



Woman is deprived of rights from lack of education, and the lack of education results from the absence of rights.

We must not forget that the subjection of women is so complete, and dates from such ages back that we are often unwilling to recognise the gulf that separates them from us.

Leo Tolstoy



ADVOCACY PLANNING

8

INTRODUCTION

There is no substitute for thorough planning in advocacy! Good planning not only helps us identify potential bumps in our road to success, but also helps to make sure that we are asking the right questions, advocating with the right people in realistic ways, and addressing the root causes of the problems in our communities. To carry out a successful advocacy campaign, we need to be fully aware of our own capabilities so that we can form strong allies to help compensate for our weak areas and amplify our assets.

Once we are clear about what problems we are addressing and how we can advocate best for that problem, we can identify our Expected Advocacy Result (EAR) and the objectives and indicators that will guide our strategy. Focusing on defined SMART objectives will make our work manageable and measurable.

8.1

ASSESSING THE ISSUE: PROBLEM TREE



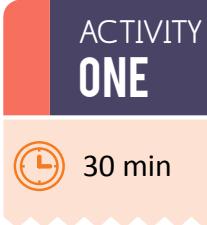
OBJECTIVES

- To clearly define the problem the advocacy strategy will work with.
- To define the causes and the consequences of the problem to be approached, using the “problem tree” tool.



MATERIAL

- Blank cards, half-letter size (one per participant)
- Markers
- Blank flipcharts (at least one sheet per participant)
- Masking tape
- Flipcharts with the problem guidelines written on them.
- Flipchart with an image of the problem tree



ACTIVITY ONE

30 min

Session time:
1.25-1.50 hours
(80-90 min)

TIME

Activity 1
Activity 2
Activity 3



FACILITATOR Guide

Individual Work: Problem Identification

- 1 Introduce the module objectives and ask the group if they have any questions or comments. 5 min
- 2 Hand out the cards, one per participant, and ask them to write down the problem they wish to solve (or contribute to the solution of) with an advocacy strategy.
- 3 Explain that problems should be:
 - **Large:** Affecting a large population.
 - **Current:** Problems that exist now, not those that may exist in the future or that are contingent on some other decision. For example: “if X passes the legislation”.
 - **Specific:** Avoid ambiguous concepts or things that can easily be misinterpreted. For example, rather than saying “young people don’t protect themselves”, say “limited access to contraceptives by adolescent males and females”.
 - **Existing negative situations:** It’s more productive to express the problem within the context of a possible solution. For example, a “Lack of resources to provide educational materials” becomes “Deficient budget allocations at the ministry of education and school district levels for materials”.10 min
- 4 When they’re finished, each participant places their card on a wall or flipchart located in front of the group. If someone wishes to write more than one problem, they can do so in another card.
- 5 Once all ideas are on the flipchart, ask the group to analyze the proposals, identifying which are similar, so they can group them.

8.1

ASSESSING THE ISSUE: PROBLEM TREE

- 6 Ask the group to identify if any problem is the cause or the consequence of another. If it's a cause, place it below (the tree's roots), and if it's a consequence, place it above (the tree's branches/leaves).
- 7 When the group is sure the problems left in the middle are well stated and are directly relevant to adolescent girls, divide the group according to which problem they want to work with. Maybe some problems will have several participants, and others only one person. This is fine.

10 min

ACTIVITY TWO

 25 min

Problem Tree – Group or Individual Work

- 1 Once participants are divided according to the problems that most interested each, show the problem tree diagram on the flipchart as a tool that will help us clearly visualize the causes and consequences (or effects) of a problem.
- 2 Explain that each team must make their problem tree about the problem they chose to work with in the previous activity.

5 min

- 3 Ask them to write down the core problem on the tree trunk, and explain they have 10 minutes to identify this problem's causes, and write them down on the roots.
- 4 Then, they will have 10 more minutes to write down the problem's consequences or effects on the tree branches.
- 5 Explain it's important to work causes and consequences separately, always linking them directly to the problem on the trunk. There must not be any link between branches and roots other than through the tree trunk!
- 6 Ask each team to choose one person to present their work.

