. The long-term relationships among the members gives them permanence, clout and leverage. Coalitions require far more work than networks, but the results can also be much greater. Coalition building should augment, not replace your existing networks.

EvalPartners is a platform that brings together the VOPEs, leaders in evaluation, academic institutions and international development partners and the UN to promote partnerships. It is an effort to bring about synergies in evaluation practice that can promote good practice internationally and to harmonize the efforts of VOPEs. In this way partnering, involving a range of specific activities, is an example of a theory of change. Its aim is to bring about the increased effectiveness of VOPEs to contribute to evaluation in national, regional and global contexts. For more information go to mymande.org/evalpartners

VOPEs are examples of successful coalitions. The work of national VOPEs is often augmented by partnerships that are supported by governments, parliamentarians, monitoring and evaluation experts, CSOs, academia, think tanks, private sector and the media. Partnerships at the regional and global levels include other VOPEs and stakeholders such as the UN, and bilateral and multi-lateral development partners.[118] Being organized in a partnership provide CSOs,

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

118 UNICEF, EvalPartners, IOCE in partnership with CLEAR, IEG World Bank, Ministry for Foreign Affairs of Finland, OECD Development Assistance Committee Network on Development Evaluation, UNEG and UNWomen. (2013). *Evaluation and Civil Society: Stakeholders' Perspectives on National Evaluation Capacity Development.* Available at http://www.mymande.org/Evaluation_and_Civil_Society

VOPEs and stakeholders with the following advocacy specific advantages:

- Partnerships provide a **stronger political voice and power** to influence the culture of evaluation. Being in a partnership often facilitates enhanced access to decision-makers who CSOs, VOPEs might not otherwise have access to. Partnerships widen networks and contacts of policy-makers, and those who can influence them.
- Partnerships provide greater **credibility and visibility**. Decision-makers and the broader public are more likely to pay attention to a group of organizations advocating for evaluation than just one or two.
- Being in a partnership ensures a **consistent message** and ability to widen the coverage of their advocacy.
- Members in a partnership benefit from **learning** from good practices, mutual cooperation and knowledge exchange opportunities. Peer to peer collaborations, for example, offer opportunities to expand the scope and sphere of influence of individual VOPEs through south-south and north–south partnerships.
- Partnerships can generate greater **human and material resources** to achieve their advocacy goal. Larger organizations can benefit from specific expertise of smaller organizations and smaller organizations can benefit from profile, capacity and reach of larger organizations.
- Partnerships contribute to the long-term strength of civil society and a **democratic culture.**

The extent to which collaboration is fruitful or not depends greatly on the personalities and relationships involved. Trust and honesty between organizations are important when advocating with policy-makers. Many successful collaborations are built on a previous history of understanding and shared aims.[119]

119 http://www.ncvo-vol.org.uk/uploadedFiles/NCVO/What_we_do/Campaigning_Effectiveness/NEW_Projects/Campaigning_In_Collaboration.pdf.pdf

In Practice

Partnership building in Sri Lanka to promote evaluation[120]

The Sri Lanka Evaluation Association (SLEvA) success can be attributed to the strategic partnerships formed over the years. Its main strategic partner is the government through the Ministry of Plan Implementation with whom SLEvA has, amongst other things, organized several conferences, professional development workshops. Both parties benefitted from this alliance. While SLEvA gained recognition and credibility the Ministry was able to develop the capacity of its officials and gain more exposure. Collaboration with the UN has also been central to SLEvA's growth. UNICEF and UNDP are assisting SLEvA in most of their activities. This assistance was not primarily to provide financial resources but more as a catalyst in creating networks, accessing professional resources and above all imparting the strength of conviction in the role that a civil society organization like SLEvA can play, in supporting the development process in Sri Lanka.

The German Agency for Technical Cooperation (GTZ, now GIZ), Japan Bank for International Cooperation (JBIC), and the American Red Cross are other agencies that have collaborated with SLEvA in capacity building and dissemination of information. SLEvA has also established links with other key evaluation organizations. It has been a member of the IOCE since 2006. It hosted the formation of the Evaluation Network of South Asia (ENSA) an initiative of the UNICEF Regional Office. SLEvA has also entered into a collaborative partnership with Community of Evaluators (CoE) of South Asia.

Numerous information exchange visits made by many delegations is a testimony to SLEvA's recognition as one of South Asia's leading evaluation associations. SLEvA has shared its experience with visiting delegations from Afghanistan, Republic of Yemen, Nepal and Uganda, who wanted to study its model of a civil society organization collaborating with the government on evaluation. SLEvA also shared experiences with the visiting study team from the International Program for Development Evaluation Training (IPDET). As a testimony of the recognition achieved by SLEvA, the Global Environment Facility (GEF) Evaluation Office in Washington DC, who visited SLEvA in 2012, have requested collaboration with the VOPE in the capacity of an independent review panel in evaluation of GEF support to Sri Lanka. GEF is now also a corporate member of SLEvA.

However there may be certain challenges in being in a partnership that may need to be overcome for effectively working together.[121] For instance, the demands of the coalition can lead to neglect of other organizational priorities that the individual members represent. All partners may not be involved in all aspects of advocacy.

120 http://www.ioce.net/en/PDFs/national/2012/SriLanka_SLEvA_CaseStudy.pdf

121 Adapted from the Midwest Academy, Organizing for Social Change and UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*. Available at http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf

Often, the best partners are ones that have been engaged right from the beginning, during the situation analysis, as they share the responsibility for identifying the problem and the development of solutions to address the problem. Some partners will be active partners in advocacy work. Others need to be 'cultivated' before they become active partners and true resources. How these partnerships are approached must be planned strategically.

Advocating through a coalition may require organizations to compromise on their position on issues or tactics. Power is not always distributed equally among coalition members; larger or richer organizations can have more say in decisions. In terms of recognition, it is often the coalition as a whole that gets recognition rather than individual members. Well-run coalitions should strive to highlight their members as often as possible. If the coalition's advocacy process breaks down it can harm everyone's position by damaging members' credibility.

Above all, partnerships thrive on good communication. Without ongoing communication, some members will be uninformed and will be excluded from decisions. This involves a well-planned effort to share information and build knowledge of all partners by using online information tools (portals, listserv, e-discussions), conferences, and seminars among others. *More information on using knowledge in advocacy is available in Section 7.*

In Practice

Tripartite collaboration to build a Conceptual Framework for Evaluation in Malaysia[122]

In Malaysia, the evaluation agenda has been integrated as a key factor in performance planning for the public sector. This change is a result of a tripartite collaboration between the public sector (Ministry of Finance), civil society (Malaysian Evaluation Society-MES), and private sector (Centre for Development & Research in Evaluation (CeDRE) International).

122 http://ioce.net/download/national/Malaysia_MES_CaseStudy.pdf

The conceptual approach to evaluation has been brought to new heights with the inclusion of evaluation as an integral component with three specific mandates being seriously considered:

Mandate 1: Annual formative evaluations to be required for every Ministry and its programmes and activities.[123]

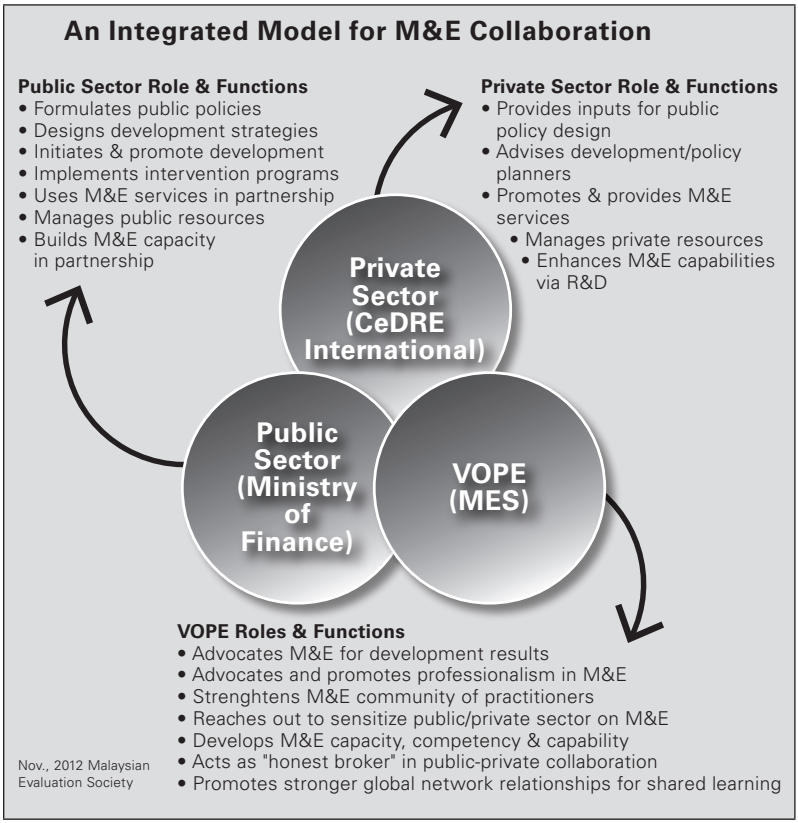
Mandate 2: The Internalized Self-Evaluation (ISE) model to be adopted at every Ministry, where every Activity and Programme will be encouraged to carry out its own internal evaluation as a key strategy for improving performance planning and development results.

Mandate 3: The budgetary process is also pegged to the evaluation function. All government agencies to be required to conduct evaluations for their Programmes and to use the evaluations to support any proposal for policy or Programme adjustments.

Conceptually, evaluation is now factored into the performance planning and management agenda as an integral component rather than an end process. This has major implications for evaluation as it is now factored into the performance management agenda taking into account all key dimensions. Evaluation capacity development in Malaysia is thus guided and driven by this integrated multi-dimensional approach rather than a purely training-based conceptual approach. Under this approach, government recognizes that focusing on evaluation in itself or building capacity purely based on training and technical skills alone cannot be successful or sustainable.

This new conceptual approach was designed and developed within the tripartite partnership. The Ministry of Finance provided the right policy environment and support, MES provided the evaluation institutional and technical support, and CeDRE provided the technical design, development, testing, and capacity building support for many of the tools and techniques used for evaluation promotion in the Malaysian public sector. The partnership resulted in many new approaches and models for evaluation that the public sector would otherwise have perhaps taken years to accomplish. In addition, the three partners jointly organized public forums and conferences, which brought evaluation experiences and international examples to public officials.