10 min

ACTIVITY THREE

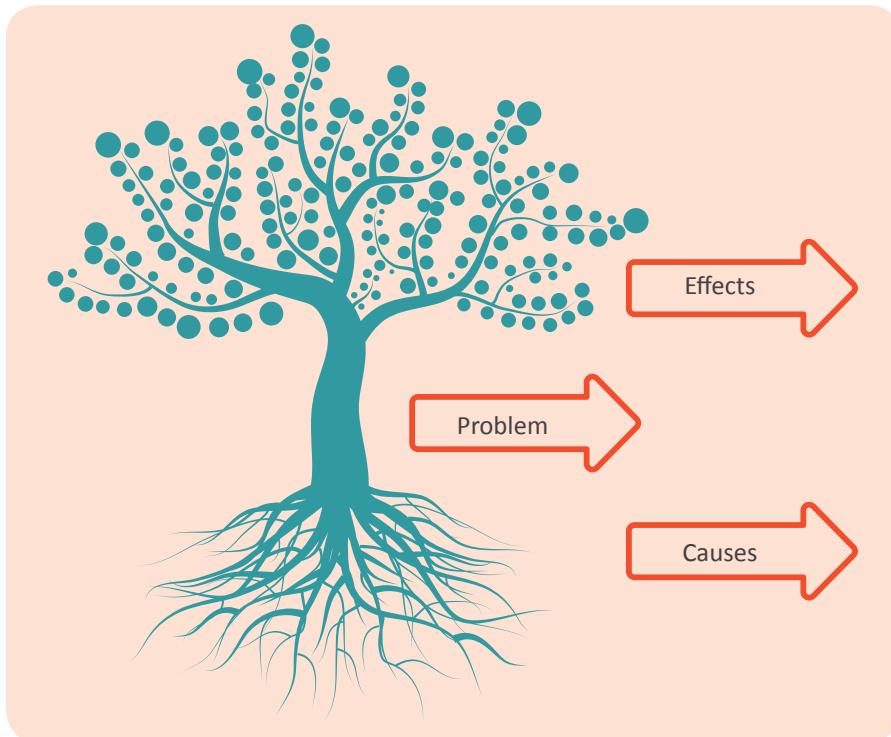
 25-30
min

Group analysis

- 1 Ask each team to present in no more than 3 minutes the problem they worked with, considering time for clarifications if necessary (3 minutes/team)
- 2 Once all teams have shared, explain to the group that it's necessary to prioritize between the different causes of the problem.

8.1

ASSESSING THE ISSUE: PROBLEM TREE



3 Ask the group to take a minute to think about how the causes of the problems are based on the three R's:

- **Related** with the labor the government does or should do (the socio-cultural causes, such as chauvinism, are hard to approach by means of a short-term advocacy project).
- **Relevant to the problem solution**, in the context of the project and the organization.
- **Realistic and solvable.**

4 Ask participants to share with the group which causes they will prioritize using this criteria, and why.

5 Leave the trees in a visible place in the room so they can refer to them in other sessions.

10 min

NOTES

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8.1

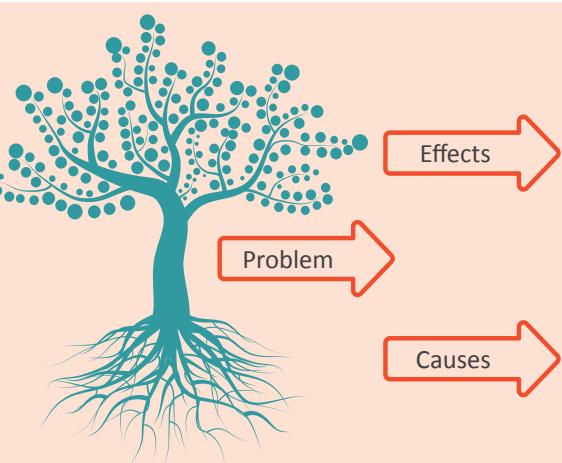
ASSESSING THE ISSUE: PROBLEM TREE

OBJECTIVES

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- To define the causes and the consequences of the problem to be approached, using the “problem tree” tool.

MATERIAL

- Blank cards, half-letter size (one per participant)
- Markers
- Blank flipcharts
- Masking tape
- Flipcharts with the problem guidelines written on them.
- Flipchart with an image of the problem tree.



ACTIVITY ONE
30 min

ACTIVITY TWO
25 min

ACTIVITY THREE
25-30 min



Individual work: Problem Identification

Each participant will identify the problem he/she wants to solve (or contribute to the solution of) by means of an advocacy strategy.

Problem Tree – Group or Individual work

Each team must make their problem tree about the problem they chose to work with.

Group Analysis

Groups will analyze the problem tree they made.

8.2

ASSESSING ADVOCACY CAPACITY: SWOT

OBJECTIVES

- To identify the participant group's or organization's strengths, opportunities, weaknesses, and threats to achieve the chosen Excepted Advocacy Result (EAR)
- To define the strategies that can transform weaknesses to strengths and threats into opportunities, as well as making the most of strengths and opportunities

MATERIAL

- Blank cards, half-letter size (one per participant)
- Markers
- Blank flip charts
- Masking tape
- Flip chart with the objectives written on it

HANDOUTS

- Handout "SWOT Analysis"
- Worksheet "My SWOT Analysis"

NOTES

For this session, every participant must clearly understand and have developed the EAR, and every participant must have made an analysis of the primary and secondary audiences. Ideally, participants would have done an analysis of possible allies to be able to identify the main internal (Strengths and Weaknesses) and external (Opportunities and Threats) aspects that may influence the EAR.



ACTIVITY ONE



30 min

Remember

If you wish, you can copy the diagram at the left onto a flip chart to explain the different areas of the SWOT.



Introduction to SWOT Analysis

- Present module objectives and create a space for questions or comments. 5 min
- Present the SWOT as a self-assessment tool that will allow participants to know what tangible and non-tangible resources they have to make the most of the opportunities and face the challenges that arise. This kind of assessment explains the minimum necessary steps they should take in institutional terms in order to advance with their advocacy project. 10 min
- Ask the group if anybody has any experience working with the SWOT assessment methodology. Ask those who have worked with SWOT to share their opinions about what it is, what it is for, and what challenges this analysis may bring. 10 min

Distribute the worksheet: Activity "My SWOT Analysis"

- Explain the different components of the SWOT and how it must be developed focusing on the achievement of the EAR. You can use the diagram on the preceding page as a guide. Make sure that participants express any doubts or questions they have. 5 min

| | |
|-------------|---------------------------------------|
| TIME | Session time: 1.25 hours (125 min) |
| | Activity 1 |
| | Activity 2 |
| | Activity 3 |
| FACILITATOR | Guide |