123 However, the selection of programmes for evaluation is based on a specific set of criteria to ensure that it is practical and manageable. Typically, it is recommended that programmes that have high impact, high cost, and serious implications are evaluated on a formative basis. This limitation is in recognition of the capacity constraints rather than the need itself. It was a temporary measure until adequate internal capacity is built within every public sector entity through the Internalised Self- Evaluation approach.



Building and managing coalitions

To overcome challenges faced in working in coalitions (such as a VOPE), here are a few guidelines to build and manage them better:[124]

- **Be clear about the advocacy issue** proposed as the focus of your VOPE. A written issue or a problem statement can be helpful for this purpose.
- **Develop membership criteria and mechanisms** for including new members and sustainability. Mechanisms for sustaining the interest and active involvement of the membership are key for survival.

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

- **Resolve what the VOPE will and will not do in advocacy**. Invite potential members to come together to determine as a group, the coalition's purpose, scope and priorities in advocacy.
- **For a large VOPE, select an advocacy steering committee** of 5-7 people that are representative of different membership interest or member organizations. Using the steering committee to facilitate advocacy planning and strategy decisions, ensure communication and consultation among members and resolve any conflicts *(see more on participation in advocacy planning in Section 2.3 Putting together the advocacy strategy using nine questions)*. Set up a process for ensuring that the steering committee is accountable to the broader coalition. Avoid designating the steering committee or any single person as the sole advocacy spokesperson. Rotating the opportunities for visible leadership can avoid resentment about who gets credit.
- **Establish task forces to plan and coordinate different advocacy activities** such as advocacy priorities, specific agendas, media work, lobbying, and fundraising. Involve all VOPE members in at least one advocacy committee and encourage development of new leadership. Stay open to partnerships outside the formal coalition structure. A coalition must be able to work with a great diversity of advocacy groups, but all groups need not belong as formal members. Organizations whose goals are more radical, or whose tactics are more extreme, are often more comfortable and effective working outside the formal coalition structure and coordinating their activities more informally.
- **Assess progress periodically and make changes where necessary.** This assessment should examine decision-making structures, the effectiveness of the VOPE in meeting advocacy objectives, and the opportunity for members to take on leadership roles and other areas. This assessment can be a useful opportunity to build a shared understanding and commitment to a coalition's advocacy directions and activities. It also helps to avoid duplication of activities and acrimony caused by misunderstanding of actions and motives.
- **Develop a code of conduct to ensure mutual respect and responsibility.** If this is drawn up collectively, members can more easily be held accountable without finger pointing and resentment. Remember that each member will have different strengths. Ensure that your rules of collaboration acknowledge diversity in capacity and resources.

In Practice

Recognizing and overcoming bottlenecks in managing a regional network in Latin America and the Caribbean[125]

ReLAC is a regional network of evaluators in Latin America and the Caribbean. It is understood to be a network of networks. Some of the main challenges of managing ReLAC have to do with the voluntary nature of the network, in which evaluators have joined voluntarily and pro bono (ad-honorarium). In the case of the Executive Committee, this has resulted in a significant burden of work (especially when regional conferences are being organized), which in several cases has led the committee members to overlook their jobs and formal activities. One way to deal with this situation has been by engaging network members who do not participate in the Executive Committee on specific tasks.

On the other hand, there has also been some lack of demand of accountability from the members of the network to the members of the Executive Committee. This is expressed in practices of delegating responsibilities, leaving it in the hands the management of the network, without the subsequent request for information or an offer to carry out tasks and activities.

The various Executive Committees constituted also had an absence of clear and agreed mechanisms for resolving conflicts and opposing positions. In 2012 the Executive Committee discussed and updated its internal operating rules in order to facilitate communication, problem solving and decision-making.

The absence of a membership fee also leads to the lack of resources to address major actions.

There is no one optimum approach to structuring a partnership in order to advocate successfully. Context is crucial: what works for one campaign and collaboration may not work for another. Depending on the nature and aims of the organization, collaborations can take different forms, and may agree to change structure as the advocacy progresses.

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

Additional resources

International HIV/AIDS Alliance. *Toolkit: Pathways to Partnerships*. Available at: http://www.impactalliance.org/ev_en.php?ID=4074_201&ID2=DO_TOPIC

Gormley W., Guyer-Miller L. (2007). *Partnership Building: Practical Tools to Help You Create, Strengthen, Assess and Manage Your Partnership or Alliance More Productively.* The Capacity Project. USAID. Available at: http://www.who.int/workforcealliance/knowledge/toolkit/35.pdf

UNICEF. (2012). *Civil society guide to working with UNICEF.* Available at: http://www.unicef.org/about/partnerships/files/civil_society_guide_LoRes.pdf

6: Working with parliamentarians to increase demand for evaluation

Key messages

- Parliaments around the world have the power to create real change for people by strengthening the demand for evaluation.
- Several CSOs, VOPEs and other stakeholders pro-actively engage with parliamentarians. However this engagement must be a long-term process that is built into evaluation advocacy strategies.
- Engaging with parliamentarians requires a thorough understanding of the political and policy-making environment, ways in which the parliament functions and the level to which parliamentarians currently use evaluation and evaluative thinking in decision-making.
- Depending on your context, identify strategic entry points for engaging with parliamentarians, such as through parliamentary leadership, parliamentary committees, individual parliamentarians, and parliamentary caucuses. Look out for pending bills related to evaluation that can be used as an entry point to start a discussion.
- A promising movement is the Parliamentarians Forum on Development Evaluation in South Asia that is supporting parliamentarians to take the lead to advocate for national evaluation policies in South Asia. Other initiatives include a project on 'Engaging Parliamentarians for an Innovative Evaluation Culture', which won EvalPartners Innovation Challenge in 2013.

Engaging parliamentarians to build a culture of evaluation[126]

Parliaments can allocate resources for evaluation from national budgets, establish strong national evaluation policy directions, and debate, shape and enforce evaluation-focused laws and policies that protect people. They can ask tough questions, demand answers and hold governments, industries and civil society accountable. It is for these reasons that an increasing number of CSOs, VOPEs and other stakeholders strongly engage with parliamentarians.

Ten Reasons for Parliamentarians to Engage in National Evaluation Policy Process[127]

1. Parliamentarians have vested interest in the country in giving vision and leadership and to gear the country in the right direction. The vision and right direction should be informed by evidence.
2. Parliamentarians are the first pillars to approve/ allocate resources for development initiatives in the country, through parliamentary procedures. Therefore parliamentarians should be well informed with up-to-date information about effective initiatives and development programmes through evaluation so that resources are wisely invested in the country.
3. Parliamentarians have the opportunity and authority to supervise and question progress of any development initiative/ use of public funds in the country. Therefore relevant data and information are useful to properly monitor the progress through the Parliament.
4. Parliamentarians are the key in making legislation and policy in the country. It is important that policy and legislation is evidence-based so that they are useful for and contribute to make a difference in the country.
5. Parliamentarians represent Citizens' interest and therefore should respond to Citizens' demands. Parliamentarians need correct and updated information so that the public is informed about the correct picture.
6. Parliamentarians are members of different parliamentary committees, which review effective use of funds by public institutions. To engage effectively in such committees and raise the right questions in them, parliamentarians need information about the efficiency and effectiveness of public funds.

126 The contents of this chapter are adapted from UNICEF. (2009). *Guide to working with Parliamentarians*

127 Developed by Asela Kalugampitiya, EvalPartners Secretariat for EvalYear; Coordinator, Parliamentarians Forum on Development Evaluation. Resource material published by the Parliamentarians Forum on Development Evaluation in partnership with EvalPartners to commemorate International Year of Evaluation 2015.

7. Parliamentarians do safeguard equity and human rights. Equity and human rights measures can be well maintained with the right information and evidence, which comes through evaluation.
8. Parliamentarians support the executive who in turn rely on the Parliament to pass laws and allocate resources. Therefore parliamentarians are key to influencing the executive regarding the National Evaluation Policy.
9. Each country has Millennium Development Goals' targets, which need to be evaluated, and needs to set new targets for Sustainable Development Goals, which need a new set of indicators. Therefore it is important to have a comprehensive monitoring and evaluation framework for the country, which should be in line with the National Evaluation Policy.
10. Parliamentarians have a limited term and they need to seek re-election to continue their service to the people. It comes handy for the parliamentarians to go back to people for re-election with some concrete results/ achievements from their current term. Therefore parliamentarians need evidence to show results of their achievements.

KEEP IN MIND

To maintain continuity despite regular turnover of elected officials, it is essential to also support key parliamentary staff (such as clerks, administrators and committee secretaries), who tend to have greater permanence and institutional memory.

Effective parliamentary engagement is a long-term process that needs to be integrated into CSO, VOPE and stakeholders strategies to strengthen the enabling environment for evaluation. To work effectively with parliaments, advocates must understand the political context of their respective countries, the working methods of parliament, the level of parliamentary familiarity with evaluation and how it can be put to use in policy-making.

Parliamentary and political structures: CSOs and VOPEs should understand their specific parliamentary process and the larger political context within which the parliamentary processes and structures function. Become familiar with parliamentary calendars and turnover among parliamentarians. Work plans must take into account the timing and impact of elections, post-election learning curves, legislative floor periods, legislative recesses and changes of political leadership. *(You can get this information as part of your policy analysis. See Question 2: Who can give it to us? for more details)*

Remember to look into parliament's relationship with the executive branch. In many countries, the separation between parliament and

the executive is not well defined; in others, it is so great that parliament is barely involved in policy debates and has little power to monitor government actions.

In Practice

Parliamentarians Forum on Development Evaluation[128]

The Parliamentarians Forum on Development Evaluation is a collective of parliamentarians who are committed to development evaluations. This is the first time in the history that:

- Parliamentarians are organized as a formal group to work on development evaluation.
- Parliamentarians are raising awareness on the need for national performance evaluation mechanisms.
- Parliamentarians are taking the lead to advocate for national evaluation policies.

In February 2013, the first ever parliamentarians' panel presented three country experiences (Sri Lanka, Nepal and Bangladesh) on building an enabling environment for development evaluation in respective countries at an evaluation conference held in Kathmandu, Nepal. This was historical in that parliamentarians gave voice for national evaluation policies and showed promising commitment to realize these at country level. Based on the response of the panel, the three country parliamentarians decided to establish a forum with a view to addressing the issue collectively at country level. The Forum is now represented by parliamentarians from seven out of eight South Asian countries; Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka. The Maldives is in the process of joining the Forum.

The goal of the Forum is to advance an enabling environment for nationally owned, transparent, systematic and standard development evaluation process in line with National Evaluation Policy at country level which ensures aid effectiveness, achievement of results and sustainability of development. The objectives of the Forum are:

1. National evaluation policies endorsed by the respective South Asian governments are in place and effective.
2. Create the space for dialogue between legislators and evaluation community.
3. Improve capacity of parliamentarians who are committed to development evaluation in the country.

128 Additional details are available at: http://www.facebook.com/pages/Parliamentarians-Forum-on-Development-Evaluation-in-South-Asia/310884062378855; http://www.mymande.org/evalyear/working_with_parliaments; http://www.mymande.org/evalyear/parliamentarians_forum

4. Establish country level performance measuring mechanisms, in line with national evaluation policies ensuring result oriented and sustainable development.

The core team of the Forum is working on development of country status reports identifying gaps in evaluation mechanisms, establishment of country parliamentarian teams, development of model national evaluation policy and raising awareness towards national evaluation policies.

The Forum participated in a panel on "Why National Evaluation Policies matter in South Asia" at the Sri Lanka Evaluation Association (SLEvA) International Evaluation Conference held in July 2013 in Colombo, Sri Lanka. Nine parliamentarians representing six South Asian countries attended the conference proving the interest and commitment in development evaluation.[129] Following the conference, the Forum conducted a strategic planning meeting at the parliament of Sri Lanka. In 2013, the Forum also took an active part in the Third International Conference on National Evaluation Capacities held in Sao Paulo, Brazil.

Identifying Strategic Entry Points

Potential entry points for increasing engagement with parliament and its members include the following:

- **Parliamentary leadership**: The leadership of parliament, such as the Speaker of the House, is generally responsible for managing the affairs of parliament, determining its agenda and assigning the matters before parliament to the relevant committees. It is therefore useful to establish a channel of communication with the leadership to obtain institutional backing for evaluation related issues.
- **Parliamentary committees**: Most parliamentary work is done in committees, which may be standing or ad hoc committees. Stakeholders should identify the relevant parliamentary committees and their leadership and establish cooperation with them.
- **Individual parliamentarians**: Identify and support individual champions within parliament and urge them to advocate for use of evaluation and evidence in policy-making. You could also encourage the creation of a network of parliamentarians that support the use of evaluation and provide them with relevant information. It is important to ensure a non-partisan approach when targeting individual parliamentarians and, where possible, engage a representative number of parliamentarians from all

129 Afghanistan -2; Bangladesh – 1; Bhutan – 1; Nepal -2; Pakistan -1; and, Sri Lanka -2.

political parties. This will avoid the identification of CSOs, VOPEs and stakeholders with a particular political faction.

- **Parliamentary caucuses**: In many parliaments, caucuses devoted to the promotion of human rights are generally playing an increasing role. As informal groupings, caucus memberships tend to be open to all parliamentarians and constitute an important entry point for interaction with parliaments on promoting a culture of evaluation.
- **New Members of Parliament**: New parliamentarians may be particularly open and receptive to becoming involved in development issues as they are often looking for an area of work where they can make a personal contribution.
- **Parliamentary library, research and documentation services**: Parliaments generally have services to provide information that parliamentarians require in their work as legislators. These services prepare notes and background papers and obtain other resource materials pertinent to legislation or issues on the parliamentary agenda, allowing parliamentarians to make informed decisions. It is useful to be in contact with the staff who service these facilities and to make available to them relevant evidence from evaluation on issues and legislation.
- **Pending bills that resonate with stakeholders' concerns**: In many countries, bills fester for years without passage. CSOs, VOPEs and stakeholders can survey the legislative landscape, identify bills already proposed, and use evidence from evaluation as an entry point to push for their adoption by parliament.

In Practice

Parliamentarian Group for the Promotion of a National Evaluation Policy in Pakistan[130]

To bring change in the evaluation culture in Pakistan, the Pakistan Evaluation Network (PEN) is engaging with parliamentarians, primarily Members of the National Assembly from different political parties, to promote better evaluation practices and a national evaluation policy in Pakistan. With support from IOCE, PEN partnered with SLEvA to move in that direction and became a part of the South Asian Parliamentarians Forum for Development Evaluation.

130 Case study contributed by Shah Alam on behalf of Pakistan Evaluation Network

The Hon. Eng. Hamid ul Haq was the first Member of Parliament from Pakistan to participate in these efforts. He is a member of various Parliamentary Committees, such as the Communication and Works Committee, Higher Education Commission Committee, Public Health Committee and the Monitoring Health Committee. He actively took part at the SLEvA conference held in July 2013 in Sri Lanka where he highlighted a possible direction for more accountable governance in Pakistan. Post conference, he shared its report with the Hon. Speaker of the National Assembly and with the Chairman of PTI (Pakistan Tehreek-e-Insaf, *a political party in Pakistan*).

Hon. Eng. Hamid ul Haq has committed to bringing together parliamentarians from various political parties in Pakistan towards drafting and promulgating a national evaluation policy for public institutions. To this end, in consultation with PEN, the Parliamentarians Group in Pakistan, including the Hon. Qaiser Jamal., Hon. Junaid Akber, Hon. Hamid ul Haq and Hon. Sajid Nawaz are discussing a detailed action plan for popularizing a national evaluation policy. The Parliamentarian Group has also established linkages with other parliamentarians of SAARC countries for the preparation of a national evaluation policy at a regional level in South Asia. In addition, the parliamentarians are advocating for incorporation of evaluation as an integral part of the manifesto of political parties.

PEN was able to effectively mobilize the parliamentarians due to two main reasons. The timing was favorable for introducing the concept of evaluation as the change in government came in with promises of transparency and accountability to the people. Moreover, PEN's strong association with different members of the political parties has reduced the time usually required to build trust and rapport. PEN used a conscious and deliberate approach of communicating the evaluation concept initially from a political perspective. This involved studying the political parties' manifestos and placing emphasis on the role of evaluation in strengthening accountability to the people. In addition, the natural competitiveness amongst political parties' was leveraged to encourage more active participation from the parliamentarians. Putting together these efforts then entailed frequent follow-ups with the parliamentarians and being readily accessible to them to provide technical inputs or information on other development related matters. With these efforts, PEN positioned itself as a knowledge resource for the wide and disparate information requirements of the parliamentarians.

PEN's initiative, together with Parliamentarians Forum on Development Evaluation, Community of Evaluators (CoE) and European Evaluation Society (EES) work with parliamentarians is now part of EvalPartners global project 'Engaging Parliamentarians for an Innovative Evaluation Culture'. *For more details on this global project see case study 'Public hearing on Evaluation in Democracy at the European Parliament' ahead.*

Tips to meaningfully engage with parliamentarians:

- Provide parliamentarians with relevant documentation and data in user-friendly formats. It is essential to translate CSOs and VOPEs expertise and evidence-based knowledge into messages that resonate with parliamentarians and constituents.
- Obtain constituency-level disaggregated data from evaluations. Provide support to national institutes that collect data.
- Work with all political parties and parliamentary candidates to integrate the use of evaluation into their political and electoral platforms.
- Provide parliamentarians access to individual evaluation experts. CSOs, VOPEs and other stakeholders can make highly qualified national or international technical experts available to parliament.
- Make parliaments aware of the many benefits of partnering with CSOs and VOPEs.

In Practice

Public hearing on Evaluation in Democracy at the European Parliament[131]

The European Evaluation Society organized a public hearing on Evaluation in Democracy at the European Parliament in April 2013. The purpose was to stimulate debate and innovative thinking about the potential role of evaluation in the European Parliament and the European Commission. The event was sponsored by Tarja Cronberg, Member of the European Parliament. She spoke of evaluation as a tool for the empowerment of citizens; a way of promoting social learning, identifying priority policy interventions, and reducing the democratic deficit in the European Union. An evaluation survey was circulated immediately after the event among the event participants. A special edition of Connections, the EES Newsletter, related to the Public Hearing on Evaluation in Democracy was published in June 2013. Hardcopies of this special edition of Connections were distributed to Members of the European Parliament (MEPs).

131 http://www.mymande.org/evalyear/filling_the_democratic. For additional information, please visit http://europeanevaluation.org/1366206322-ees-public-hearing-at-the-eu-parliament.htm

Other advocacy efforts included the development of a proposal for the EvalPartners Innovation Challenge competition.[132] The first proposal, Towards an Innovative & Sustainable Evaluation Culture (TISEC), was shortlisted together with two other proposals, including from PEN on behalf of Parliamentarians Forum on Development Evaluation and CoE in South Asia. These three initiatives then made a collective proposal 'Engaging Parliamentarians for an Innovative Evaluation Culture' which finally won the competition and received USD 30,000 for the implementation of the project. Following this grant, the initiative will work to engage parliamentarians in Asia, Europe and the Americas to enhance a supportive evaluation environment.

Additional resources

UNICEF. (2009). *Guide to working with Parliamentarians***.** Available at: http://www.unicef.org/thailand/UNICEF_Guide_to_working_with_Parliaments.pdf

EvalPartners. Parliamentarians Forum on Development Evaluation. (2013) *How to Engage Parliamentarians in Development Evaluation: Training Module for VOPEs, Government Policy-makers and Evaluation Professionals.* Available at: www.mymande.org

Visit Inter-Parliamentary Union (IPU) website (www.ipu.org) for additional resources on working with parliaments.

Learn more about Parliamentarians Forum on Development Evaluation at http://www.mymande.org/evalyear/parliamentarians_forum

132 For more information visit http://www.mymande.org/evalpartners/evalpartners_announces_the_winners_of_the_innovation_challenge

7: Managing knowledge in advocacy

Key messages

- Managing knowledge secures evidence for effective evaluation advocacy, improves visibility of the organization's advocacy work, improves networking and enables internal dialogue to support the creation of external communication.
- CSOs and VOPEs should develop knowledge management strategies with clearly defined processes, mechanisms, roles and responsibilities. The knowledge management strategy should have clear linkages and consistency with the evaluation advocacy strategy.