8.2

ASSESSING ADVOCACY CAPACITY:SWOT

- 5 Participants will make their own SWOT analyses. They can work the exercises directly on the worksheet, or they can copy them into the flip chart to share it in plenary. 5 min
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ACTIVITY TWO

 50 min

SWOT Group Exercise

- 1 Divide participants according to their EAR. Depending on the sizes of the groups, some group members can work with Strengths and Weaknesses and the others with Opportunities and Threats. If participants work individually, each participant works with all four components.
 - 2 Each team shares their ideas and completes all the SWOT sections, making a detailed analysis of the factors and situations involved in the strategy. Teams create a SWOT diagram on a flip chart. 30 min
 - 3 Each team chooses someone to present their work. After each presentation, ask the group for comments, questions, or doubts. 20 min
-

ACTIVITY THREE

 45 min

Strategy Analysis to Maximize SWOT

- 1 Explain that the SWOT elements are helpful only if organizations use them to make decisions about a project, and that, just as with the actors' analysis, in the SWOT analysis we want to describe a few major actions that groups can take to address the issues identified in the analysis. 2 min
- 2 Explain that we do not want specific activities—conducting workshops, developing material, etc.—but broader “lines of action,” such as training, raising awareness, increasing skills, etc.
- 3 Share these two examples as possible lines of action:
 - “Reinforce our alliances with strategic actors—like foreign governments that invest money in our country, or multi-lateral organizations that can open doors for us at higher levels”
 - “Increase the organization’s staff’s skills and knowledge in storytelling and messaging”3 min
- 4 Divide the group into the same teams that worked with the SWOT the past session. Using the SWOT they made, have them now discuss the following questions:
 - **Strengths.** What kind of lines of action would we need to include so that this project makes the most of its strengths?

8.2

ASSESSING ADVOCACY CAPACITY: SWOT

- Weaknesses. What kind of lines of action would we need to include to transform our weaknesses into strengths?
- Opportunities. What kinds of lines of action would we need to include to ensure this project makes the most of the opportunities?
- Threats. What kinds of lines of action would we need to include to transform the threats into opportunities, or at least to minimize the identified threats?

20 min

- 5 Once the group defines the lines of action, ask the group to write one line of action on each blank card and place the cards on a flip chart to present the results.
- 6 Ask each team to choose one person to present their work. After each presentation, ask the group for comments, questions, or doubts.

20 min

NOTES

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8.2

ASSESSING ADVOCACY CAPACITY: SWOT



OBJECTIVES

- To identify each group's or organization's strengths, opportunities, weaknesses, and threats to achieve the chosen Excepted Advocacy Outcome (EAR)
- To define the strategies that can transform weaknesses into strengths and threats into opportunities, as well as making the most of strengths and opportunities

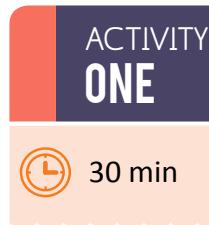


MATERIAL

- Blank cards, half-letter size (one per participant)
- Markers
- Blank flip charts
- Masking tape
- Flip chart with the objectives written on it



- Worksheet "My SWOT Analysis"



Introduction to SWOT

The trainer explains the purpose and process of filling a SWOT self-assessment. Then, participants have the chance to create their own SWOT assessments.

SWOT Group Exercise

Groups create a SWOT group assessment by making an in-depth analysis of factors and situations involved with the chosen strategies.

Strategy Analysis to Make the Most of SWOT

The groups from the latest activity analyze strategies to make the most of strengths and opportunities, and to solve the problems that may arise from their weaknesses and threats.



A8.2 ASSESSING ADVOCACY CAPACITY: SWOT

HANDOUT ASSESSING ADVOCACY CAPACITY: SWOT

EXAMPLE: An NGO's challenge when working with adolescents in Latin America

| | Positive | Negative |
|------------------|---|--|
| INTERNAL FACTORS | STRENGTHS Things that are currently working well. These could be our organization's actions, approaches, mechanisms, skills, talents, work culture, or financial and human resources, which we must maintain and reinforce to achieve our Expected Advocacy Result. | WEAKNESSES Things that are not currently working well. These could be our organization's actions, approaches, mechanisms, or resources, which we must change, improve, or resolve to achieve our Expected Advocacy Result. |
| EXAMPLES | <ul style="list-style-type: none">- <i>Organization has well-trained staff</i>- <i>Clear institutional objectives, mission, and vision</i>- <i>Staff with many years of experience</i>- <i>Staff that includes a multidisciplinary group of professionals</i>- <i>Funding secured for the next three years</i> | <ul style="list-style-type: none"><i>Staff has too many responsibilities and a heavy workload</i><i>Lack of human resources (staff)</i><i>Professional conflicts</i><i>Organization does not belong to any advocacy coalition</i><i>Limited space and resources</i> |
| EXTERNAL FACTORS | OPPORTUNITIES The opportunities that exist, now or in the future—actions, laws, protocols, alliances, resources, mechanisms, or institutional growth opportunities—worth pursuing and paying priority attention to achieve our Expected Advocacy Result. | THREATS The threats and possible obstacles that exist, now or in the future—actions, laws, protocols, organizations, resources, mechanisms, or political and religious tendencies—worth identifying and avoiding to achieve our Expected Advocacy Result. |
| EXAMPLES | <ul style="list-style-type: none">- <i>Laws that one can interpret in favor of adolescents</i>- <i>Established protocols exist for the protection of girls</i>- <i>Strategic alliances with governmental institutions of donor countries (Embassy of France)</i>- <i>Support from the first lady of the country or leading political party</i> | <ul style="list-style-type: none">- <i>Economic crisis conditions that threaten future financing</i>- <i>Laws that limit young women's human rights</i>- <i>Active opposition to family planning from the new religious leader</i>- <i>Refusal of hospital management to acknowledge the new sexual violence protocol</i> |