Knowledge management can be understood as getting the right knowledge to the right people at the right time. It is a component of the organizational knowledge function, explicitly focusing on managing knowledge systems for better organizational performance and improved outcomes. Knowledge management is a management activity that seeks to enhance the organization, integration, sharing and delivery of knowledge.[133]

Strong knowledge management systems support the evaluation function and help to further national evaluation capacities. Securing and managing knowledge are also at the heart of advocacy efforts that promote an enabling environment for evaluation. Knowledge management enables CSOs, VOPEs and other stakeholders to better influence policy debates and policy processes in favour of evaluation.[134]

In Practice

AfrEA's efforts on knowledge creation and exchange[135]

Conferences: Every two years AfrEA organizes a biennial conference gathering evaluators from Africa and outside the region. AfrEA conferences have generally gathered between 500 and 700 people from roughly 60 countries around the world ranging from Africa, Europe, North America, Asia and Oceania.

133 UNICEF. (2006). Concept Note on Knowledge Management.

134 http://www.unicef.org/rosa/ROSA_Evaluation_Journal.pdf

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

These conferences are attended by people interested in evaluation, coming together from all sectors – government, donors, academia, NGOs, consultants – from many countries within and beyond Africa. The level of experience of these participants ranges from experts/ senior evaluators to junior evaluators. African participants have made paper presentations, poster presentations and panels, as well as facilitating professional development workshops during these conferences. They have also been in contact and shared their experience and knowledge in evaluation with evaluators from around the world. AfrEA's conferences have also seen the participation of well-known international evaluators.

Listserv: As an experience-sharing and mentoring tool for evaluators within Africa, a listserv was developed in 2002 and has 600 members currently. The listserv contributes to sharing of evaluation tools, methodologies and discussions on evaluation approaches and paradigms. Here members can also request for peer assistance and guidance. The listserv is also a medium of communication for M&E job opportunities.

Website: The website (www.afrea.org) has been developed, revamped and updated. It contains the list of national evaluation associations, evaluation resources, and AfrEA's history and mission. It also hosts AfrEA e-newsletter (launched 2009) which helps to share experiences and information for evaluators within the continent.

Journal: The African Journal of Evaluation (AfrJE) was developed as part of AfrEA's comprehensive efforts geared towards a "Made in Africa approach to evaluation". The Journal aims at strengthening the evaluation capacity in the continent by providing a platform for the African community to document emerging evaluation theories and practices; providing an opportunity for cross-fertilization of ideas and methodologies across disciplines; providing a vehicle to develop African evaluation scholarly research, as well as field/action oriented research relevant to the continent's development context, authorship as well as promoting a culture of peer-review. The Journal is expected to engage with several partners from the continent to contribute to its different editions; national and regional VOPEs, universities, think tanks and research centres, etc.

EvalMentors: The initiative aims at providing opportunities for young and junior professionals to gain practical evaluation skills and experience in the continent. It aims at supporting development that is anchored in evidence, learning, and mutual accountability to bridge the gap between the supply and demand for evaluation in the continent. EvalMentors is being implemented as part of the EvalPartners Initiative, launched by AfrEA in partnership with the Canadian Evaluation Society (CES) and Société québécoise d'évaluation de programmes (SQEP). EvalMentors provides support and mentoring to emerging African national VOPEs, as well as emerging publishers, and professionals through peer to peer support.

Collaboration and sharing of information

Collaboration on knowledge generation and access to knowledge among VOPE partners, CSOs and other stakeholders is fundamental to achieve increased commitment for evaluation. It also leads to increased networking among stakeholders. (*For more information on networking and partnerships, refer to Section 5*). Collaboration

is also required with established knowledge management centers to facilitate sharing and accessibility of knowledge related to evaluation and its advocacy. Systematic knowledge generation and sharing helps advocacy practitioners to recognize that this practice builds their power.

The CSOs and VOPEs need to create an enabling culture and environment for staff to take time during and after major advocacy efforts to reflect on, and capture, not only successes and positive outcomes, but also failures and lessons learned. Identifying, validating and properly documenting innovations, lessons learned and good practices are a necessary part of capturing key learning during an advocacy effort (*see template ahead on documenting innovations, lessons learned and good practices*). EvalPartners has taken steps forward in this area through a mapping exercise of VOPEs that helps to identify, document, publish and share good practices.

Discussions on topics among advocacy practitioners who have relevant knowledge and experience in advocacy to further the use of evaluation, should be an essential part of such knowledge exchange. Convening round tables and conferences, webinars, organizing e-discussions, creating an online library of relevant materials for stakeholders, are also useful ways of capturing and sharing knowledge.

CSOs and VOPEs should develop a knowledge management strategy that is linked to and supports the evaluation advocacy strategy. The development of the knowledge management strategy must be built into CSOs, VOPEs' and stakeholders annual work plans so that resources are secured. The knowledge management strategy should outline roles and responsibilities for knowledge generation and management among coalition members and within organizations. In general, sharing of knowledge, along with the sharing of resources and common objectives around knowledge management can influence and drive all phases of advocacy (planning, implementation and evaluation) and develop partners' engagement in policy debates and processes.

TOOL 14: Documenting innovations, lessons learned and good practices in advocacy to promote evaluation[136]

The template for documentation is available in http://www.mymande.org/evalpartners/advocacytoolkit

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

In Practice

Global online knowledge management system to promote evaluation[137]

MyM&E (http://www.mymande.org) is an interactive web 2.0 platform developed in partnership with UNICEF, IOCE, DevInfo and several other stakeholders, to share knowledge on country-led monitoring and evaluation systems worldwide. In addition to being a learning resource, the platform is a valuable tool for creating a global community, as well as identifying good practices and lessons learned on country-led monitoring and evaluation systems. MyM&E utilizes new technology and innovation as a cost effective strategy to reach out to isolated evaluation communities by providing them access to quality evaluation knowledge and training as well as allowing these communities to reciprocate and contribute to evaluation networks by submission of videos and research. In addition to publically available and free of charge e-learning courses and webinars, website visitors have access to an extensive online resource library that provides handbooks, manuals, videos, online toolkits training, and a listing of evaluation related employment vacancies.

Translation and dissemination of evaluation resources in Arabic in Egypt[138]

Evaluation materials hardly exist in the Arabic language, and therefore most, if not all of EREN's national partners do not have an opportunity to build their knowledge or to enhance their skills in evaluation. EREN has established an initiative to translate key materials and key national research in the country from English to Arabic to make resources available in the national language, to help accentuate the culture of evaluation, and to activate dialogue amongst partners on evaluation issues.

Building a learning community in Latin America and Caribbean region[139]

ReLAC, as a regional evaluation network, uses the virtual media to enhance its networking opportunities. ReLAC has a mailing list (relac@gruposyahoo.com.ar), which has more than six hundred participants. Through this mailing list information is shared about events, training, consulting, publications and the like, while occasionally it is also used as a space for debate and discussion on issues related to evaluation.

137 www.mymande.org and EvalPartners International Forum on Civil Society's Evaluation Capacities held in December 2012 in Chaing Mai, Thailand.

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

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

In early 2010 ReLAC began to make use of its social media platform (noticiasrelac.ning.com) to broadcast events and publicize information. The site supports thematic working groups to share knowledge and relevant information, to raise and discuss questions, generate new ideas, and to open possibilities for cooperation and sharing experiences. While to participate in the groups you must subscribe to them, the platform allows one to follow the exchanges as a website that provides open access to anyone interested. On the occasion of the 2010 ReLAC conference, one of the groups turned their discussions and exchanges into a panel and various papers. ReLAC is also trying to synergize its site with other sites like PREVAL (Regional Platform for Evaluation Capacity Building in Latin America and the Caribbean), the REDLACME (Network for Monitoring and Evaluation in the Latin America and the Caribbean), the site created by UNDP Regional Office on evaluation, and other sites of the UN agencies. This will help to create synergy in stakeholder participation in various e-spaces.

Additional resources

The Advocacy Institute. (1992). *Telling Your Story: A guide to preparing advocacy case studies*. Available at: http://racialequitytools.org/resourcefiles/advocacy.pdf

To give you an idea of different knowledge management strategies in the development sector, below is a sample list. These can give you an indication of what to look out for when developing your own knowledge management strategy.

IFAD. (2007). *Knowledge Management Strategy*. Available at: http://www.ifad.org/pub/policy/km/e.pdf

UNDP. (2009). *Knowledge Strategy: Enabling UNDP to share and leverage its knowledge and experience.* Available at: https://www.undp-aap.org/resources/projects/knowledge-strategy-enabling-undp-share-and-leverage-its-knowledge-and-experience

UN-HABITAT (2010). *Knowledge Strategy: Building knowledge based organization*. Available at: http://usaidlearninglab.org/sites/default/files/resource/files/un_habitat_knowledge_strategy_building_knowledge_based_organization.pdf

WHO. (2005). *Knowledge Management Strategy*. Available at: http://www.who.int/kms/about/strategy/kms_strategy.pdf

8: Managing risks in advocacy

Key messages

- Advocacy does come with some risks, and it's important to venture into advocacy aware of these.
- Potential risks might arise for example from choice of advocacy tactics, working with certain partners, use of unreliable evidence, the political environment and so on. Decision to speak out or not on sensitive/politicized issues may also damage a CSO/VOPE's reputation and credibility.
- Robust planning and analysis are the foundations of risk management in advocacy. It requires in-depth understanding of the evaluation advocacy issue, the political and policy context, and the target audience. Paying close attention to messages and message delivery can lower the risk in politically charged situations.
- Good leadership, communication and collaboration are essential to make the careful judgment required to balance all the relevant factors.

Challenging power and lack of transparency through advocacy can be risky, potentially resulting in backlash and conflict in some cases. Although to some extent unavoidable, it is important to consider risks, challenges and potentially negative situations when planning advocacy for evaluation and before you engage in any advocacy activities[140]. Moreover even though your advocacy arena may be potentially without risks, taking a strong stand on promoting evaluation may put some stakeholders at risk.

It is always hard to decide whether it is more important to speak out strongly and risk going against the authorities, 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 you plan to do, you must consider the impact of your advocacy actions on all the stakeholders to make sure they are not exposed to any unnecessary risk.

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

Potential risks might arise from your choice of tactics, especially those that involve public actions and events. This may lead to damage to reputation; damage to relationships (with stakeholders, partners or government); undermine the CSO/VOPE's legitimacy. In extreme cases it may also lead to physical harm and financial loss arising from litigation, for example. Working in coalitions and partnerships may involve the risk of loss of distinctive identity and of quality control. Partnerships with political associations can bring in added risks.[141]

However, there are several ways you can minimize the risks that can be associated with advocacy. Most important are:[142]

Making informed judgments – When you are selecting an advocacy issue, you should be able to make informed judgments about what kind of advocacy risks are acceptable, and in which situations you will back off.

Carefully planning your initiative – Good planning and analysis are the foundations of risk management in advocacy. The more you understand your issue, the political context, and your target audience, the less room you have for error.

Reliable evidence is the foundation for advocacy, and it must stand up to scrutiny. Using unreliable evidence is very risky. Evaluation that provides evidence must follow high quality standards. It should highlight the causes and solutions to a problem, and quality checks should ensure that the assumptions and conclusions drawn are valid and strong. This requires CSOs, VOPEs and stakeholders to strengthen the supply of evaluations as well.

During the policy analysis stage, you will learn about decision-making processes and its key actors. This stage is also an opportunity to learn about any risks involved in advocacy. During your policy analysis, you can explore questions such as:

- Are the officials you are targeting corrupt?
- Are others involved in this policy debate dangerous or dishonest?
- Will you have any allies to help you if you run into trouble?

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

142 Sprechmann S., Pelton E. (2001). *Advocacy Tools and Guidelines Promoting Policy Change.* CARE.

- Has political violence surrounded public debate on your issue?
- Have others suffered for raising similar concerns?

Later, when you are working on your advocacy strategy, you will be choosing among different advocacy approaches. Pursuing private dialogue and engagement or an expert informant role generally, will be of lower risk than conducting a media campaign, or trying to confront high-level officials on a controversial issue. If you are brokering competing interests, be sure you are qualified and comfortable working as a mediator. As you consider an approach and role, consider not only your chances of succeeding, but also the risks of any unintended consequences.

Finally, a good way to manage risks is to maintain strong communication within your own advocacy team. Sometimes advocacy messages designed for one audience can be received very differently by others. Especially if you are working in a conflict environment, it is critical to closely manage your message delivery and be consistent and transparent in your dealings with everyone involved to avoid appearances of bias.

Being prepared for trouble – Even well planned advocacy rarely goes as intended, since it depends on so many factors beyond your control. There are several strategies you can use to be prepared for any problems you may encounter, for example:

- Stay in touch with political trends.
- Anticipate things that can go wrong.
- Be prepared for press (even if you aren't using the media as an advocacy strategy).
- Treat your opponents with respect.
- Decide in advance what risks are unacceptable.
- Always be prepared to stop.

Remember scenario planning – deciding 'what happens if...' – is a useful way for CSOs, VOPEs and stakeholders to prepare for different situations and finding ways of responding.

In Practice

Networked management as a way to minimize risks in the Commonwealth of Independent States region[143]

The structure of the International Program Evaluation Network (IPEN) Board in the Commonwealth of Independent States (CIS) region is a tight network of organizations committed to the development of evaluation. The use of such a "networked" management approach allows IPEN to operate without a secretariat and thus minimize operational costs. It also helps to minimize the risks related to relative instability in the CIS region. For example, in 2010 IPEN had to cancel its conference in Bishkek because of the revolution in Kyrgyzstan. Members of the Board decided that it was too risky to invite participants from outside Kyrgyzstan while there still was a high possibility of violence. Instead, the Board members from Kazakhstan and Russia organized national events – seminars and round tables for national evaluation specialists. The Institute for Humanitarian Design, as the IPEN conference organizing partner in 2010, conducted a series of evaluation events in Kyrgyzstan. Some of these events were broadcast online.

TOOL 15: Risk-management matrix[144]

This tool presents a risk management matrix that can be adapted to specific circumstances to help analyze the risks in advocacy. For details refer to: http://www.mymande.org/evalpartners/advocacytoolkit

Note of caution on risks: This matrix will not provide all clear-cut answers about risks. This framework only gives some examples of risks and ways of mitigating them. A thorough analysis is required to determine all risks associated with your advocacy.

Additional resources

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

Sprechmann S., Pelton E., (2001). *Advocacy Tools and Guidelines Promoting Policy Change*. CARE. Available at: http://www.careclimatechange.org/files/toolkit/CARE_Advocacy_Guidelines.pdf

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

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

9: Mobilizing resources for advocacy

Key messages

- Advocacy is resource intensive. It requires investments of funds, staff time and materials. The resources available for advocacy often change the shape of advocacy strategy and its planning. It is also a critical factor in sustaining advocacy efforts over the long term.
- It is essential to know the available likelihood of resources for an advocacy issue at the outset.
- Preparing a budget for advocacy involves looking at costs related to team functioning, advocacy planning coordination, advocate activities and campaigning, networking, staffing and other miscellaneous expenses.
- Analysis underpinning the evaluation advocacy strategy should take a close look at the opportunities to mobilize additional resources. Raising funds for advocacy can be part of the evaluation advocacy agenda itself.

Preparing a budget for advocacy

Budgets for an advocacy effort should be considered as part of advocacy planning. How much will it cost to run an advocacy project? To begin, include the core costs of maintaining and strengthening advocacy capacity, as well as resources needed for specific actions. Core costs would include team functioning costs (e.g. travel, conference calls, staff recruitment, team development, capacity building); advocacy planning coordination costs (including monitoring the implementation of the plan and evaluation; research); advocacy activities and campaigning core costs (e.g. preparing introductory campaign information, campaign materials, conferences and events). There are of course inexpensive and expensive ways to pursue each strategy. Hiring a public relations or a consulting firm, for example, can be an important way to communicate your key advocacy messages, but it is costly. Holding meetings, writing media commentary, or arranging site visits are relatively lower-cost activities.[145] Other costs include networking with government at national and regional level (e.g. attending conferences, policy-makers' and donors' trips, policy-maker events,

145 Sprechmann S., Pelton E., (2001). *Advocacy Tools and Guidelines Promoting Policy Change*. CARE.

policy-maker information, representational expenses); and generic coalition and staffing costs.[146]

Successful budgeting cannot be achieved single-handedly. In particular, everyone who is responsible for spending money should be involved in the budgeting process. A comparison can also be made with costs of similar activities undertaken in other countries.[147]

Fundraising for advocacy

Mobilizing funds for advocacy serves as an agenda for advocacy as well. Some ways to mobilize resources for advocacy include influencing donors and institutions to fund certain issues, encouraging individual supporters to give to advocacy; accepting funds from the private sector and sharing resources in alliances and coalitions. This is an additional area that can benefit by creating strategic partnerships. Pegging the advocacy to larger funding stream can also provide several resources. For instance, advocacy on promoting the use of evaluation in policy-making can be pegged to the development of sustainable development goals (post 2015), which will have a steady funding stream available.

In many ways, fundraising parallels the advocacy process itself: you must set realistic goals; target audiences; develop persuasive messages to reach those audiences; build alliances and trusting relationships; and, leverage decision-making at donor institutions. Too often, fundraising is seen as the last item on the agenda. But without resources your advocacy effort will not go far. Therefore, seeking resources must be integrated into your strategy from the beginning.

Some things to keep in mind while fundraising:[148]

- The laws which govern the giving and receiving of donations vary from country to country. Therefore, before you begin soliciting contributions, do some preliminary research.

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

147 PARIS 21. (2010). *Advocating for the National Strategy for the Development of Statistics, Country-level Toolkit.*

148 Adapted from Sharma R. (2007). *An Introduction to Advocacy: Training guide.* SARA, HHRAA, USAID.

- Remember to explore all potential funders carefully. Sometimes agencies wish to support initiatives in the communities in which they work, however, often funders have an agenda or certain conditions attached to their donations. Make sure that these agendas do not compromise your advocacy objectives.
- Depending upon the donor agency, certain kinds of information, language, and presentation style will elicit a positive response from funding sources. Research each of your funders individually to learn about their particular interests and preferences. Funders generally like to see:
  - A well-run and efficiently managed organization, coalition or effort.
  - Funders may want to see budget information from past years as well as future projections of the CSO/VOPE.
  - Examples of successful programmes.
  - A good strategy and a reasonable chance of reaching your advocacy goals.
  - What it is that distinguishes your work from other organizations in the same field.
  - Reasons why your work is important and necessary.
  - What any previous contribution they made has accomplished.
  - Information on group members' track records and successes in advocacy.

Just as in advocacy, relationships are key. Invest time and energy in getting to know individuals at funding agencies. Ask your members for contributions. Membership fundraising reduces your dependence on large donors and can give members a sense of purpose and renewed enthusiasm when they see that their contributions are making a difference.

Additional resources

Sharma R. (2007). *An Introduction to Advocacy: Training guide.* SARA, HHRAA, USAID**.** Available at: http://www.globalhealthcommunication.org/tool_docs/15/an_introduction_to_advocacy_-_training_guide_(pages_1-15).pdf

Annex 1: Effective press releases, press kits, media events and interviews

The press release

The press release, never more than two pages, briefly summarizes your newsworthy event. It is written from the top down, with the most important information in the first paragraph. Contact numbers are always given, for reporters to call for more information. Press releases are used for breaking news and to publicize events. The press release is most often sent to the media, but it has great utility when also sent to government agencies and other partners even without the expectation that it will generate a story in the press. It is an easy, cost effective and professional way to spread information, to maintain relationships and to publicize a noteworthy activity, such as the recent launch of a project to a network of people or the government. The press release should be followed by a call to the media outlet's assignment editor, who receives hundreds of releases. Following-up on releases is the best way – and sometimes the only way – to gain attention.

The press kit

The press kit is a tool that can be used to brief the press on more complex evaluation and policy issues and to initiate public information and/or advocacy campaigns. Press kits can also be used to impart general information about a policy, its evaluation and ways in which this evidence can inform other policy and budgetary decisions. A press kit is usually some form of pocket folder that contains a press release, carefully selected background materials, reports, links to other information and, sometimes, photos or videos. Many organizations use press kits as a way to brand campaigns. The kits are treated as persuasion brochures to push primary and secondary messages. Photos and typography are carefully treated to create intensity, urgency and emotional connections.