A8.2 ASSESSING ADVOCACY CAPACITY:SWOT WORKSHEET MY SWOT ANALYSIS

Instructions: Complete the chart below considering your group's or organization's strengths, weaknesses, opportunities, and threats to plan and implement an advocacy strategy on behalf of and/or with adolescent girls.

| | Positive | Negative |
|------------------|---------------|------------|
| INTERNAL FACTORS | STRENGTHS | WEAKNESSES |
| EXTERNAL FACTORS | OPPORTUNITIES | THREATS |



A8.2 ASSESSING ADVOCACY CAPACITY: SWOT

WORKSHEET MY SWOT ANALYSIS: LINES OF ACTION TO ADDRESS SWOT

Instructions: Now complete the following worksheet by inserting the lines of action that will help to address the SWOT issues you identified in the previous worksheet.

| | Positive | Negative |
|------------------|---|--|
| INTERNAL FACTORS | STRENGTHS: What kind of lines of action would we need to include so that this project makes the most of its strengths? | WEAKNESSES: What kind of lines of action would we need to include to transform our weaknesses into strengths? |
| EXTERNAL FACTORS | OPPORTUNITIES: What lines of action would we need to include to ensure this project makes the most of the opportunities? | THREATS: What lines of action would we need to include to transform the threats into opportunities, or at least to minimize the identified threats? |

DEFINING THE EXPECTED ADVOCACY RESULT (EAR)

OBJECTIVES

- To explain the importance and the basic elements of an Expected Advocacy Result (EAR)
- To define their project's Expected Advocacy Result

MATERIAL

- Flip charts
- Markers
- Masking tape
- Problem trees that participants have previously developed
- Political maps that participants have previously developed

HANDOUTS

- Worksheet "Questions to Define the EAR"
- Handout "Components of the EAR"

ACTIVITY ONE

 20 min

Introduction to the EAR

- Introduce the group to the module objectives and ask if they have any questions or comments 5 min
- Explain that you cannot do effective advocacy without having the political change you want to promote perfectly clear. The EAR is the main guide for all of the project activities. Therefore, the definition of the Expected Advocacy Result is one of the most important steps of advocacy strategies, since the more detailed the EAR, the more realistic the expectations.
- Introduce the group to the three essential components of the Expected Advocacy Result. 15 min
 - Identify the political change or action they will promote. For example, "the establishment of an official norm on the use and promotion of Emergency Contraception, or the creation of a Sexual and Reproductive Health Law".
 - Identify the political actor with the power to make a decision in favor or against the change we want to achieve.
 - For example, this political actor could be a person (i.e. the Minister of Health), or a group of persons (National Congress).
 - Define the specifications of the desired political change or action.
 - A few examples:
 - Time frame to achieve the Expected Advocacy Result (1 year, a legislative term, etc.)
 - Basic elements or principles it should include (gender perspective, rights, respect for sexual diversity, etc.)
 - Geographic scope (nation wide, in x municipality, etc.)



8.3

DEFINING THE EXPECTED ADVOCACY RESULT (EAR)

- Population or populations it targets (includes all population, especially young women, considers commercial sex workers, etc.)
- Related budget elements the law, program, plan or policy will need to be effectively implemented (with a budget allocation of x amount for their execution).

15 min

ACTIVITY TWO



45-60 min

EAR development

1 Divide the group according to the different problems they have developed in the problem tree session (they can work in small groups or individually).

2 They will have 20 minutes to develop the EAR according to their problem, following the guides shown in the previous activity.

3 Each group or person must prepare to present their work when the time is over. They will have 3 minutes to present and get feedback from the group (the time depending on the number of groups)

15-20 min

4 Hand the participants the Worksheet: Questions to define the EAR, and ask them to return to their work teams to fill out the sheet.

20 min

5 Ask each group to share the results of their work in the worksheet, and ask everybody for feedback.

15-20 min

ACTIVITY THREE



15 min

Closing and reflection

1 Explain the group that it is best to choose just one Expected Advocacy Result. It is strategic to work in the EAR that is:

- Most feasible to attain within the allotted time.
- Will have a greater impact in the lives of adolescent girls.

2 If it is not possible to choose just one Expected Advocacy Result, tell the group they can work with two, but this can complicate both the planning process and the implementation of the project.