Media events

Media events such as press conferences require a great deal of careful construction. Press conferences go beyond simply sending out press releases. A press conference is an attempt to gain more attention and momentum for how you can increase the demand for evaluation. In addition to being newsworthy, the conference has to

be interesting and compelling in some way. It is often better to have a press event outside a conference room or capital, even if it may take some hard work to get dignitaries and the press to travel. Outside settings give you more of an opportunity to illustrate your problem and add emotion to your facts. You can use the media events to give the media a broader background on a problem or the development of a solution. Media events don't seek news coverage; they seek to shape if and how the news will be communicated in the future. Media events are often to introduce the media to coalition partners and project goals.

Media interviews

The key to giving a good interview to a journalist is knowing your subject well and preparing carefully for the questions that you may be asked. It is important to know well your VOPE and/or organization's point of view – otherwise the VOPE/organization you represent may be discredited. Reporters will usually ask the questions that they think their audience might want them to ask; they can also ask difficult questions that you were not prepared for. Being respectful and patient will pay. If you are not asked relevant questions, add your key messages to the end of one of your most relevant replies to make sure you get your key messages across. You can prepare in advance short sentences summarizing your message and you can also practice answering difficult questions. Repeating a tricky question will give you some time to think about it.

The information in this section has been adapted from the resources listed below. Refer to them for more detailed guidance and tips on media advocacy:

UNDP. (2004). *The Blue Book: A hands-on approach to advocating for the Millennium Development Goals.* Available at: http://www.undp.or.id/mdg/documents/The%20Blue%20Book%20A%20Hands%20on%20Approach%20to%20Advocating%20for%20the%20MDGs.pdf

PARIS 21. (2010). *Advocating for the National Strategy for the Development of Statistics, Country-level Toolkit.* Available at: http://paris21.org/sites/default/files/advocacytoolkit.pdf

Amnesty International. (1997). *Campaigning Manual.* Available at: http://www.amnesty.org/en/library/info/ACT10/002/1997

Annex 2: Glossary

Below is an explanation of key terms used in this toolkit:

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: These are what advocates do to influence their audiences and achieve their goals. Advocacy activities may also be known as advocacy *tactics*. These might include events, conferences, press releases, publications, and meetings, among others.

Advocacy: The deliberate process based on demonstrated evidence to directly and indirectly influence decision-makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfillment of human rights.

Alliances: Generally shorter-term partnership among members, focused on a specific objective. Being limited in time and goal, alliances tend to be less demanding on members.

Attribution: The ascription of a causal link between observed (or expected to be observed) changes and a specific intervention.

Ally: A partner working in helpful association with you to achieve a policy goal.

Coalition: Group of organizations working together in a coordinated fashion toward a common goal, following a formalized structure.

Evaluation: A process that seeks to determine as systematically and objectively as possible the relevance, effectiveness and impact of an ongoing or completed programme, project or policy in the light of its objectives and accomplishments. It encompasses their design, implementation and results with the view to providing information that is credible and useful, enabling the incorporation of lessons learned into both executive and legislative decision-making process. Evaluation is often undertaken selectively to answer specific questions to guide decision-makers and/or programme managers, and to provide information on whether underlying theories and assumptions used in programme development were valid, what worked and what did not work and why.

Decision-maker: A person who has the authority to create or change governmental or organizational policies, programmes or laws.

Demand for evaluation: Capability by policy-makers and senior managers to request sound and trustworthy evaluative evidence with the aim of using it in strategic decision-making processes.

Credibility: Objective and subjective components of the believability of a source or message, based on trustworthiness and expertise, often resulting from evidence-based advocacy.

Enabling environment for evaluation: The political and policy context created by governments, donors, development actors and other stakeholders, that leads to demand and supply capacities for equity-focused and gender-responsive evaluation.

Goal: What the organization hopes to achieve in the long term, possibly over several years; it is the overall change that is desired as a result of advocacy efforts.

Impacts: Positive and negative, primary and secondary long-term effects produced by a development intervention (such as by evaluation advocacy), directly or indirectly, intended or unintended.

Influentials: Individuals and groups that can influence the decision-makers (or the target audience), by having the opportunity to give their input, ideas and opinions.

Informal process: Activities and procedures to influence the decision-making process that occurs simultaneously with the formal process, but are not required by law or organizational policy.

Innovations: Pilot projects or new approaches to a standard model that can demonstrate initial results.

Interim outcomes: Shorter-term results that must be achieved in order to reach the advocacy goal. Advocacy strategies usually have multiple interim outcomes that are achieved on the way to that goal.

Knowledge management: A management activity that seeks to enhance the organization, integration, sharing and delivery of knowledge.

Logical framework (Logframe): Management tool used to improve the design of interventions. It involves identifying strategic elements (inputs, outputs, outcomes, impact) and their causal relationships, indicators, and the assumptions or risks that may influence

success and failure. It thus facilitates planning, execution and evaluation of a development intervention.

Legitimacy: Having the right to be and do something in society – a sense that an organization or a network 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 dependent on perception.

Lobbying: 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.

Lessons learned: Generalizations based on evaluation experiences with projects, programmes, or policies that can be abstracted from the specific circumstances to broader situations. Frequently, lessons highlight strengths or weaknesses in preparation, design, and implementation that affect performance, outcome, and impact.

Monitoring: A continuing function that uses systematic collection of data on specified indicators to provide management, and the main stakeholders, of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.

National Evaluation Capacity Development: Following a systems approach, it underlines the importance of strengthening both demand and supply capacities for equity-focused and gender-responsive evaluation at three levels: enabling environment, institutional capacities and individual capacities.

Negotiation: Advancing the issue by presenting a position and dealing with opposition by understanding and managing power dynamics within and among the institutions being influenced.

Networks: Loose, flexible associations of people or groups brought together by a common concern or interest to share information and ideas.

Participation: Having the opportunity to express a view, influence decision-making and achieve change.

Policy: A plan, course of action, or set of regulations adopted by a government or an institution.

Policy-making process: Series of steps taken to develop, approve, implement, and monitor and evaluate a policy. This is often referred to as the 'policy-making cycle'.

Point of entry: The ways to gain access to the audience you wish to reach. It might be a specific time, a particular place, or a person that can help you get the attention of your audience.

Power: The force, the position and the energy that people have and can use to bring about change. Power can be used in a positive and a negative way. You can distinguish 'power over', 'power to', 'power with' and 'power within'.

Opponents: Influential people, organizations and institutions who oppose your advocacy for different reasons and to different degrees.

Stakeholders: Agencies, organizations, groups or individuals who have a direct or indirect interest in the development intervention.

Social Media: The use of web-based and mobile technologies to turn communication into interactive dialogue such as through Facebook, Twitter, and Blogs. These are usually highly accessible and scalable communication techniques.

Strategy: An overall plan based on an assessment that guides the use of advocacy activities towards clear advocacy goals. *(See more on 'activities' and 'goals' above)*

Supply of evaluation: Capability of professional evaluators to provide sound and trustworthy evaluative evidence.

Target audience: Decision-makers with the authority to affect the outcome for your advocacy directly.

Good practice: Assessed programming practices that provide evidence of success/impact and which are valuable for replication, scaling-up and further study.

Abbreviations

AES	Australasian Evaluation Society
AEA	American Evaluation Association
AfrEA	African Evaluation Association
AGDEN	Africa Gender and Development Evaluators Network
ANZEA	Aotearoa New Zealand Evaluation Association
AusAID	Australian Agency for International Development
CEDAW	Committee on the Elimination of Discrimination against Women
CeDRE	Center for Development & Research in Evaluation
CES	Canadian Evaluation Society
CFAR	Commonwealth Financial Accountability Review
CIS	Commonwealth of Independent States
CLEAR	Regional Centers for Learning on Evaluation and Results
CoE	Community of Evaluators South Asia
CRC	Committee on the Rights of the Child
CSO	Civil Society Organization
DAC	Development Assistance Committee
DME	Development Monitoring and Evaluation
DPME	Department of Performance Monitoring and Evaluation
DREAT	Delegation for the Reform of State and Technical Assistance
EES	European Evaluation Society
EgyDEval	Egyptian Development Evaluation Association
ENSA	Evaluation Network of South Asia
EPTF	Evaluation Policy Task Force
EREN	Egyptian Research and Evaluation Network
ESK	Evaluation Society of Kenya

EvalMENA	The MENA Evaluators Network
GEF	Global Environment Facility
GIZ	German Agency for Technical Cooperation
IADB	Inter-American Development Bank
ICT	Information and Communication Technology
IDEAS	International Development Evaluation Association
IDRC	International Development Research Centre
IEG	Independent Evaluation Group, World Bank
IFI	International Finance Institution
ILO	International Labour Organization
IOCE	International Organization for Cooperation in Evaluation
InDEC	Indonesian Development Evaluation Community
IPEN	International Program Evaluation Network
IPDET	International Program for Development Evaluation Training
IPU	Inter-Parliamentary Union
ISE	Internalized Self-Evaluation
JBIC	Japan Bank for International Cooperation
JSE	Les Journées Sénégalaises de l'Evaluation (Senegalese Evaluation Days)
MEA	Moroccan Evaluation Association
MED	Monitoring & Evaluation Directorate
MENA	Middle East and North Africa
MES	Malaysian Evaluation Society
MICS	Multiple Indicator Cluster Surveys
MPI	Ministry of Plan Implementation
MP3EI	Master Plan for Acceleration and Expansion of Indonesia Economic Development
M&E	Monitoring and Evaluation

NIMES	National Integrated Monitoring and Evaluation System
OECD	Organization for Economic Co-operation and Development
PARIS21	Partnership in Statistics for Development in the 21st Century
PEN	Pakistan Evaluation Network
PREVAL	Regional Platform for Evaluation Capacity Building in Latin America and the Caribbean
SenEval	Senegalese Evaluation Association
SES	Slovak Evaluation Society
SLEvA	Sri Lanka Evaluation Association
SQEP	Société québécoise d'évaluation de programmes (Quebec Society for Programme Evaluation)
TIG	Evaluation Topical Interest Group
REDLACME	Network for Monitoring and Evaluation in the Latin America and the Caribbean
ReNSE	Nigerian Monitoring and Evaluation Network (Réseau Nigérien de Suivi Evaluation)
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNICEF	United Nations International Children's Emergency Fund
UNIFEM	United Nations Development Fund for Women (now re-established as UNWomen)
VOPE	Voluntary Organizations for Professional Evaluation

References

Advocacy Institute. (2002). Washington DC.