3 Ask for the EAR to be written on a clean flipchart and placed in a visible spot in the classroom.

15-20 min

8.3

DEFINING THE EXPECTED ADVOCACY RESULT (EAR)

OBJECTIVES

- To explain the importance and the basic elements of an Expected Advocacy Result (EAR)
- To define their project's Expected Advocacy Result

MATERIAL

- Flip charts
- Markers
- Masking tape
- Problem trees that participants have previously developed
- Political maps that participants have previously developed

HANDOUTS

- Worksheet "Questions to Define the EAR"
- Handout "Components of the EAR"

ACTIVITY ONE

20 min

ACTIVITY TWO

45-60 min

ACTIVITY THREE

15 min



Session time:
1.5 hours (90 min)

TIME

- Activity 1
- Activity 2
- Activity 3



PARTICIPANT
Guide

Define the three different components of the EAR

The political actor, the political change, and the specifics of the determined change

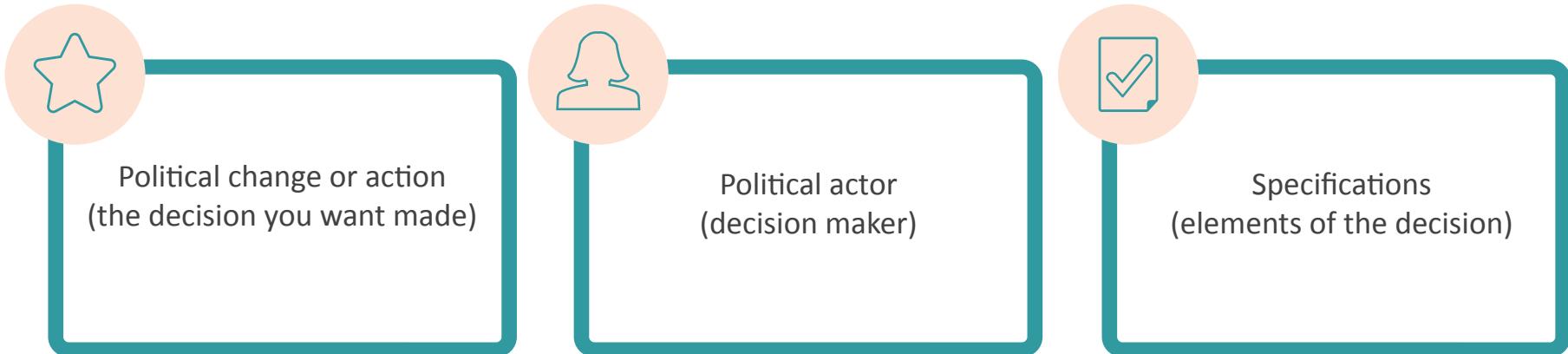
EAR development: Group Work

Closing and reflection



A8.3 DEFINING THE EXPECTED ADVOCACY RESULT (EAR)

HANDOUT COMPONENTS OF THE EAR¹



EAR Specifications

Some issues that should be considered among the EAR specifications:

- Time frame to achieve the Expected Advocacy Result
- Geographic scope
- Focus population or populations
- Human and financial resources needed to implement it

¹ Adapted from the IPPF Handbook for Advocacy Planning (2010), International Planned Parenthood Federation – Western Hemisphere Region (IPPF/WHR).



A8.3 DEFINING THE EXPECTED ADVOCACY RESULT (EAR) HANDOUT QUESTIONS TO DEFINE THE EAR²

DAILY OBSERVER

Monday, October 22, 2012

Page 3

Girls Demand Empowerment

-Want Government, Partners Take More Action

| Questions | Yes | No | Notes |
|--|-----|----|-------|
| Is it possible to achieve the EAR even with active opposition? | | | |
| Does qualitative and/or quantitative data exist to show that the EAR will improve the lives of adolescent girls? | | | |
| Do you have the knowledge and skills to implement an advocacy strategy on this issue? | | | |
| Can this cause attract support from a large group of people? | | | |
| Have you forged alliances with people or organizations that are critical for achieving the EAR? | | | |
| Is it possible to obtain money or other resources to support your work on this issue? | | | |

² Adapted from the IPPF Handbook for Advocacy Planning (2010), International Planned Parenthood Federation – Western Hemisphere Region (IPPF/WHR)

DEFINING THE SMART ADVOCACY OBJECTIVES



OBJECTIVES

- To develop SMART specific objectives for the advocacy project
- To identify the key activities needed to achieve each of the advocacy project's specific objectives

MATERIAL

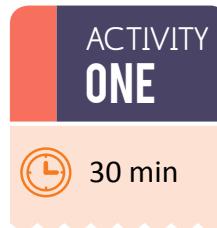
- Flip chart
- Post-it notes or cards
- Markers

HANDOUTS

- Handout "How to Write Good Objectives"
- Developed problem tree
- Developed political map

NOTES

For this session, every participant must clearly understand and have developed the EAR, and every participant must have made an analysis of the primary and secondary audiences. Ideally, participants would have done an analysis of possible allies to be able to identify the main internal (Strengths and Weaknesses) and external (Opportunities and Threats) aspects that may influence the EAR.



ACTIVITY ONE

30 min

Defining the General Objective and the EAR

- Define the following terms for the group using either a PowerPoint presentation or a flip chart, whichever works best.

- General Objective.** This is the change in the situation or circumstance we aim to achieve over the long-term. The general objective is the broader goal that ultimately guides the EAR, the specific objectives, and the key activities of the advocacy strategy.

Example: The Parliament in Malawi safeguards the health and wellbeing of adolescent girls by making early marriage illegal

10 min

Ask the group to give you examples of general objectives, and discuss whether they meet the described characteristics.