Amnesty International. (1997). *Campaigning Manual*.

Asela Kalugampitiya. (2005). Resource material published by the Parliamentarians Forum on Development Evaluation in partnership with EvalPartners to commemorate International Year of Evaluation 2015. Available at: http://www.facebook.com/pages/Parliamentarians-Forumon-Development-Evaluation-in-South-Asia/310884062378855 http://www.mymande.org/evalyear/working_with_parliaments http://www.mymande.org/evalyear/parliamentarians_forum

Bamberger, M., and Segone, M. (2011). *How to design and manage equity-focused evaluations.* UNICEF. Available at: http://www.mymande.org/content/how-design-and-manage-equity-focused-evaluations

Belen, Sanz Luque. (2012). *Equity focused and gender responsive evaluation, Why is it strategically important?* EvalPartners International Forum on Civil Society's Evaluation Capacities held at: Chiang Mai, Thailand on 3-6 December, 2012.

Bobo, Kimberly, A. (1991) *Organizing for Social Change: A manual for activists in the 1990s*, Seven Locks Press.

Chapman, J., and Amboka, W. (2001). *Monitoring and Evaluating Advocacy: A scoping study.* Actionaid . Available at: http://www.g-rap.org/docs/monitoring_and_evaluation/chapman-wameyo_2001_me_on_advocacy.pdf

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

Coffman, J. et al. (2007). *Common Language: The Composite Logic Model.* Innovation Network. Available at: www.innonet.org/index.php?section_id=6&content_id=637

Ecumenical Advocacy Alliance. (2010). *Monitoring & Evaluation of Advocacy Campaigns, Literature Review.*

EvalPartners. (2012). International Forum on Civil Society's Evaluation Capacities' at: Chiang Mai, Thailand on 3-6 December 2012 [for more information see http://www.mymande.org/evalpartners/forum].

EvalPartners, Parliamentarians Forum on Development Evaluation. (2013). *How to Engage Parliamentarians in Development Evaluation: Training for VOPEs, Government Policy-makers and Evaluation Professionals (Draft)*

EvalPartners. (2013). *Building an Enabling Environment for Evaluation: An EvalPartners Advocacy Strategy.*

EvalPartners. (2014). *A Toolkit to build Institutional Capacities of VOPEs.* To be available at: www.mymande.org

Gombitaova, D., Salner, A. *Slovak Yeti: when will we see it?* SES case study submitted to IOCE. Accessed 29 August 2013 at: http://ioce.net/download/national/SlovakEvaluationSociety_CaseStudy.pdf

Gormley, W., Guyer-Miller L. (2007). Partnership Building: Practical Tools to Help You Create, Strengthen, Assess and Manage Your Partnership or Alliance More Productively. The Capacity Project. USAID. Available at: http://www.who.int/workforcealliance/knowledge/toolkit/35.pdf

Gosling L., Cohen, D. (2007). *Participant's Manual: Advocacy Matters – Helping children change their world*, International Save the Children Alliance. Available at: http://www.savethechildren.org.uk/sites/default/files/docs/Advocacy%20Matters%20Participants%20Manual.pdf

Harvard Family Research Project. (2009). *A User's Guide to Advocacy Evaluation Planning.* Available at: http://www.hfrp.org/evaluation/publications-resources/a-user-s-guide-to-advocacy-evaluation-planning

IFAD. (2007). *Knowledge Management Strategy.* Available at: http://www.ifad.org/pub/policy/km/e.pdf

International HIV/AIDS Alliance. (1999). *Toolkit: Pathways to Partnerships*. Available at: http://www.impactalliance.org/ev_en.php?ID=4074_201&ID2=DO_TOPIC

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

Kingdon, J. (1995). *Agendas, Alternatives, and Public Policies* (Second Edition). Harper Collins College.

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

Midwest Academy, Organizing for Social Change and UNICEF. (2010). *Advocacy Toolkit: A guide to influencing decisions that improve children's lives*. Available at: http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf

Organization of American States. (2001). *Inter-American Strategy for the Promotion of Public Participation in Decision-Making for the Sustainable Development*. Washington DC.

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

PARIS 21. (2010). *Advocating for the National Strategy for the Development of Statistics, Country-level Toolki*t. Available at: http://paris21.org/sites/default/files/advocacytoolkit.pdf

Rosenstein, B. (2013). *Mapping the Status of National Evaluation Policies*. Parliamentarians Forum on Development Evaluation. EvalPartners. Available at: www.mymande.org

Sabatier, P. (1999). *Theories of the Policy Process*, Boulder, CO.

Shah Alam. (2013). Case study on behalf of Pakistan Evaluation Network

Sharma, R. (2007). *An Introduction to Advocacy: Training guide*. SARA, HHRAA, USAID. Available at: http://www.globalhealthcommunication.org/tool_docs/15/an_introduction_to_advocacy_-_training_guide_(pages_1-15).pdf

Sprechmann, S., Pelton, E. (2001). *Advocacy Tools and Guidelines Promoting Policy Change*. CARE.

Stachowiak, S. (2008). *Pathways for Change: Six theories about how policy change happens*. Organizational Research Services, Seattle, WA.

TASCO, SIPU International. (2011). *Advocacy and Policy Influencing for Social Change.*

The Advocacy Institute. (1992). *Telling Your Story: A guide to preparing advocacy case studies*. Available at: http://racialequitytools.org/resourcefiles/advocacy.pdf

The Centre for Development and Population Activities. (2000). *Gender, Reproductive Health and Advocacy, A Trainer's Manual.*

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

Tversky, A., Kahneman, D. (1981). *The Framing of Decisions and the Psychology of Choice*. Science, 211(4481): 453-458.

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

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

UNEG. (2011). Integrating Human Rights and Gender Equality in Evaluation: Towards UNEG Guidance. Available at: http://www.uneval.org/papersandpubs/documentdetail.jsp?doc_id=980

UNEP-GPA, UNESCO-IHE, Train-Sea-Coast GPA. (2004). *Improving Municipal Wastewater Management in Coastal Cities, Training Manual (Version 1).*

UNICEF. (2012). *Civil society guide to working with UNICEF.* Available at: http://www.unicef.org/about/partnerships/files/civil_society_guide_LoRes.pdf

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

UNICEF. (2010). *Evidence for Children, Developing National Capacities for Country-led Evaluation Systems, A Conceptual Framework.*

UNICEF. (2010). *M&E Companion to the Advocacy Toolkit.* Available at: http://www.unicef.org/evaluation/files/Advocacy_Toolkit_Companion.pdf

UNICEF. (2009). *Guide to working with Parliamentarians*. Available at: http://www.unicef.org/thailand/UNICEF_Guide_to_working_with_Parliaments.pdf

UNICEF. (2008). *Evaluation, South Asia*. Details of the Draft National Evaluation Policy can be obtained from SLEvA website: http://www.sleva.lk/tmp/SLEvA/Draft National Evaluation Policy.pdf

UNICEF. (2006). Concept Note on Knowledge Management.

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

UNICEF, EvalPartners, IOCE in partnership with CLEAR, IEG World Bank, Ministry for Foreign Affairs of Finland, OECD Development Assistance Committee Network on Development Evaluation, UNEG and UNWomen. (2013). *Evaluation and Civil Society: Stakeholders' Perspectives on National Evaluation Capacity Development*. Available at: http://www.mymande.org/Evaluation_and_Civil_Society

UNICEF in partnership with the World Bank, IDEAS, DevInfo, and MICS. (2008). *Bridging the gap: The role of monitoring and evaluation in evidence-based policy-making*. Available at: http://www.mymande.org/content/bridging-gap

UNICEF National Committees Workshop. (2008). 'Planning Advocacy and Education for Development Work'.

UNWomen. (2013). *Evaluation and Civil Society: Stakeholders' Perspectives on National Evaluation Capacity Development*. Available at: http://www.mymande.org/Evaluation_and_Civil_Society

UNWomen. (2010). *Guide to Gender Equality and Human Rights Responsive Evaluation*. Available at: http://unifem.org/evaluation_manual/

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

WaterAid. (2007). The Advocacy Sourcebook.

Womankind. (2011). *Women's Rights Advocacy Toolkit.*

Strengthening the demand for and use of evaluation in policy-making

2015 declared as the International Year of Evaluation

EvalPartners, the global partnership to strengthen national evaluation capacities, declared 2015 as International Year for Evaluation (EvalYear) at the Third International Conference on National Evaluation Capacities organized in São Paulo, Brazil, 29 Sep – 2 Oct 2013.

To access EvalYear, please visit:
http://mymande.org/evalyear

Join the e-Learning programme on Development Evaluation!

The e-learning programme is free and open to all interested people. You may attend virtually from your personal or work computer anywhere in the world. The Programme includes online lectures, reading materials, and simple multiple-choice tests. Participants will also have the opportunity to engage in online discussions. At the end of each course, if 80% of the answers on the multiple-choice test are correct, participants will be able to print out a certificate of completion.

To access the e-learning programme, please visit: http://mymande.org/elearning

Access hundreds of resource material and be part of a global evaluation community!

At MyM&E, an interactive web 2.0 platform, you can, free of charge:

- download hundreds of evaluation manuals and material;
- be part of a global evaluation community by developing your social profile and networking;
- participate and share your knowledge through blogs;
- watch videos of keynote speakers;
- find technical advice on how to design and manage an evaluation in the practical "How to" section;
- Search in the inventory of training delivered by different institutions all over the world;
- Post your CV or look for a consultant in international evaluation rosters;
- and much more!

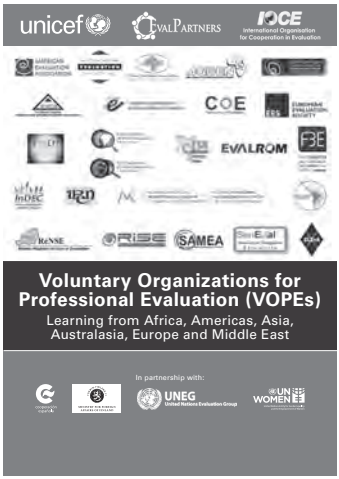
All of this, available at www.mymande.org

Voluntary Organizations for Professional Evaluation (VOPEs): Learning from Africa, Americas, Asia, Australasia, Europe and Middle East!