- Expected Advocacy Result (EAR).** Remind the group that the specific political change at which the advocacy project implementation aims is generally composed by the political actor and/or decision makers, the desired political change, and the aforementioned change's specifications.

Example: Parliament passes the Marriage Law that increases the legal age of marriage in Malawi from 14 to 18 years of age.

5 min

- Specific objectives.** These outline the changes we expect to achieve throughout the implementation of the advocacy strategy, and that will help to achieve the EAR. In advocacy strategies, we generally find three kinds of specific objectives:



Session time:
90 minutes



Activity 1
Activity 2
Activity 3



FACILITATOR
Guide

8.4

DEFINING THE SMART ADVOCACY OBJECTIVES

- Objectives that reinforce alliances with organizations, networks, and people to promote the advocacy process
- Objectives that identify the institutional strengths needed to successfully implement the advocacy strategy
- Objectives about increasing the political will of the target audience so that they perform the necessary actions to achieve the EAR

15 min

ACTIVITY TWO

 20 min

Developing Action Lines for Objectives

- 1 Ask the group to take their notebooks to where the flip charts with the developed audience maps and the SWOT are, and to review the action lines written on the post-it notes or cards, trying to identify the similarities among them in such way that the group can categorize them.

Tell the group to consider whether they can categorize the action lines by the type of change they aim at—for example: Increasing their organization's staff knowledge, skills etc.; increasing the decision makers' political will; etc.

5 min

- 2 Ask the group to write down the categories into which they will place their action lines. Typical categories include the following:

- Institutional strengthening—lines of action regarding the needed strengths of the organization so that they implement an effective and efficient advocacy strategy
- Reinforcement of alliances—lines of action regarding work with other organizations, networks, or people
- Increase in the decision makers' political will—lines of action directly address the target audience, and keep in mind the secondary audience and how to transform threats into opportunities while doing the SWOT analysis

5 min

- 3 Ask the teams to analyze their logic for each category, as well as the kind of actions linked with each one of them. This information will help the teams evaluate the importance of each category for the achievement of the EAR.

5 min

- 4 Once the groups agree upon the categories, ask the participants to return to the Audience Maps and the SWOT. Put each post-it note under the corresponding category and place each one on the corresponding flip chart.



Remember

Make sure all of the lines of action are under one of these three categories. Explain to the group that they will use the large lines of action or categories to design the project's specific objectives.

5 min

8.4

DEFINING THE SMART ADVOCACY OBJECTIVES

ACTIVITY THREE



40 min

Developing “SMART” Objectives

1

- Introduce to the group the characteristics of well-stated objectives, based on the presentation proposed in the handout “How to Write Good Objectives.”

10 min

Now show the flip chart “Advocacy-Specific Objectives are SMART”:

- Specific—to avoid different interpretations
- Measurable—to monitor and evaluate them; think of some process or outcome indicators
- Achievable—realistic and with enough time and resources
- Relevant—to the problem, the goal, and the organization
- Time-bound—there is a specific time frame to achieve them

10 min

With the group, brainstorm what each concept means and why each is important.

Place the flip chart in a visible place during the rest of the session.

2

- Review the handout “How to Write Good Objectives.” Have the group analyze both the incorrectly written objectives and the correctly written objectives, and why they are so. Make sure the group understands each of the objective’s components.

10 min

3

- Allow everybody enough time to develop at least 2 specific objectives based on their lines of work.

10 min

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A8.4 DEFINING THE SMART ADVOCACY OBJECTIVES

HANDOUT HOW TO WRITE GOOD OBJECTIVES³

What Is an Advocacy Objective?

- Advocacy objectives are statements about the changes you expect to see during the implementation of your strategy
- Unlike the Expected Advocacy Result (EAR), you are expected to achieve and measure your program objectives based on the available resources and time
- They are the guiding strength that backs your work, because they tell advocates the specific goals for the strategy
- They point out which aspects to monitor and measure
- They point out what must be done to achieve the expected advocacy result
- They draw attention to what can be achieved, and therefore they guide the people executing the strategy
- They represent an agreement between the strategy and the outside world, regarding what the strategy is committed to achieve within a specific time and budget

Specific objectives are SMART:

- Specific—to avoid different interpretations
- Measurable—to monitor and evaluate them
- Achievable—realistic and with enough time and resources
- Relevant—to the problem, the goal, and the organization
- Time-bound—there is a specific time frame to achieve them

Appropriate verbs for specific objectives:

Decrease
Increase
Strengthen
Improve
Carry out

Inappropriate verbs for specific objectives:

Train
Provide
Produce
Establish/Create
Conduct

Recommendations to establish specific objectives:

Consider they mean your project's success and how it would manifest.

- Refer to the intermediate results in your conceptual model.
- Describe the target population and the desired change in it.
- Include the location and deadline for each objective.