Download, free of charge, at:
http://mymande.org/selected-books

This is the second book in the series on Evaluation and Civil Society. This book is focused on case studies highlighting the experiences of regional and national VOPEs. They share their experiences in strengthening the capacities of individual evaluators to produce credible and useful evaluations, the institutional capacities of the VOPEs themselves, promoting equity-focused and gender-responsive evaluations, and, especially, the roles VOPEs are playing to improve the enabling environment for evaluation in their countries.

We hope this book and others in the series will contribute to the capacity of the evaluation community to strengthen the use of evaluation to enhance evidence-based policy-making, transparency and learning as well as the relevance and quality of evaluations so as to better inform equitable interventions. We wish you an interesting and inspiring read.

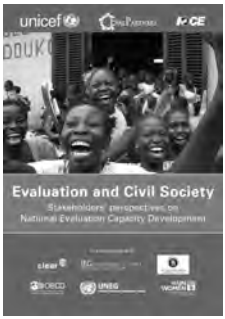


Learn what roles Civil Society Organizations can play in strengthening Evaluation Capacities

Download, free of charge, at:
http://mymande.org/selected-books

This publication aims to contribute to the international discussions on how different stakeholders can create synergies and partnerships to contribute to equity-focused and gender-responsive country-led evaluation systems. This book highlights in particular the strategic roles of Civil Society Organizations, notably the Voluntary Organizations for Professional Evaluation (VOPEs), are playing to promote the use of evaluation to enhance evidence-based policy-making, transparency and learning; and the role of EvalPartners, the new International Evaluation Initiative to strengthen Civil Society's evaluation capacities through collaborative partnerships.

This book makes a significant contribution to these discussions by offering a number of strong contributions from senior leaders of institutions dealing with international development and evaluation. These are: UNEG, UNICEF and UN Women from the United Nations; the Independent Evaluation Group and the CLEAR centres from the World Bank; OECD/DAC Network on Development Evaluation and the Government of Finland from the bilaterals; and the International Organization for Cooperation in Evaluation (IOCE) representing the global community of VOPEs.



Learn how Evaluation can contribute to equitable development results!

Download, free of charge, at:
http://mymande.org/selected-books

This publication explains how the evaluation function can contribute to achieving equitable development results by conceptualizing, designing, implementing and using evaluations focused on human rights and equity. It does so by offering a number of strong contributions from senior officers in institutions dealing with international development and evaluation.

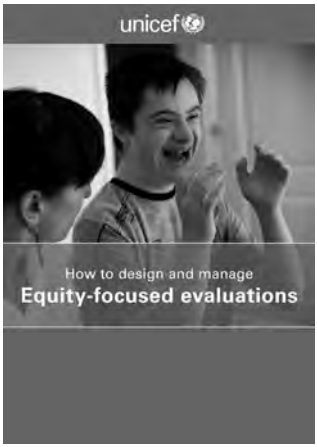
These are: UNICEF, UNDP, UNWomen, ILO, IDRC, the International Development Evaluation Association (IDEAS) and the International Organisation for Cooperation in Evaluation (IOCE); as well as senior Government representatives responsible for evaluation systems in their country, such as CONEVAL in Mexico.

Learn how to design and manage Equity-focused evaluations!

Download, free of charge, at:
http://mymande.org/selected-books

The manual starts by defining equity, why equity matters and why equity is so urgent now. It then explains what an Equity-focused evaluation is, explaining what its purpose should be and potential challenges in its promotion and implementation. The second part of the manual explains how to manage Equity-focused evaluations, presenting the key issues to take into account when preparing for the Equity-focused evaluations and developing the Terms of Reference, including presenting potential equity-focused evaluation questions; how to design the evaluation, including identifying the appropriate evaluation framework, evaluation design and appropriate methods to collect data; and how to ensure the evaluation is used. The document also addresses how to conduct Equity-focused evaluations under real-world constraints. Last but not least, eight case studies are included to illustrate how evaluations supported by UNICEF have addressed equity-focused issues.

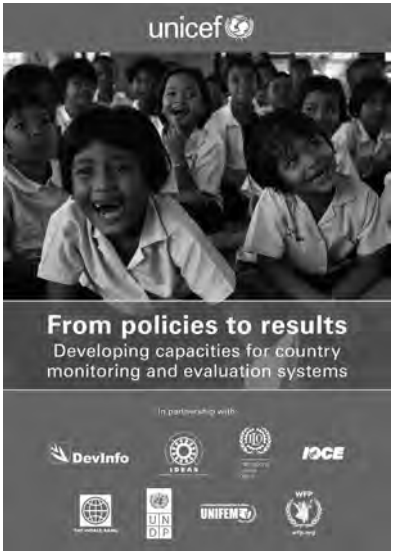
This publication is available in English, French, Spanish, Russian and Arabic.



Learn how to strengthen national evaluation capacities!

Download, free of charge, at:
http://mymande.org/selected-books

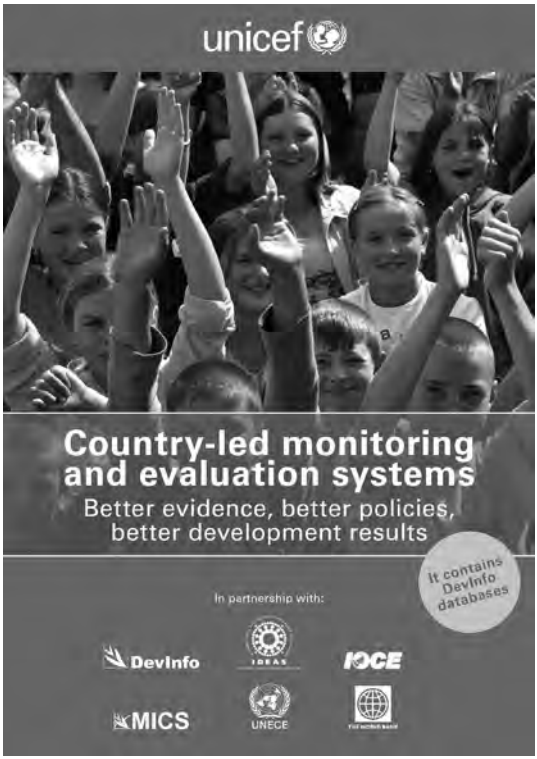
Within the international community, there is a growing recognition that national capacity development for monitoring and evaluation systems is an essential part of the broader support to policy reform and to promoting national ownership of evidence-based policy making. With the aim of sharing good practices and lessons learned on this strategic issue, UNICEF and IOCE (International Organization for Cooperation in Evaluation), in partnership with UNDP, WFP, UNIFEM, ILO, World Bank and IDEAS (International Development Evaluation Association) published this book. This publication offers a number of strong contributions from senior officers in institutions dealing with national monitoring and evaluation capacity development, as well as senior Government representatives responsible for the national monitoring and evaluation systems in countries in Asia, Africa and Latin America.



Read good practices and lessons learned about Country-led monitoring and evaluation systems!

Download, free of charge, at:
http://mymande.org/selected-books

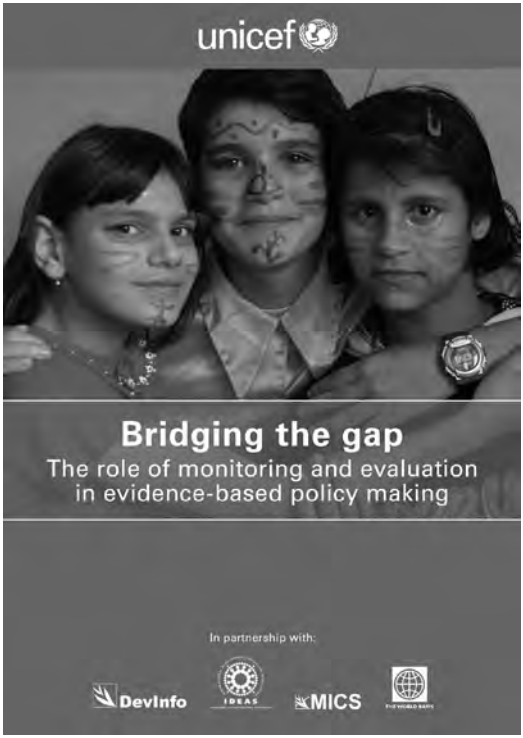
This publication, produced by UNICEF in partnership with the World Bank, UN Economic Commission for Europe, IDEAS (International Development Evaluation Association), IOCE (International Organization for Cooperation in Evaluation), DevInfo and MICS, brings together the vision, lessons learned and good practices from different stakeholders on how country-led monitoring and evaluation systems can enhance evidence-based policy making.



Read how Evaluation can and should contribute to policy making!

Download, free of charge, at:
http://mymande.org/selected-books

This book, published by UNICEF, in partnership with the World Bank, IDEAS, DevInfo and MICS, offers strong contributions from 20 senior officers in governmental and international institutions dealing with Evidence-based policy making. It brings together the vision and lessons learned from different stakeholders on the strategic role of monitoring and evaluation in evidence-based policy making. These stakeholders are policy-makers, in their role of users of evidence, and researchers and evaluators, in their role of suppliers of evidence.



NOTES

While technical evaluation capacities (the so-called supply side) are paramount to produce high-quality evaluative evidence, an enabling environment for evaluation is necessary to ensure it is actually used for decision-making.

In many instances, the demand and use of evaluation to inform policy-making is not as strong as it should be. In these cases, an advocacy strategy to strengthen an enabling environment for evaluation is necessary.

This toolkit attempts to create a better understanding of what advocacy is and how it can be used practically to build an enabling environment for evaluation. The toolkit provides a series of incremental steps that can be taken to effectively advocate for national evaluation policies and systems that are equity- focused and gender-responsive.

The toolkit will be useful for civil society organizations (CSOs), Voluntary Organizations for Professional Evaluation (VOPEs) as well as governments, parliaments, academia, evaluation units from development cooperation agencies and other development partners to get familiar with key advocacy concepts and techniques that can help in building an enabling environment for evaluation. It will equally be useful for other stakeholders, such as students, journalists and managers who want to expand their understanding of a structured approach to sustained and effective advocacy to promote a culture of evaluation.

EvalPartners
http://mymande.org/evalpartners

2015 International Year of Evaluation
www.mymande.org/evalyear

UN WOMEN
United Nations Entity for Gender Equality and the Empowerment of Women
http://www.unwomen.org/en/about-us/accountability-and-evaluation/evaluation

ioce
http://ioce.net

2014