³ Adapted from the "Guide for Designing Results-Oriented Projects and Writing Successful Proposals," IPPF-RHO, available at http://www.ippfwhr.org/sites/default/files/files/Proposal_Guide_SP.pdf



A8.4 DEFINING THE SMART ADVOCACY OBJECTIVES

HANDOUT HOW TO WRITE GOOD OBJECTIVES³

Examples of Incorrectly Written Objectives

| |
|--|
| Incorrectly written general objective |
| To promote public policies that benefit adolescent girls' health and development in the country. |
| Why is it incorrectly written? |
| <ul style="list-style-type: none">• This general objective is not talking about the main social or health problem to address. The organizations' staff must ask: Why is it important to promote public policies? How do public policies benefit adolescent girls' health and development?• This general objective does not provide information about the target population. It is too general.• This general objective does not explain what kind of public policies to promote. |
| Improved general objective |
| To hold meetings with decision makers regarding the gaps in the observance of the Children's Law in Liberia. |
| Incorrectly written specific objective |
| To hold meetings with decision makers regarding the gaps in the observance of the Children's Law in Liberia. |
| Why is it incorrectly written? |
| <ul style="list-style-type: none">• This objective is about a strategy or activity, not an expected change in the target population. Why does the organization wish to hold meetings with decision makers? What is the desired change?• This objective is not time-bound. What is the time frame in which you expect the change to happen?• The terminology is not clear. What does it mean by "gaps" in the observance of the Children's Law? |
| Improved specific objective |
| At the end of the three-year project, have the mayor and authorities of X Community sign an agreement that ensures monitoring of the Code on Children and Adolescents. |

DEFINING THE SMART ADVOCACY OBJECTIVES

OBJECTIVES

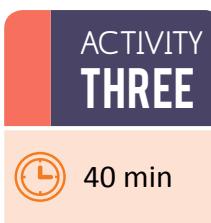
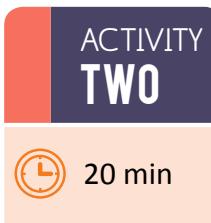
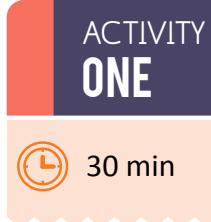
- To develop SMART specific objectives for the advocacy project
- To identify the key activities to achieve each one of the advocacy project's specific objectives

MATERIAL

- Flip chart
- Post-it notes or cards
- Markers

HANDOUTS

- Handout "How to Write Good Objectives"
- Developed problem tree
- Developed political map



Defining a General Objective and the Expected Advocacy Result (EAR)

Participants will define several important terms for the elaboration of an advocacy plan.

Developing Action Lines for Objectives

Participants will more deeply consider the actions they need to perform regarding their advocacy plan.

Developing SMART Objectives

Participants will learn how to develop specific, measurable, achievable, realistic, and time-bound objectives.

DEVELOPING INDICATORS

OBJECTIVES

- To define an indicator for an advocacy strategy and learn how to write them
- To develop process and outcome indicators for the advocacy strategy.

MATERIAL

- Flip charts
- Markers

HANDOUTS

- Handout “How to Write Good Indicators”

NOTES

During this session, participants have the chance to start writing the indicators that could become part of their advocacy strategies. The facilitator must be available to help participants in the process of creating realistic and measurable indicators.

ACTIVITY ONE

 20 min



Defining Outcome vs. Process Indicators

- Explain to the group that to evaluate an advocacy strategy, you must create appropriate indicators. Because this task requires specific knowledge, specialized assistance is often required. 5 min
- Give out the handout “How to Write Good Indicators,” and have the group analyze the difference between process and outcome indicators. 5 min
- When the group is done reflecting, remind them of the following:
 - Process indicators are indicators that measure the fulfillment of key activities to achieve the specific goal.
 - Outcome indicators tell whether the specific goal is met.
 - For example, if the specific goal is to “strengthen the advocacy capacities of adolescent girls, a process indicator could be “number of advocacy workshops conducted,” while an outcome indicator could be “number of adolescent girls leading components of the advocacy strategy” or “the % of increase in knowledge regarding advocacy strategy components”.5 min
- It is important to limit the total amount of indicators and to be realistic about the time and effort to verify each process and outcome indicator. Usually, the outcome indicators require more time and energy.
- Ideally, each activity should have at least one process indicator and one outcome indicator.
- Allow at least 20 minutes for participants to write at least one process indicator and one outcome indicator for each specific objective. 5 min

8.5

DEVELOPING INDICATORS

ACTIVITY TWO



60 min

Verification Methods and Monitoring

1

After describing the specific indicators, then explain the verification methods and frequency of monitoring.

Verification Methods: These are the tools through which we prove that we have fulfilled an indicator. For example, if our process indicator refers to the number of workshops conducted with adolescent girls, then our methods of verification might include things like workshop sign-in sheets, photographs, signed completion certificates, etc. Verification methods for measuring an increase of knowledge include pre and post-test results, or pre and post survey results.

Monitoring: This refers to the frequency with which this indicator is be verified. Common examples of monitoring frequency include: quarterly, bi-annually, yearly, monthly

10 min

2

You should also detail who will be responsible for evaluating each indicator. This is especially important when working in a network. Each organization must clearly understand the indicators it is responsible for.

10 min

3

Allow each participant to develop specific indicators for his or her strategy, including methods of verification, monitoring frequency and responsible parties for each indicator.

40 min

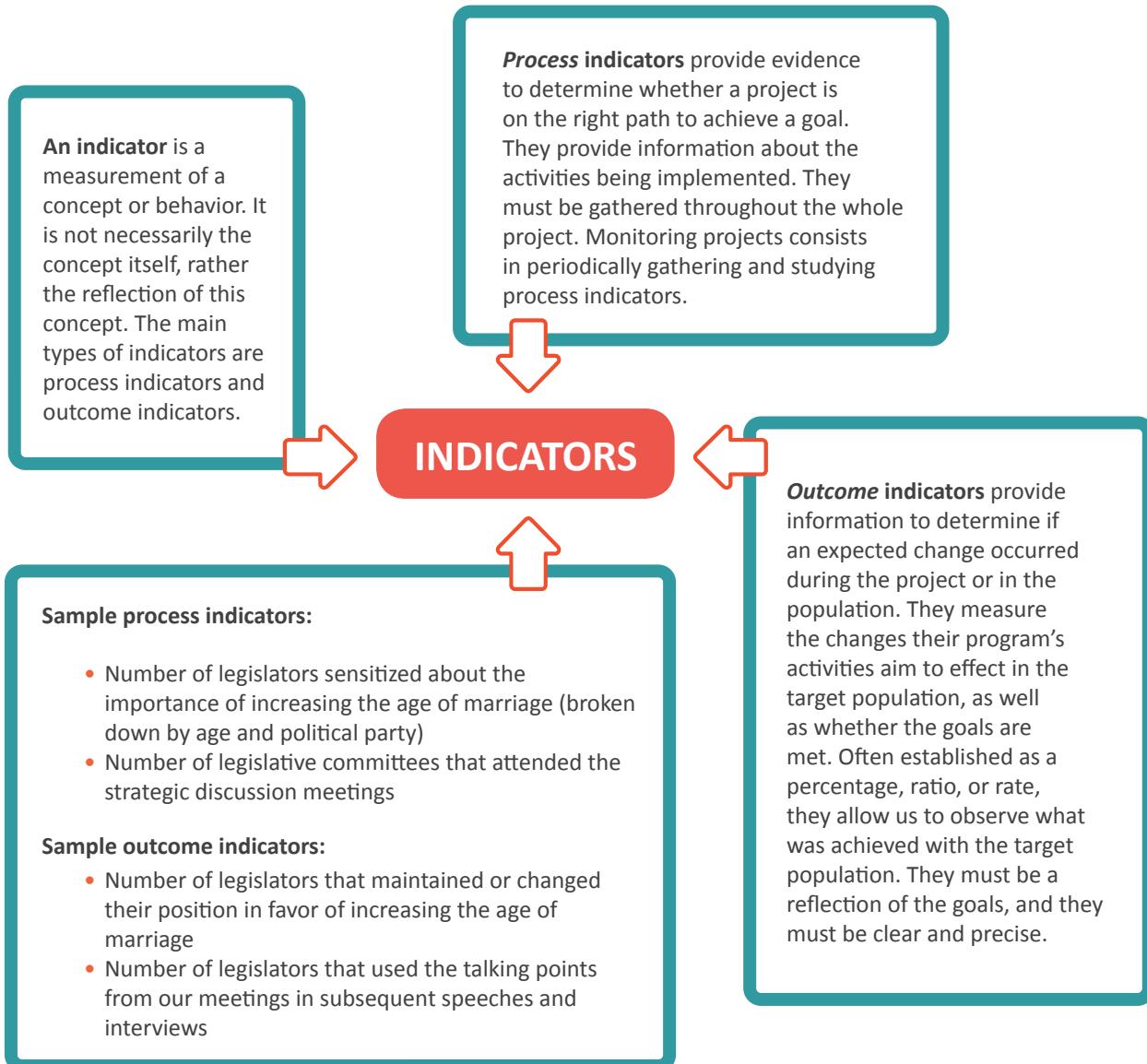
NOTES

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A8.5 DEVELOPING INDICATORS

HANDOUT HOW TO WRITE GOOD INDICATORS⁴



Indicator Examples: Advocacy Strategy

Example of an incorrectly established indicator

Increase in the number of people who promote increasing the age of marriage.

Why is this indicator incorrectly established?

- Indicator should not specify the direction of change. (The goal specifies the direction.)
- This indicator is not precise because it does not specify the time in which the change will be measured. Will we measure the number of decision makers at the start and at the end of our intervention?
- The indicator does not clearly specify the denominator (target population). Are we looking for a change in decision makers? Who, exactly? Where?

Improved indicator

The percentage of Members of Congress in favor of increasing the age of marriage in Country X, from the beginning to the end of the advocacy strategy.

⁴ Adapted from the "Guide for Designing Result Oriented Projects and Writing Successful Proposals," IPPF-WHR, available at http://www.ippfwhr.org/sites/default/files/files/Proposal_Guide_SP.pdf

DEVELOPING INDICATORS

OBJECTIVES

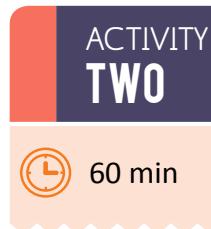
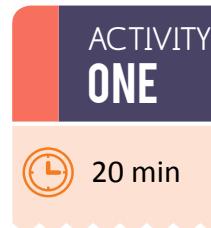
- To define an indicator for an advocacy project is and how they are written
- To develop process and results indicators for the advocacy strategy

MATERIAL

- Flip charts
- Markers

HANDOUTS

- “How to Write Good Indicators”



Defining process vs. result indicators

Participants will define and distinguish the terms process and results indicators.

Verification methods and Monitoring

Participants will describe indicators for their advocacy projects, their verification methods, and who is responsible for each task.



NOTES

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